

SUPERVISOR TRAINING PROJECT

2013

Topic: Pre-service Training

Training that is required and is specifically targeted at preparing someone to assume the position of supervisor

About the Supervisor Training Project

In response to an increasing interest in child welfare supervision, the National Child Welfare Resource Center for Organizational Improvement (NRCOI) collected information on what States are doing to train and support Child Welfare Supervisors. Information on the current approaches that States are taking has been compiled, along with any available curricula and materials. This project was made possible by state child welfare training leads that participated in a telephone interview. Original interviews were conducted in 2011, with new states being added in subsequent years. The NRCOI attempts to reach out to participants and update all of the information on an annual basis; however, please note some information included in this document may not have been updated since the original interview in 2011. The main interview topics included: pre-service training, ongoing training, professional development, and supports for supervisors. To view individual state summaries, with complete information and updates, please visit the NRCOI Supervisor Training Project website at www.nrcoi.org/supervisionproject.htm!

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**National Child Welfare
Resource Center for
Organizational Improvement**

A service of the Children's Bureau, a member of the T/TA Network

STATE	Pre-service Training
Alaska	<p>In the beginning of 2010, it became mandatory for all new supervisors to complete Alaska’s Supervisory Training Parts I & II. At that time, all supervisors, regardless of tenure, were required to attend the training. The training is now being offered once annually to new supervisors. It is child welfare specific and was adapted from the Butler Institute’s curriculum, Putting the Pieces Together and Michigan State University’s workbook series, Staff Retention in Child and Family Services. Part I consists of two modules and is trained over three days; Part II consists of two modules and is trained over two and a half days. The Director of the Training Academy co-trains this curriculum with a staff trainer in Anchorage. Alaska has also recently added a 2-day critical thinking seminar to their training for new supervisors.</p>
Arizona	<p>Arizona conducts a pre-service Supervisor Core training for all new supervisors. This training is mandatory and must be completed within one year of assuming the position as supervisor. All Supervisor Core courses are competency-based. The first section of core consists of four level-one courses, trained every two months by Arizona State University. Each course is two days and trained in the classroom:</p> <ul style="list-style-type: none"> • Supervision 411: A basic introduction to supervision • Electronic Information Systems: Teaches the SACWIS system and Dashboard • Legal and Policy for Supervisors • Supervising the Child Safety Assessment and Strength and Risk Assessment and Case Plan Process: This course addresses clinical supervision of the automated process that helps workers complete a comprehensive assessment of families. <p>The second section of core consists of four advanced-level courses, co-trained every six months by the Child Welfare Training Institute’s (CWTI) Supervisor Training Coordinator and an Assistant Program Manager (APM). APMs are responsible for supervising and mentoring supervisors in the State. Each course is two days and trained in the classroom. The first three of these courses were adapted from Colorado’s “Putting the Pieces Together” supervision training:</p> <ul style="list-style-type: none"> • Administrative Supervision • Educational Supervision • Supportive Supervision • Clinical Supervision in Child Welfare: The curriculum for this course was created through ASU’s project, Strengths Based Supervision, A Child Welfare Supervision Training Project. <p>Following completion of core training, CWTI staff is available (by request) to travel to regions and assist supervisors with application of the training materials. Additionally, a Supervisor Core Advisory Committee meets several times annually to discuss potential training topics needed by supervisors.</p> <p>Additionally, the Department of Economic Security (DES, the umbrella organization for the Department of Children, Youth and Families), requires that all DES supervisors complete 11 online courses. These courses are not child welfare specific. CWTI has begun reviewing DES curricula to ensure that materials are not being repeated in CWTI’s trainings. The DES trainings are theoretical in nature, while Supervisor Core is focused on the application of skills specific to child welfare supervision.</p>

