

Southern Regional Quality Improvement Center For Child Protection

**Promoting Structured Clinical Casework
Supervision in Public Child Welfare:**

*Curriculum Outlines and
Selected Materials*



**Edited by:
Crystal Collins-Camargo, PhD MSW
University of Kentucky College of Social Work**

**Southern Regional Quality Improvement Center on Child Protection
University of Kentucky College of Social Work**

**Funded by the U.S. Department of Health and Human Services,
Administration of Children and Families, Children's Bureau**

**Promoting Structured Clinical Casework Supervision
in Public Child Welfare:**

Curriculum Outlines and Selected Materials

**Edited by:
Crystal Collins-Camargo, PhD MSW
University of Kentucky College of Social Work**

**Southern Regional Quality Improvement Center on Child Protection
University of Kentucky College of Social Work**

**Funded by the U.S. Department of Health and Human Services, Administration of
Children and Families, Children's Bureau**

Table of Contents

Introduction.....	4
Arkansas Mentoring Supervisors Project.....	6
Arkansas Initial Classroom Training	6
Structured Case Review Instrument.....	17
Arkansas On-Line Tutorials.....	18
Mississippi Child Protective Services Casework Supervision Demonstration Project	54
Mississippi Learning Lab Modules.....	54
Supervisor Competencies Tool.....	71
Missouri Role Demonstration Model of Child Protective Service Supervision.....	77
Missouri Basic Curriculum Outline.....	77
Supplemental Training Content	87
Tennessee CPS Supervisor Development Project.....	89
Tennessee Training Modules	89
Individual Learning Plan.....	94
Mentoring Contact Sheet	95

Introduction

The **Quality Improvement Centers** are funded by the Children's Bureau to improve the Child Protective Services system by addressing issues(s) that are integral to developing new CPS strategies by developing and implementing research and demonstration projects to promote innovation, evidence-based practice improvements, and advancement of knowledge.

The Southern Regional Quality Improvement Center was funded beginning in 2001 for a five year period to be implemented by the University of Kentucky College of Social Work. The SR QIC partnership is public child welfare agencies, universities and community partners in Alabama, Arkansas, Georgia, Louisiana, Mississippi, Missouri, Kentucky, South Carolina, Tennessee, and West Virginia.

The focus of the SR QIC is the enhancement of casework supervision, which was noted as the most significant region-wide need through a multifaceted needs assessment, and was also identified as an important part of the solution to many other problems, such as the quality of case assessment and the transfer of assessment data into targeted interventions. Frontline supervision in public child welfare is the lynchpin connecting the state agency, worker practice and positive outcomes for children and families. It is a key vehicle for desired practice enhancement and organizational improvement. Over the past four years the Southern Regional Quality Improvement Center for Child Protection (SR QIC) has been working within a ten state region to evaluate whether the use of structured methods of clinical casework supervision in child protection positively impacts **organizational culture, worker practice in assessment and intervention, preventable worker turnover, and client outcomes** in four states—Arkansas, Mississippi, Missouri and Tennessee. These innovative projects have produced tremendous information with the potential to transform the child welfare system.

Arkansas Mentoring Family Service Worker Supervisors Project focused on field-based mentoring of supervisors, promoting structured case review to promote clinical practice, and supplemented by on-line tutorials on theory, research and practical application in the field. Primary Contact: Debbie Shiell, Debbie.Shiell@arkansas.gov

Mississippi Child Protective Service Casework Supervision Project used a cultural consensus approach to identify effective supervisory characteristics, and the development of peer relationships among supervisors to promote a learning organizational culture and the application of clinical supervision techniques. Primary Contact: Kim Shackelford, kshackel@olemiss.edu

Missouri Role Demonstration Model in Child Protective Service Supervision involved educating and supporting supervisors implementing a role demonstration model: worker observation of the supervisor providing clinical services; cooperative intervention; observed provision of clinical services by the supervisee; and independent services provision with clinical feedback from the supervisor. Primary Contact: Paul Sundet, sundetp@missouri.edu

Tennessee Child Protective Services Supervisors Development Project focused on multiple modules of classroom training paired with on-site learning reinforcement through mentoring to

promote supervision driven by clinical decision-making techniques. Primary Contact, Jenny Jones, jljones2@vcu.edu

A number of varying publications and products have been developed by the SR QIC and the four clinical casework supervision projects, both in the form of publications in professional journals as well as technical reports. This particular document is designed to provide outlines of the educational processes that each of the projects implemented, in developing in the supervisors the knowledge and skills necessary to promote practice change in the direction of a structured clinical casework supervision approach. In addition, selected educational materials and supervisory tools developed by the projects are included.

For More Information Contact:

Crystal Collins-Camargo
University of Kentucky College of Social Work
(859)257-5476
crystal.collins-camargo@uky.edu

IMPROVING CLINICAL SUPERVISION

Arkansas Initial Classroom Training

Joint Initiative of
Arkansas Division of Children and Family Services
University of Arkansas
University of Arkansas at Little Rock

AGENDA DAY 1

- I. Introductions and welcome by Executive Staff**
- II. Identifying desirable supervisory characteristics**
- III. Growing the ideal Family Service Worker**
- IV. Supervisory functions**
- V. Wrap-up and tutorial**

AGENDA DAY 2

- I. Structuring the supervisory session**
- II. Socratic questioning**
- III. Group identity and cohesion**
- IV. Structured time with mentors**

Improving Clinical Supervisory Practice

Summary of the Southern Regional Quality Improvement Center Grant

A Joint Project by Division of Children and Family Services, University of Arkansas, Fayetteville and University of Arkansas at Little Rock

Casework Supervision Assumptions

- ❖ *Positively affects child protection practice in assessment of and intervention with families;*

- ❖ *Positively affects client outcomes; and*

- ❖ *Positively affects preventable worker turnover.*

Three Functions of Supervision

- ❖ *Administration*

- ❖ *Support*

- ❖ *Education*

How It's Always Been

- *Historically, CPS supervision = administrative emphasis*

- *Supervisory training and competencies emphasize administrative duties and tasks*

- *Supervisors in CPS agencies receive minimal mentoring and support for themselves.*

- *Arkansas supervisors requested mentoring, policy training and OJT*

5 Key Concepts of Supervision

- *Structure*
- *Regularity*
- *Consistency*
- *Case orientation*
- *Evaluation*

Why Mentoring

- *Mentoring:*
 - A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced person to
 - Develop certain skills and competencies in the second person
 - Assumption: the mentor has more experience with the support and education functions of clinical supervision.

Exposure to Theory/Research

- *Why theory and/or research?*
 - Need some guidelines
 - Method to your madness
- *Offered on-line*
- *Manageable time frames*

What Supervisors Will Do

- *Conduct formal supervisory sessions*
 - Regularly scheduled
 - Face-to-face
- *Review every case on each worker's caseload (not just the ones in crisis)*
 - Structured case review instrument
- *Focus on case specifics*
- *Observe workers in direct practice*
- *Receive and provide feedback on the process*
- *Learn new techniques and skills*
- *Model new techniques and skills during interactions with workers*
- *Participate in on-line learning*

What the Mentor Will Do

- *Demonstrate/model an individual supervisory session*
- *Reflect a strengths based supervisory process*
- *Develop and use a standard case review format*
- *Assist supervisors to identify satisfactory goals, objectives and tasks for consultation*
- *Model/teach practice skills*
- *Model/teach strategies to enhance critical thinking*
- *Provide and receive feedback*

BEST AND WORST

**The Best Supervisor I Ever
Had.....**

**The Worst Supervisor I Ever
Had.....**

SUPER FSW

The Best FSW I Ever Had..... The Worst FSW I Ever Had.....

SUPERVISORY TASKS AND DUTIES

What I **HAVE** to do:

What I **SHOULD** do (but don't always get to):

What I would **LIKE** to do (if there were enough hours in the day):

SUPERVISORY FUNCTIONS

ADMINISTRATIVE

SUPPORTIVE

EDUCATIONAL

COUNCIL ON ACCREDITATION (COA) SUPERVISORY REQUIREMENTS

G7.5.03

All supervisors are competent in the following areas:

- a. assuming or assigning professional responsibility for work completed;
- b. ensuring that service delivery is performed according to the organization's mission, policies, and procedures, and service philosophy; and
- c. providing in-service training.