<p>Arkansas</p>	<p>All supervisors hired within the department are required to attend a legislatively mandated training (Executive Order 86-1) within six months of assuming the position and prior to performing any personnel type of actions. Not specific to child welfare, this four day in-person training includes the following courses:</p> <ul style="list-style-type: none"> • Arkansas Government Basics • Hiring and Performance Measurement • Interpersonal Communication • Grievance Prevention & Handling • Administering Discipline <p>ODT provides this training to all Departmental Supervisors. Once a supervisor completes Executive Order 86-1 training, s/he returns for a second week of training – Leadership in a High Performing Work Culture. This 3 day workshop focuses on coaching, teamwork, and conflict resolution. It is preferred that new supervisors complete, at a minimum, the Executive Order 86-1 training before attending a child welfare specific supervisor training offered by UALR/MidSOUTH.</p> <p>The UALR/MidSOUTH new supervisor training program is competency based and structured around three principles of supervision: administrative, supportive, and educational. Because the legislatively mandated training is so focused on administrative skills, this training targets the supportive and educational functions of supervision within a child welfare context. Instructional methods are based on brain science.</p> <p>Topics include: caseload monitoring/management, individual monitoring, unit monitoring, supervisory ethics, and the role of data in managing. Supervisors also complete a selected reading on child welfare supervision and then make a class presentation on the topic that interested them.</p> <p>New Supervisor Training Outline</p> <p>An individual training needs assessment is conducted after supervisors attend the new supervisor training through UALR/MidSOUTH. This information is used to see how well participants have mastered the training competencies and to assess their future training needs. Individual training assessment plans are also utilized. The OJT component also includes an evaluation. Supervisors also have an annual performance assessment with their managers and often have regular case consultations and professional development discussions.</p> <p>Through a collaborative effort, the Academic Partnership has created a “non-traditional model of “on-the-job training (OJT) for new supervisors promoted within the division. This program is “non-traditional” because it is offered to new supervisors independent of UALR/MidSOUTH classroom instruction-helping the Division address an existing gap between the time a new supervisor assumes supervisory duties and the time s/he is able to attend the UALR/MidSOUTH training.</p> <p>Structured around safety, permanency and well-being, a field trainer initiates the training with a new supervisor within the first two weeks of being on the new job. The OJT instructional method is based on a coaching and mentoring model.</p> <p>Each OJT category (safety, permanency and well-being) takes 4 weeks to complete and involves a self-assessment, tutorial study and structured assignments that align with Administrative, Educational and Supportive functions within each category. Training objectives include:</p> <ul style="list-style-type: none"> • Increased knowledge and understanding of effective child welfare practice and
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	<p>supervision in the several topic areas. Some these include:</p> <ul style="list-style-type: none"> ➤ Safety and risk ➤ Protective factors ➤ Protection plans ➤ Defining permanency and key permanency concepts ➤ Permanency and child and family development ➤ Permanency and the Judicial system ➤ Impact of trauma ➤ Physical and mental health needs of children ➤ Educational needs of children ➤ Building family capacity for effective problem solving <ul style="list-style-type: none"> • Use administrative compliance and quality data to proactively identify strengths and needs of the unit and individual workers. • Gain experience in conducting face to face supervisory case consultations to review case plans, services and progress toward goals. • Gain experience in field observation of worker’s engagement with families and community providers. <p>Participant Manual to Supervising for Safety, Permanency, and Well-Being: On-the-Job Training for Promoted New Supervisors</p> <p>Arkansas is also in the process of developing a competency based training model for field trainers to promote ongoing professional development in alignment with the growth of supervisory practices within the Division.</p> <p>Supervisors also complete a SUPER CHRIS training, which is designed to help with the transition of using the state’s SACWIS system as a management tool rather than for case documentation. This training is offered on an individual basis and is provided one-on-one between a MidSOUTH CHRIS trainer and a new supervisor.</p> <p>A supervisor hired from outside of the Arkansas DCFS system, though uncommon, may be required to take the new staff training for family service workers prior to the training for supervisors. This will allow them to get more familiar with the role and policies within Arkansas. This training consists of eight modules, with each module being three full days. The training is conducted over 10 weeks with each module being followed up with OJT to help with the transfer of learning. If a new supervisor were attending this training they would have specific supervisor OJT assignments. The new staff training is also offered through UALR/MidSOUTH, with field trainers helping new staff complete and process OJT activities.</p>
<p>California</p>	<p>All supervisors must complete the Supervisor Core Curriculum within 12 months of assuming a supervisory position. This training is child welfare specific; though some counties now request that supervisors in other program areas also attend the training (e.g. eligibility staff, other human services staff). The statewide Supervisor Core content is systematically updated and publicly available.</p> <p>Each Regional Training Academy (RTA) and the Inter-University Consortium (IUC) provide this training, tailoring and supplementing it to meet their regional needs. Information and topics from the regions are available here:</p>

- [Northern RTA](#)
- [Bay Area RTA](#)
- [Central RTA](#)
- [Southern RTA](#)

The written curriculum for Los Angeles/IUC is available by request: <http://iuc.spsr.ucla.edu/iucmain/>. This 15-day Supervisor Core training program meets the requirements of the California Supervisor Core. Curriculum modules include:

- Managing within a Child and Family Service System: Leadership, Administration and Performance Improvement and Fiscal Essentials (2 days)
- Child Welfare Policy and Practice for Supervisors and Applying Evidence Based Practice in the Unit (1 day)
- Managing Work through Other People: Educational and Supportive Supervision (3 days)
- Developing Teams and Managing Performance (2 days)
- Structured Decision Making (SDM) Implementation in the Unit to Achieve Outcome Measures and Outcome-Based Management (1 day)
- Casework Supervision (2 days)
- SDM Case Review Tool Training for supervisors: Monitoring SDM in the Unit (1 day)
- Personnel Issues and Performance Evaluations (2 days)
- Transfer of Learning: The Supervisor’s Role in Developing Staff (1 day)

The various RTA/IUC curricula provide information on administrative and managerial skills, including progressive discipline and how to work with your own manager, stakeholders and employees. Counties may provide training specific to these topics as well. The Supervisor Core and various RTA/IUC curricula also cover clinical and casework supervision skills, including a process by which supervisors identify what should be monitored and how to monitor worker performance and outcomes. All curricula have learning objectives and are linked to competencies.

The number of hours and days of training varies by region. Generally, the training is offered in the classroom, though some regions provide virtual content and support as well. Trainings are available at multiple locations around the State and within each region. Each region determines the best site for delivery of training based on their counties’ needs. A combination of university staff and contracted trainers are used to train Supervisor Core.

Colorado

Colorado requires that all supervisors complete training through the Supervisor Academy prior to assuming their duties. The training begins with ten days of classroom instruction, followed by four weeks of on-the-job training. State Certification Specialists send regular updates to the identified supervisors of the participants to inform them of the progress of the participant.

Module one (3 Days) Administrative Supervision/Supervisor as Manager: This innovative training is designed to give supervisors a chance to begin making necessary shifts in their perspectives and practices, and the implications of those shifts, as they transition from a peer to a leader within their county community. Throughout this module supervisors engage in experiential learning aimed at enhancing their knowledge, developing their skills, and augmenting their abilities in the following areas: Supervisor as Communicator of Agency Mission, Vision, and Philosophy; Supervision in the Context of Child Welfare Practice; Supervisor as Self-Aware;