G7.5.04

The organization ensures that supervisory personnel have sufficient time to hold supervisory conferences and conduct evaluation and training activities.

G7.5.05

Supervisors are competent to assess the needs of persons served, the resources available to meet those needs, and the legal and/or policy requirements governing service delivery to persons.

G7.6.01

Supervisors are competent to :

- a. provide professional leadership;
- b. select and appraise personnel; and
- c. conduct performance evaluations.

G7.6.02

Supervisors effectively support their staff and demonstrate competence in:

- a. transmitting technical knowledge and skills;
- b. teaching work management skills;
- c. teaching communication skills;
- d. conflict management; and identifying the need for consultation or additional skills to improve supervisory performance.

G7.6.03

The organization ensures that supervisors demonstrate competence in:

- a. addressing interpersonal barriers and strengths in personnel;
- b. cultivating an individual's ability to perform a job;
- c. empowering those supervised;
- d. using criticism in a constructive manner; and
- e. complying with employment and labor laws.

G7.6.04

Supervisors who oversee direct services are competent in carrying out the following administrative responsibilities;

- a. tracking and monitoring the progress of families served;
- b. collecting and applying data to improve client outcomes; and
- c. meeting the organization's quality improvement and evaluation requirements.

G7.6.05

Supervisors who oversee direct services are competent in the following areas:

- a. applying practice skills and referrals, and intake guidelines;
- b. case consultation and supervision; and
- c. the permitted range of service interventions used by the organization.

NOTE: How many of the competencies have to do with the supportive or educational functions of supervision?

ADVANTAGES OF PLANNING (Supervisory Session)

1. Do you think you need to meet regularly with individual workers? Why or why not?
2. What is your role as a supervisor? What kind of help can you give your workers?
3. Do you think it is a good idea to have an agenda for this meeting? Why or why not?
4. Why does the worker need to have some idea about what will be discussed in the supervisory session?
5. Do either you or your worker need to do some “prep” work before you come to the session?
6. Are you (individually) safer knowing about your workers cases or not knowing if something happens to go wrong?

Structured Case Review

Preparatory Work (Before the session)

Complete administrative review – done by supervisor, not CHRIS trainer

Supervisory Session

Case Name/#

Date Case Opened

Reason Case Opened

Next Court Date (if applicable)

- Tell me about this family. If this is not the first time that the case has been reviewed in supervision, ask, “What has changed since the last time we discussed this family?”
- Tell me about the household composition? Who lives there? What are the relationships? Are significant people missing?
- What risk factors or mitigating factors have you identified in this family?
- What is the case plan goal? The concurrent case plan goal?
- What progress has the family made toward the goal? What strengths are present and what barriers exist?
- What needs to be accomplished by the next supervisory session on this family?
 - By the family?
 - By the worker?
 - By the supervisor?
 - By other parties?

ARKANSAS ON-LINE TUTORIALS

Tutorial One: The *Supportive* Role of the Supervisor or “Why Your Staff Might Stay” Staff Development

Pre Assessment

In preparation for this topic please rank the following statements from 1-5.

1= Strongly Disagree	2=Disagree	3=Neutral	4=Agree	5= Strongly Agree			
1. I am committed to helping others do better.	1	2	3	4	5		
2. I am patient when listening to complaints.	1	2	3	4	5		
3. I need little support for the decisions I make.	1	2	3	4	5		
4. I can tolerate others making mistakes.		1	2	3	4	5	
5. I can discuss organizational problems without anger.			1	2	3	4	5

* Adapted from: Munson, C.E. (1993) Do I want to supervise? *Clinical social work supervision*, (2nd Ed). NY: Haworth Press

Please answer the following questions.

1. Child Welfare workers must have a healthy degree of fear of the supervisor or they will not comply with all job requirements.

T F

2. Which statement about the supportive role of supervision is most accurate?

- The supportive role of supervision is the least important supervisory function.
- One task of the supportive role of supervision is to develop a trusting relationship between the supervisor and the worker.
- When functioning in the supportive role, the supervisor should focus on the worker's intra-psychic processes that are affecting the worker's performance.
- The supportive supervisor will routinely complete parts of the worker's job duties in order to prevent worker burnout.

Arkansas Mentoring Supervisors Demonstration Project

3. Workers who are fearful of their supervisors are more productive, but less satisfied with their jobs than workers who have a supportive supervisor.
T F

4. Being supportive of staff means that the supervisor will accommodate any reasonable request made by a worker. **T F**

The Supportive Role of the Supervisor or “Why Your Staff Might Stay” Staff Development

Supervisors have three fundamental roles: Supportive, Educational and Administrative. This tutorial addresses the *Supportive* role (1).

Research indicates that building a relationship of support with workers encourages honesty, accountability and trust. All workers need to feel supported in the tasks that they do. This research suggests most staff do not stay where they perceive they are not trusted/supported to some extent. Support does not mean being a “best friend” nor does it mean the supervisor will do the job of the worker. However, the worker must feel that the supervisor is attuned to his or her concerns and is willing to go to bat for the worker when appropriate.

Myths, fear and intimidation tactics from the supervisor create more problems than they solve. Supervisors who intimidate or threaten produce defensive and angry responses from those they supervise. Employees then fear that the supervisor is not in control of his or her emotions, and will not come to the supervisor with problems. The goal of this aspect of supervision is to build a relationship of trust with the worker. Establishing basic trust enables the worker to express thoughts and feelings, ask questions, seek direction, and most importantly, (when dealing with humans such as protective service clients) to honestly admit when mistakes are made. This honesty is the ultimate in risk management and liability protection for the supervisor.

Workers develop the sense of trust when there is consistency in the supervisor’s response to workers’ concerns. Supporting staff does not mean the supervisor does not monitor work outputs, critique and evaluate performance or confront non-productive work habits. Supervisors must establish the expectations for the job. In addition, the supervisor must establish boundaries, limitations and consequences for failure to perform as expected. But the skilled supervisor must also actively listen to staff concerns, facilitate problem solving and focus on improving future practice instead of berating or belittling the worker for past mistakes. A skilled supervisor takes this role seriously, especially in child protection. Supervisors are ultimately responsible for all workers’ performance, so accurate and thoughtful work is a goal that the supportive relationship can facilitate. In addition, after a worker and supervisor have discussed and agreed upon a course of action, the supervisor must support the worker if things do not come out as planned, and acknowledge their own part in the decision making process.

References

1. Shulman, L. (1993). *Interactional Supervision*. Washington, DC: National Association of Social Workers

**The *Supportive* Role of the Supervisor or “Why Your Staff Might Stay”
Staff Development**

Case Application

Based on the information you just read on the supportive function of supervision, answer the following questions. Remember, the answers should reflect the material in the tutorial, not necessarily on your past practice.

Marshall a new worker is struggling paying off bills he acquired before coming to work with you. You know this, as Marshall is very honest with you and his co-workers. You work in a small office and workers know about each other’s lives. He feels the support from the office as a whole as he lives very far from his family of origin, thus he is very open, almost too open with everyone. He has asked you if he can offer another worker his on call weekend, as the other worker needs comp time and she would like to pull more on call. If this happens, he can take a part time job on the weekends.

1. Which of the following statements about the scenario is most accurate?

- a. Policy permits the supervisor to exempt an employee from call if it interferes with other part-time employment.
- b. Marshall is being very honest with his supervisor so the supervisor owes it to him to accommodate his request in order to reinforce his honesty.
- c. The supportive supervisor must still set reasonable limits on Marshall’s request to vacate one of his assigned job duties.
- d. The supervisor should summarily dismiss this request and point out that it was thoughtless and inconsiderate to expect other people in the office to continually pick up the slack for Marshall.