	<p>Supervisor as Leader... and Middle Manager; Power; Conflict Management; Supervisor as Change Agent; Data Informed Practice and the Supervision of TRAILS; Transitioning from Peer and Employee to Supervisor; Supervisor as Performance Monitor; Supervisor as Unit Manager.</p> <p>Module two (2 Days) Educational Supervision/Supervisor as Coach: This inventive training is aimed at arming supervisors with the knowledge, skills, and abilities to understand and respond to the needs of their staff in a manner that cultivates critical thinking and calls forth the best their caseworkers have to offer. This goal is achieved through an experiential learning process that includes demonstration and skills-based practice with the following topics: Learning Styles; Orientation for New Employees; Stages of Employee Development; Transfer of Learning; Understanding Emotional Responses; Supervisor as Feedback Provider; Supervisor as Coach.</p> <p>Module three (3 Days) Clinical Supervision/Supervisor as Critical Thinker: This informative training is designed to cultivate the supervisor as critical thinker and prepare the supervisor to engage their staff in interactions that parallel the process as is expected of workers with families. This objective is realized by engaging the participants in an experiential learning process covering the following topics: Defining Clinical Supervision; Supervising to Solution-Focused Practice; Supervising to Safety-Organized Practice; Parallel Process and Colorado’s Practice Model; Appreciative Inquiry; Crisis and In-Depth Supervision; Critical Thinking in Supervision; Supervising for Fairness and Equity; A Supervisor’s Toolkit; Benefits of Individual and Group Supervision; Individual Supervision; Supervising to Manage Diversity; Group Facilitation Skills; Group Supervision.</p> <p>Module four (2 Days) Supportive Supervision/Supervisor as Team Leader: This educational training is intended to build the necessary skills in supervisors such that they are able to nurture, support, and encourage their staff in a way that increases retention by enhancing compassion satisfaction. The following topics are covered: Supervisor as Motivator; Secondary Trauma; Supervisor as Burnout Prevention Specialist; Supervisor as Team Leader; Job Satisfaction; “Sup”-tionary.</p>
Connecticut	<p>Connecticut uses a modified version of Marsha Salus’ pre-service training curriculum that they’ve tailored to be specific to child welfare within their State. This training for supervisors is based on Kadushin’s model of social work supervision. Supervisors are required to complete this training within 12 months of assuming their position. This training is typically offered 2-3 times per year, though availability is dependent on the annual budget. Currently, the training is classroom-based. The Training Academy hopes to provide online access to the training in the future.</p>
DC	<p>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:</p> <ul style="list-style-type: none"> • 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)

Delaware

Delaware has elected not to use supervisory training geared toward any one specific discipline, and requires that all Department of Services for Children, Youth and their Families supervisors complete the same Supervisor Training Program. The Supervisor Training Program is competency-based and includes eight required courses and six optional courses, which are recommended for those moving from direct service to supervision. The courses are trained by the Office of Management and Budget Human Resource Management Training Unit:

Required courses:

- HR Basics (online)
- Diversity – Food for thought (1/2 day)
- Genuine Leadership: The Basic Principles of Leadership: Building Trust Under Pressure (1/2 day)
- Genuine Leadership: Providing Constructive Feedback (1/2 day)
- Genuine Leadership: Developing Others (1/2 day)
- Genuine Leadership: Correcting Performance Problems (1/2 day)
- Recognizing Positive Results (1/2 day)
- Performance Planning, Review and Professional Development Planning (1/2 day)

Electives:

- Put it in Writing (3 days)
- Workplace Communication / Active Listening (1 day)
- Conflict Resolution (1 day)
- Effective Presentation Skills (1 day)
- Principles of Quality (2 days)
- Supervisor as Trainer (1 day)
- Facilitation Skills (1 day)
- Managing Generational Differences (1 day)
- Personal Profile / Behavioral Styles (1 day)
- Knowledge Transfer (1 day)
- Human Side of Management (3 days)
- Supervisory Orientation (2 days)
- Using EAP as a Performance Improvement Resource (1 day)
- Coaching and Counseling (1 day)
- Emotional Intelligence (1 day)
- Knowing your State Government (online)

In addition to the Supervisor Training Program, supervisors and workers in the child protection field are required to complete a series of core training requirements related specifically to child protection. If a supervisor moves from another division into CPS, he/she must take these required core trainings. These courses (ten total) are trained over a four to five month period.

[Delaware's Supervisor Training Program Course Descriptions](#)
[Supervisor Training Program Competencies](#)



<p>Florida</p>	<p>In addition to a new process for credentialing child welfare staff in Florida the Department of Children and Families is also involved in a statewide Child Protection Transformation Initiative. As part of the transformation project Florida will be designing a new pre-service training curriculum, pre-service training format, and a heightened role for supervisors to mentor and coach staff as part of consultative supervision. The specific requirements for supervisors, including a coaching model, are being redesigned at this time.</p> <p>The Supervising for Excellence training curriculum is still being offered throughout the state but is no longer required as a condition of employment. Supervising for Excellence offers participants an opportunity to learn the skills and information necessary to transition into effective leaders in their new supervisory roles. Participants learn how to identify their leadership styles, build an effective work team, give constructive feedback, and steer their team’s work toward the goals and outcomes necessary in order to ensure the safety, permanence, and well-being of children in Florida. The curriculum was re-written within the last three years and was designed by subject matter experts, administrators, and supervisors. The course is taught in nine modules over a three-week period. The training takes place in a classroom and is trained by contracted service agency trainers and law enforcement officials:</p> <ul style="list-style-type: none"> • Part One: Self as Supervisors • Part Two: Building a Highly Functional Team • Part Three: Supervisor as the Critical Link <p>Supervising for Excellence Training Curriculum (Includes Participant Guides, Trainer Guides, and PowerPoint slides)</p> <p>Additionally, the Center for Child Welfare website hosted by the University of South Florida is responsible for maintaining a Trainers Corner on the website with free access to training resources and material to all trainers throughout the state. This includes a newly published and released <i>Curriculum Overview and Learning Expectations Guide for Supervisors</i> as well as the Supervising for Excellence curriculum previously discussed.</p> <p>Florida continues to offer a Mentoring through Qualitative Discussions training for supervisors. This training teaches supervisors how to facilitate monthly/quarterly mentoring discussions. This training is part of the statewide quality assurance framework and has now been woven into the Supervising for Excellence curriculum.</p> <p>Mentoring through Qualitative Discussion Training: Train the Trainer Videos (Parts I, II, and III) Participant Guide Trainer Guide PowerPoint Slides</p>
<p>Georgia</p>	<p>Georgia has adapted the Butler Institute’s Putting the Pieces Together curriculum for their Supervisory Capacity Building Series (note: Program Announcement as a WMV file). The training begins with a teleconference orientation led by the training co-instructors and is followed by facilitation of the University of Kansas’ Results Oriented Management (ROM) training. Following ROM, supervisors are trained on Units I, II & III, each lasting three days. Skill-building activities are assigned in between each unit and supervisors are expected to complete these activities before attending the next unit. Learning journals are used as a way for supervisors to record their reflections during the training. In-class trainings are held at various locations around the</p>

state and are co-instructed by Education & Training Services staff.

Following are course descriptions of each training series component:

- **Family Centered Case Practice for Administrators and Supervisors:**

This course is designed to provide management's approach to implementing and maintaining the Family Centered Practice Model. It begins with an overview of the model and identifies requisite standards that affect practice. There are seven standards of practice that apply including Agency Management and Leadership; Policies and standards; Qualifications, Workload and Professional Development of Staff; Array of Services; Information Systems; Agency Coordination within the Community and Quality Assurance.

- **Results Oriented Management (ROM) Online Training:**

This course designed by the University of Kansas School Of Social Welfare, provides information on outcome measurement in child welfare, and provides practical approaches to the three major factors that affect the usage of data: Effective management reports; essential skills in interpreting data and taking management action and how to develop a results-oriented organizational culture.

- **Putting the Pieces Together Classroom:**

This nine - day supervisor core training series, Supervisory Training: Putting the Pieces Together was originally developed by Charmaine Brittain, MSW, Ph. D., and Butler Institute for Families at the University of Denver. This training is divided into three 3-day segments: [Unit 1: Supervisor as Manager](#); [Unit 2: Supervisor as Coach](#); [Unit 3 Supervisor as Team Leader](#). The training was designed to bring together the latest research and practical application within an engaging format for maximum learning by supervisors. It was adapted for Georgia DFCS in 2009. Supervisors attending this course must be certified in their program area.

- **Skill Building/Mentoring:**

A series of four units with activities related to each Unit of Putting the Pieces Together were developed. They are designed to enhance the transfer of learning from the classroom to the workplace. Each new supervisor is assigned a trained peer mentor who provides guidance, coaching and monitoring for the Skill Building activities.

[Skill Building: Administrative Supervision](#)

[Skill Building: Educational Supervision](#)

[Skill Building: Supportive Supervision](#)

[Skill Building: Classroom Preparation](#)

[Skill Building: Mentor Documentation](#)

[Mentor Workbook](#)

During this training period, each supervisor is assigned a mentor who has already been through the training and has previous supervisory experience. Mentors are trained prior to assuming their role. Mentoring is offered via web, phone, and/or in-person and participants are encouraged to continue the relationship for at least six months post training. Some mentors attend the class with the participants. Mentors are responsible for reviewing their mentee's skill-building activities, and must sign off on them in order for the supervisor to receive certification.



	<ul style="list-style-type: none"> ● Day to Day Supervision with GA SHINES: <p>This is a two day hands-on training. It is designed to provide new and veteran supervisors with basic knowledge and skills surrounding supervisory functions when using GA SHINES. Supervisors will engage in a variety of interactive activities to promote their understanding of their day to day role for using GA SHINES to achieve safety, permanency and well being for the children and families that we serve.</p> <p>In conjunction with the Supervisory Capacity Building Series training, Georgia uses the National Child Welfare Workforce Institute's Leadership Competency Framework. This framework contains indicators of proficiency in caseworkers, supervisors, managers, and executives.</p>
<p>Idaho</p>	<p>Idaho requires a three-day pre-service training for supervisors called “What’s Good for Families is Good for Workers”. This curriculum was developed by North Carolina. The program is offered twice annually at Idaho’s Training Center and is ideally completed by new supervisors within six months of assuming their position. Idaho has been using a Train the Trainer program to produce new trainers for this curriculum. The curriculum teaches clinical skills and focuses on the use of a family-centered practice methodology.</p> <p>Additionally, The State of Idaho’s Department of Human Resources requires that all supervisors complete the Supervisor Training and Resources Program (STAR). This program includes six courses focused on administrative duties, including: Applied Leadership, Crucial Conversations and Orientation to Supervision. This training is not child welfare-specific.</p>
<p>Indiana</p>	<p>Indiana conducts a 14 day New Supervisor CORE Training. They have modified the Putting the Pieces Together curriculum, developed by Charmaine Brittain with the Butler Institute for Families, to make an appropriate pre-service training for their State (with Charmaine’s assistance). This training is offered twice annually, and newly hired supervisors must participate in the next available training. Competencies and learning objectives are included within each training unit. This training is child welfare specific, and consists of the following:</p> <ul style="list-style-type: none"> ● Unit I – Administrative Supervision: Supervisor as Manager ● Unit II – Educational Supervision: Supervisor as Coach ● Unit III – Supportive Supervision: Supervisor as Team Leader <p>Additionally, Indiana’s Supervisor CORE Clinical Supervision training is provided to new supervisors during the first day of their New Supervisor Orientation. This training provides an overview of clinical supervision, and highlights communication and staff relationship building.</p> <p>The 14 days of pre-service training for supervisors are spread out over three months:</p> <ul style="list-style-type: none"> ● New Supervisor Orientation – 2 days ● Administrative Supervision: Supervisor as Manager – 3 days ● Educational Supervision: Supervisor as Coach – 3 days ● Supportive Supervision: Supervisor as Team Leader – 3 days ● Computer System ICWIS and How to use Data – 1 ½ days ● Sexual Harassment and Discipline Issues (HR) – 1 ½ days <p>In between training sessions supervisors work on the skills learned in each module and begin their next session by discussing the usefulness of these skills. All trainings are offered in a centralized location. Training is also provided by a combination of state staff and staff from Indiana’s partnership with the Indiana University School of Social Work. There are 18 trainers</p>



	<p>total, and everything is done in parallel and partnership.</p> <p>Coaching for Successful Practice (2-day training) is also a training that is taken by supervisors within six months of assuming their position.</p>
Louisiana	<p>In recent years, Louisiana has contracted with Marsha Salus to train the course, Mastering the Art of Child Welfare Supervision. Participation is not mandatory, however it is strongly encouraged. Training groups typically consist of 25 supervisors, with first priority given to new supervisors (any remaining vacant slots are given to veteran supervisors). The six-module course is competency-based and is trained in the classroom, 11 days over a 6-month period:</p> <ul style="list-style-type: none"> • 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)
Maryland	<p>Supervisors can attend Maryland’s six-module pre-service training, designed for all child welfare workers. The training is not supervisory specific, and supervisors can test out of the training if they so choose. Additionally, Maryland offers a two-day Introduction to Supervision course, which is also optional.</p> <p>For those supervisors with less than two years of experience in child welfare, Maryland offers a ten-month Excellence in Public Child Welfare Supervision Training Program. The sessions are offered at a central location and trained by contracted trainers and one training academy staff person. One eight-hour training day is held each month and conference calls are scheduled in between each session. The training is competency-based and covers both administrative and clinical casework topics.</p>
Michigan	<p>Child Welfare New Supervisory Training</p> <p>Michigan requires that all supervisors complete a 40-hour Child Welfare New Supervisor Training within 90 days of assuming their position. This week-long program begins with one day of general supervision knowledge and skills training, and is followed by a day split between Legal and Indian Child Welfare Act (ICWA) training. The remaining three days of the week focus on supervisory program specific areas (adoption, foster care, or children’s protective services). A competency-based exam is given to all participants at the close of the training. Supervisors have three opportunities to pass the exam with a score of 70% or better. This course is available monthly and trained by the Child Welfare Training Institute’s (CWTI) staff at a central location. Some components of Michigan’s Workbook Series (discussed in the Ongoing Training section) are used in this training.</p> <p>New Supervisor Institute (NSI)</p> <p>In addition, within six months of hire or promotion, all new supervisors working directly for Michigan’s Department of Human Services are required to complete, New Supervisor Institute (NSI) which uses a curriculum of training modules designed around core management competencies, DHS’s values and policy, and program knowledge. The competencies include: Communication, Building Trust, Facilitating Change, Coaching and Developing Staff, Leading through Vision, and Values and Innovation. Participants begin training with an introductory</p>

	<p>webinar, then receive four days of classroom learning, followed by five weeks of on-line training. The “Teaching Organization” model is used to bring office directors, subject matter experts, administrators and technical experts to train participants. The Institute includes classroom training, on-line discussions, webconferences, tests, and independent study components.</p>
Minnesota	<p>Minnesota does not currently use a pre-service training for supervisors. The State has recently redesigned their pre-service training for caseworkers, and they intend to make these modules available to supervisors in the future. This will allow supervisors to be better versed in training topics that their workers have learned. Additionally, it will serve as an opportunity for supervisors to refresh their skills and knowledge of child welfare topics.</p>
Missouri	<p>Missouri requires that all supervisors complete the Basic Orientation for Supervisors training (BOS). This 40-hour training covers administrative duties and is not child welfare-specific.</p> <p>Following the completion of BOS training, all Social Service Supervisors within the Children’s Division must complete a 46 hour Clinical Supervision Training. Supervisors attend Part I of the training (three days) and then return to their office for a month to complete on-the-job training and field work. Supervisors then return to the classroom to complete Part II (three days). Part III (one day) has a concentrated focus on case consultation and is provided for supervisors during their second year on the job. The training is held regionally. The State began working on development of this training through a Quality Improvement Center grant. The curriculum was then finalized by the University of Missouri.</p> <p>Supervisors in Missouri must also complete a 12-hour Critical Thinking Training. Most supervisors attend this training within a few months of having completed the Clinical Supervision Training. This course is trained by a contracted trainer and/or agency trainer.</p> <p>Each of the aforementioned training is competency-based. Completion of each is mandatory for all Social Service Supervisors.</p>
New Hampshire	<p>Approximately six years ago, New Hampshire enlisted the help of Ohio’s Institute for Human Services (IHS) to establish a supervisor training program. The training is available to all new supervisors and rising stars (those recommended or aspiring to become supervisors). The course has been trained four times over the past five years. Originally, it was designed as a ten-day intensive program. Since then, additional training opportunities have arisen that have allowed the State to decrease the length of this program.</p> <p>Traditionally, IHS has provided the trainers and has been responsible for updating the curriculum. However, IHS is now encouraging the State to take over as they now have extensive experience with the training. New Hampshire is currently examining how their practice model can be infused into the training and hopes to have a revised curriculum reflecting this model in the next few months. The State also intends to add a Train the Trainer component.</p>

<p>New Jersey</p>	<p>New supervisors are required to start their supervisory pre-service training within three months of assuming the position. This training, Supervisory Practices in Child Welfare, consists of three modules:</p> <ul style="list-style-type: none"> • <u>Module 1: Self Management (2 days)</u> <p>This module is focused on helping transition the participant from a worker to a supervisor.</p> <p>Day One Activities and Practices: Opening Activity Transition from Worker to Supervisor (PowerPoint) Demonstrate Self Awareness Know your Supervisory Roles (PowerPoint) Use Time Effectively (PowerPoint) Closing Activity</p> <p>Day Two Activities and Practices: Opening Activity Learn Continuously (PowerPoint) Commit to Agency Vision and Values (PowerPoint) Closing Activity</p> <ul style="list-style-type: none"> • <u>Module 2: People Management (6 days)</u> <p>Now that participants have looked at themselves and defined who they are as a supervisor, this next module focuses on how to manage others.</p> <p>Day One Activities and Practices: Opening Activity Inspire Loyalty and Trust Engage and Motivate Others Communicate for Results Manage Across Differences Closing Activity</p> <p>Day Two Activities and Practices: Opening Activity Manage Across Differences - continued Deal Effectively with Conflict Closing Activity</p> <p>Day Three Activities and Practices: Opening Activity Build Capacity of Others Coach to Maximize Worker Performance Assess and Evaluate Performance</p>
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[Closing Activity](#)

Day Four Activities and Practices:

[Opening Activity](#)

[Assess and Evaluate Performance - continued](#)

[Manage Performance Problems](#)

[Closing Activity](#)

Day Five Activities and Practices:

[Opening Activity](#)

[EEO Awareness Training](#)

[Children in Court \(CIC\)](#)

[Closing Activity](#)

Day Six Activities and Practices:

[Opening Activity](#)

[Create Office Partnerships and Teamwork](#)

[Closing Activity](#)

[Day Seven Activities and Practices:](#)

[Participant Presentations](#)

There are two assignments within this module. The first looks at any of the practices taught within modules 1 and 2 and requires participants to use those concepts to create an action plan. Participants look at one of their workers that may need assistance, then use as many concepts as they'd like to discuss how they're going to resolve or enhance that worker's performance. They present this in written form and verbally to the whole class. The second assignment focuses on the coaching component taught in day 3 of the second module. Participants are asked to choose a staff member to provide coaching to while utilizing the components in the plan. There is a written requirement that has to be turned in regarding this activity.

- **Module 3: Case Management (6 days)**

The final module includes the following activities and practices:

[Day One Opening Activity](#)

[Promote Case Movement](#)

[Monitor Case Progress](#)

[Balance Case Assignments](#)

[Conduct Effective Case Consultation Case Conferences](#)

[Teach Critical Thinking and Decision Making](#)

[Build Cultural Competency in Case Practice](#)

[Intervene Strategically in Case Practice](#)

[Help People Change](#)



	<p style="text-align: center;">Conduct Unit Meetings</p> <p>Participants also have to come up with a practicum presentation specific to case management utilizing the concepts covered.</p> <p>This competency based training is provided in a classroom setting. New Jersey has tried web-based training in the past but has found the most success with in-person training. Evaluations are provided at the end of each training, and participants frequently rate the in person training they receive exceptionally well. This training is taught by four trainers within the Office of Training and Professional Development that have supervisory experience. New Jersey attempts to offer this training every three months depending on the class size and need. They have a large, state of the art, training facility located in the central part of the state though they have also provided this training in other locations as needed.</p> <p>Staff from other departments in New Jersey have also participated in the first two modules of this training. These modules provide a great foundational piece of supervision that can be applied across multiple disciplines. The Office of Training and Professional Development is currently updating the second module in order to accommodate a greater number of supervisors agency wide (not just specific to child welfare).</p> <p>Casework supervisors are actively involved, as they sign off on all of the supervisor’s action plans, coaching plans and practicums.</p>
<p>New Mexico</p>	<p>The State offers two pre-service trainings for supervisors:</p> <ol style="list-style-type: none"> 1. The Department of Professional Development Bureau requires that all supervisors in the agency (including Child Welfare, Juvenile Justice, and Early Childhood Services) attend a five-day supervisory training. This training is not specific to child welfare and covers topics including: working with the union, hiring, employee orientation, team building, evaluations, etc. The training is conducted face-to-face and is trained by members of the Professional Development Bureau. 2. In response to the need for a child welfare-specific supervisory training, the Protective Services Supervisory Core training was created approximately four years ago. Developed by consultants working with managers and supervisors from around the State, Supervisory Core is a nine-day training (three days per month for three months). The training was originally intended for new supervisors; however, following requests from veteran supervisors to participate, the State opened it up to accommodate them. Unfortunately, as a result of hiring freezes and operating in a large, rural State, New Mexico has been limited in their ability to offer the training. The most recent training was completed in July 2012 and another is schedule to commence in January 2013. The training is required for all new supervisors and is typically trained at a central location. The curriculum is trained by certified field trainers who have completed an intensive train the trainer program and certification process. <p>Protective Services Supervisor’s Core Schedule & Learning Objectives</p>

<p>New York</p>	<p>The Office of Children and Family Services contracts with several State universities to provide training to supervisors. NYS law requires that all Child Protective Services (CPS) Supervisors complete the core CPS caseworker training sequence. In addition, they must complete Supervisor CORE Modules I & IIA. Module I covers introductory topics for supervisors, including leadership styles and functions; strengths and challenges of the position; worker development; emotional and physical support; time management, etc. Module IIA covers topics specific to CPS, including: informed decision-making; assessing abuse/maltreatment; legal issues; conflict management, etc. Each module is competency-based. The curricula for Modules I & IIA are currently being revised.</p> <p>Supervisor CORE Materials</p> <p>Overview of Safety and Risk PowerPoint Supervisory Training Curriculum Review</p> <p>CURRICULUM: Module One (complete curriculum) Module Two: Cover Page Table of Contents Act A: Integrating Supervisory Functions Act B: Promoting Informed Decision Making Act C: Promoting Child Safety Act D: Assessing Abuse and Maltreatment Act E: Supervising the Assessment of Risk During CPS Response Act F: Conflict with Worker Safety Act G: Examining Court Issues Act H: Action Plan</p> <p>Trainer's Guides: LearnLinc Component A - Introduction to SET Behaviors LearnLinc Component B - Overview of Safety LearnLinc Component C - Overview of Risk</p>
<p>North Carolina</p>	<p>North Carolina requires that all supervisors and direct service staff complete a pre-service blended training. The course is competency-based and is designed to be trained in the classroom over 11-days, with an additional six-hour online training and two-hour asynchronous training. The course is offered frequently (16 sessions per six month period), and is trained by state staff at the four regional training centers.</p> <p>Additionally, all supervisors must complete North Carolina's Introduction to Supervision course within one year of being hired. This training helps supervisors to identify their supervisory and learning styles, as well as teaches them how to develop relationships with staff and how to effectively use professional development plans. The course is trained over six days (54 hours), which includes three days in the classroom, a break to complete transfer of learning activities, and then three more days in the classroom to review and reflect on their experiences. All participants must complete a knowledge assessment at the end of the course.</p>

Ohio

Ohio conducts [Supervisor CORE training](#), designed by the Ohio Child Welfare Training Program (OCWTP) for all new supervisors. The CORE training includes the foundational skills, including both administrative and clinical, needed by supervisors during their first year. The training is [competency-based](#) and contains six 12-hr training modules. The content is presented in the form of lecture, group participation, and small group activity and worksheets. There is also one learning lab. Each module builds on the skills and information learned in the previous modules. Many modules also have pre-training activities which supervisors are encouraged to complete prior to attending the workshop, and post-training assignments designed to promote transfer of learning back on the job.

- Module I: Casework Supervision
- Module II: Leadership in Child Welfare
- Module III: Communication, Conflict and Change
- Module IV: Improving Individual Staff Performance
- Module V: Professional Development of Staff
- Module VI: Collaboration and Teamwork

The curriculum is trained by certified trainers, who have completed a Train the Trainer course. Most trainers have previous child welfare experience, as well as some supervisory or management experience. All trainers are periodically reviewed by OCWTP through classroom observation and material reviews and are evaluated by all trainees. The trainer certification and evaluation processes are in place to ensure that training is effective, content is accurate, and sources are current.

Many county directors have requested that their non-casework supervisors also attend the CORE training. In order to accommodate these supervisors, the OCWTP has placed all training specific to casework supervision in Module I; thus non-casework supervisors do not need to attend that module.

Any states interested in learning more about Ohio's Supervisor CORE Training curriculum can contact The Institute for Human Services (614-251-6000), or Sandy Parker (sparker@ihs-trainet.com). Ohio has worked with several states to adapt this curriculum to individual state needs.

The OCWTP also offers an online Supervisor Readiness Program designed to prepare new supervisors for meeting their specific job responsibilities. The program addresses a number of supervisor issues and can be individualized according to the needs of the supervisor and/or, agency. The program includes a checklist of the topic areas, readings, worksheets, activities, and other resources. A coach is also available at the request of the agency and/or Regional Training Centers (RTCs) to work with the new supervisor on the job readiness activities.



<p>Oklahoma</p>	<p>Oklahoma requires that all supervisors complete the Child Welfare Supervisor Academy within six months of being hired. The course is taught over five days at the Oklahoma University/DHS Training Facility. In addition to being trained by the Child Welfare Training Program (CWTP) at Oklahoma University staff, there are usually approximately ten outside experts who present on specialty topics (i.e. lawyers, police). Currently, the training is not competency-based; however, there are plans to create a pre and post test in order to measure the effectiveness of the academy.</p> <p>Supervisors are also required to participate in the Field Operations Division (FOD) New Supervisor Academy. This course is not child welfare specific; however, it does cover broad managerial and administrative topics. The course consists of 18 sessions spread over a six-month period.</p>
<p>Oregon</p>	<p>Oregon’s Department of Human Services’ child welfare program has formed a partnership with Portland State University (PSU) School of Social Work to provide training to child welfare workers. The partnership’s training unit is housed in the Center for Improvement of Child and Family Services at PSU.</p> <p>Oregon’s partnership training unit provides a Clinical Supervisory Training. Once hired, a supervisor is required to participate in the next available training cohort. The six-module foundational curriculum was developed by Marsha Salus and has been modified by PSU’s training unit to meet the specific needs of Oregon (all modifications have been approved by Marsha). The training takes place over a six-month period, with two days of training per month. Dan Garris, the Supervisory Instructor of PSU’s training unit, is the head trainer, in addition to some specialists from DHS’s human resources department who co-train on administrative topics. All modules are competency-based:</p> <ul style="list-style-type: none"> • Module I: Effective Leadership: Making the Transition from Social Worker to Supervisor • Module II: Achieving Excellence in Staff Performance • Module III: Building a Cohesive Workgroup • Module I: Promoting the Growth and Development of Staff • Module V: Case Consultation and Supervision • Module VI: Managing Effectively within the Organization: Managing Up and Managing Change <p>* 2012 Update: Oregon has currently suspended the TOPS Training (Training and Orientation to Protege Supervisors) in Module VI because the mentor program is on hold.</p> <p>Action plans are created for supervisors at the close of each module; the plans are used to apply training concepts in between modules. At the beginning of each module, supervisors discuss their experiences with applying the skills from the previous module.</p> <p>Dan Garris has created a supplement to this training called, Review of Curriculum Concepts for Supervisors (ROCCS). ROCCS is a 32-page curriculum review, designed as a desk reference and transfer of learning tool which provides a three to four page review of each of the six supervisory modules.</p> <p>In addition to the Clinical Supervisory Training, the Department of Human Services requires that</p>

	<p>all child welfare supervisors take the following courses:</p> <p>Required within 30 days of assuming the position:</p> <ul style="list-style-type: none"> • Introduction to Learning Center • Privacy, Security, DHS and You (Part I & II) • Cultural Competency/Diversity at DHS • Confidentiality in Child Welfare <p>Required within 60 days of assuming the position:</p> <ul style="list-style-type: none"> • Multi Ethnic Placement Act • Adoption and Safe Families Act • Interstate Compact on the Placement of Children • Youth Transitions and the Independent Living Program • Behavioral Rehabilitation Services <p>Click here for Oregon's Training Outline</p>
<p>Pennsylvania</p>	<p>Pennsylvania requires that all child welfare supervisors complete a 60-hour Supervisory Training Series. For supervisors who have been promoted from within the agency, the training must be completed within 18 months of assuming the position. For those hired from outside of the agency, the training must be completed within 24 months of assuming the position, after completion of the 126-hour caseworker training.</p> <p>The Supervisory Training Series was recently revised. The modules in the Series generally follow Lawrence Shulman’s phases of supervision. The new courses include:</p> <ul style="list-style-type: none"> • Module 1: The Preparatory and Beginning Phases of Child Welfare Supervision (12 hours) • Module 2: Living the Mission of Child Welfare (12 hours) • Module 3: Middle/Work Phase of Supervision (24 hours) • Module 4: Managing Diversity through the Employment Process (6 hours) • Module 5: Endings and Transitions: Managing Staff Retention, Satisfaction and Separation (6 hours) <p>The curriculum is competency-based and covers both child welfare-specific topics and supervisory/management-specific material. The series is trained by contractors who have prior experience in supervising child welfare. For the first time, supervisors now attend the Series as a cohort group and are expected to attend each module in order. The training is held regionally and is offered approximately twelve times per year.</p>
<p>Rhode Island</p>	<p>Rhode Island does not offer pre-service training to its child welfare supervisors. The hiring process, which requires that caseworkers transition directly into their supervisory positions, makes it difficult to provide training prior to the supervisor assuming his/her new supervisory responsibilities.</p>

South Dakota

Supervisors are required to take training through the South Dakota Bureau of Human Resources (BHR).

These courses, listed on the [Bureau of Human Resources Training & Development website](#), include:

[Legal Side of Discrimination & Harassment](#) *

[Legal Side of ADA, FMLA and Workers Compensation](#) *

[Legal Side of Hiring and Discipline](#) *

[Interview and Selection of New Employees](#) **

[Orienting the New Employee](#) **

[Documenting Discipline](#) **

[The Supervisor's Recognition Kit](#) **

[PPAR: The Supervisor's Role](#) **

* To be repeated every three years.

** To be repeated every five years.

These courses are not specific to Child Protection Services (CPS) and are available to all human resource supervisors. They are offered two to three times per year at different locations across the state. Supplementary supervisory training is also available, and includes:

[Module: Time Management for Supervisors](#)

[Module: Effective Emailer for Supervisors](#)

[The Leadership Secrets of Santa Clause](#)

ACES, the Accountability and Competencies Evaluation, is the evaluation system used within CPS. All CPS supervisors participate in that supplementary training. There are 14 additional general training courses [listed on the BHR website](#) that supervisors are welcome to take if interested.

CPS Supervisors without prior CPS experience, though infrequent, are required to attend the CPS certification program. This is a five week (175 hour), classroom based training program offered three times per year for new Family Services Specialists and Supervisors. The training is offered in their central location, Pierre. Anybody that is moving into a supervisor position from within CPS is encouraged to go back through the training so that they can look at the material from a supervisor's perspective as opposed to looking at it through a worker's lense. The majority of supervisors take advantage of this opportunity, especially since the material may have changed since they had taken the training.

The Regional Managers also do individual training with their supervisors once they're on the job. They follow up with supervisors on the things they learned during the BHR courses and help them with administrative duties, getting to know the community, writing ACES, etc. They will also sit in with supervisors on interviews and provide guidance in numerous areas. Regional Managers currently have four to seven supervisors under their direction; the manager and seven supervisors are located within the same office, whereas other regions may have four different offices with their supervisors spread out geographically.



<p>Vermont</p>	<p>All employees who are new to the divisions, including supervisors and managers, complete the same Foundations and Core training as social workers.</p> <p>At the state level, Vermont’s learning center, The Summit, hosts a nine-day Supervisory Development Program. This program is available for all supervisors in state government and is therefore not child welfare specific. Each participant has his/her own development plan and takes courses appropriate to his/her plan. Courses cover the following topics: Effective Communication; Enhancing Productivity; Interviewing and Hiring; Managing Your Time; and The Universe of Labor Relations.</p> <p>At the agency level, Vermont offers a 3-day Supervisory Foundations Class. This training focuses on core topics essential to child welfare supervision, including:</p> <ul style="list-style-type: none"> • Introduction to Emotional Intelligence • Research and Concepts to Consider • The Supervisor’s Role • Motivating Staff • Communication Skills • Legal and Policy Issues • Managing Performance.
<p>Virginia</p>	<p>New child welfare supervisors in Virginia are required to take an 18-hour course called “Child Welfare Supervision” within the first year of employment. This is a mandatory, child welfare specific training with a written curriculum. It is also competency-based, and Virginia has adapted Ohio’s competencies to fit within their system.</p> <p>The course is designed to be trained in two days, with a “come back” day approximately four to six weeks later. The focus of the “come back” meeting is on transfer of learning. All courses are classroom based, and held at five area training centers located near local agencies. This is also based on Ohio’s model. The trainers are contracted.</p>
<p>Washington</p>	<p>All new supervisors must attend Washington’s Supervisor Academy prior to, or as soon as possible after, assuming their role. The academy is three-weeks in length and is trained over a three-month period. The Academy is held at a centrally located training facility and is trained by six contracted trainers, in addition to state training staff. The training is child welfare specific and competency-based. Topics include:</p> <p><u>Week #1:</u> Day One: Core Functions of Supervision; Mission, Ethics and Values Day Two: Supervision and Legal Issues; Disproportionality Day Three: Hiring, Screening, Interviewing; Performance Development Plans Day Four: Taking Corrective and Disciplinary Action; Just Cause and Disciplinary Action</p> <p><u>Week #2:</u> Day One: Critical Thinking Day Two and Three: Clinical Supervision Day Four: Makeup of Meetings; Working with a Multi-Generational Workforce</p> <p><u>Week #3:</u> Day One: Leadership Development and Conversation Style Day Two: Lessons Learned from Supervisors; Workload Management</p>

	<p>Day Three: Solution Based Casework for Supervisors Day Four: Evidence Based Practice; Performance Based Contracts; FamLink for Supervisors Day Five: ICWA for Supervisors</p> <p>The State provides a Supervisor Academy Resource Manual which gives an overview of the training topics, as well as useful information for supervisors as they settle in to their new roles. Washington plans to revise the Supervisor Academy materials and curriculum. This will be completed once funding is available to do so.</p> <p>Supervisor Academy Welcome Packet Sample Session Outline for Supervisor Academy 2011 Training Schedule</p> <p>Additional Trainings: Government Accountability Program Training Privilege and Oppression Training Day 1 Privilege and Oppression Training Day 2</p>
Wisconsin	<p>Wisconsin offers a CORE Training developed by Ohio’s Institute for Human Services (IHS) to all supervisors. This is trained once per year at the regional training centers. Additionally, the Milwaukee training center offers the Butler Institute’s Putting the Pieces Together training. This is offered at least once per year. Participation in these trainings is optional for supervisors. Additionally, an online pre-service training is required of all child welfare workers; however it is not supervisor-specific.</p>
Wyoming	<p>All child welfare workers are required to complete Wyoming’s pre-service training. This training is not supervision-specific, but rather covers a broad base of topics. The competency-based curriculum is trained in a classroom and is offered at multiple sites around the State.</p>