2. In your supportive supervisory role, you want to do all of the following except:

- a. Help Marshall think through all the ramifications of his request.
- b. Let Marshall know that he is wasting your time because there is no accommodation that can be made to his request.
- c. Consider other alternatives that Marshall may think of that would address the need of the agency for weekend call coverage, but would also let Marshall attend to his financial needs.
- d. Document whatever action is decided upon.

3. All of the following are good reasons to respond in a supportive manner except:

- a. This approach to problem solving is quicker than making a summary decision based solely on policy.
- b. A supportive approach to Marshall's dilemma will help build a trusting relationship between you and this worker, which will make him feel more comfortable about bringing other problems to you.
- c. This approach is an opportunity to help Marshall sharpen his critical thinking skills as you think through the problem together.
- d. Workers are more likely to stay in a job if they feel that their supervisor is supportive.

Jlc/2003

**The *Supportive* Role of the Supervisor or “Why Your Staff Might Stay”
Staff Development**

Practice opportunity in formulating supportive responses.

Case scenario

Marshall a new worker is struggling paying off bills he acquired before coming to work with you. You know this, as Marshall is very honest with you and his co-workers. You work in a small office and workers know about each other’s lives. He feels the support from the office as a whole as he lives very far from his family of origin, thus he is very open, almost too open with everyone. He has asked you if he can offer another worker his on call weekend, as the other worker needs comp time and she would like to pull more on call. If this happens, he can take a part time job on the weekends.

How can you approach this in a supportive manner and still set limits? What does DCFS policy says in order to guide you through this process? Consider the questions below. Write out sample responses. Be prepared to discuss these issues with the field instructor.

In examining this scenario, look to the questions addressed in this tutorial:

Are you committed to helping others’ do better? In this situation Marshall is being very honest with you. How should you honestly respond to his request for support (or over support) knowing what policy says about on call and work that interferes with the primary job responsibilities?

Write down a supportive response to Marshall’s request.

Are you skilled at patience? If a worker came to you with this request, how would you feel? (Write down everything that applies.)

Although Marshall’s request may surprise/irritate/anger you, how can you listen and problem solve without overreacting, after all Marshall is being honest and up-front in his request. Depending on how/what you would feel, do two things. First, write down what you would be tempted to say. Second, draft a supportive response.

How would you attempt to support Marshall, listening to his true problems, encouraging his honesty with you? (He could have just not said anything and worked behind the scenes.) Are there possible win/win alternatives?

What limits would you set?

And finally, how would you document that you had this session with Marshall and what you directed and the conclusion you reached with him.

**Tutorial Two:
The Educational Role of the Supervisor or “Is Training My Job Too”**

Staff Development

Pre Assessment

In preparation for this topic please rank the following statements from 1-5.

1= Strongly Disagree	2=Disagree	3=Neutral	4=Agree	5= Strongly Agree
----------------------	------------	-----------	---------	-------------------

1. I enjoy teaching others.
1 2 3 4 5

2. I am patient when others don't understand.
1 2 3 4 5

3. I am comfortable asking questions.
1 2 3 4 5

4. I enjoy answering questions.
1 2 3 4 5

5. I like discussing theory.
1 2 3 4 5

6. I am comfortable evaluating others' practice/work.
1 2 3 4 5

*Adapted from: Munson, C.E. (1993). Do I want to supervise? *Clinical social work supervision* (2nd ed). NY: Haworth Press

The Educational Role of the Supervisor or “Is Training My Job Too”

Staff Development

Supervisors have three fundamental roles: Supportive, Educational and Administrative (1). In this tutorial, we will look at the role of *Educator*.

The supervisor as educator is the role most staff expects. To new staff, the supervisor is the experienced one, the master of the content and a role model. In public Child Welfare, new staff members are often disappointed that the time that gets devoted to this activity depends on the workload of the supervisor, resulting in little time for one-on-one supervision and training. Many supervisors do not perceive themselves as educators. There may be many reasons, including belief that training is the sole responsibility of agency contract trainers, pressure to find sufficient time and lack of institutional recognition of the importance of the function.

The Chinese philosopher Lao Tzu said, “Give a man a fish and you feed him for a day. Teach him how to fish and you feed him for a lifetime.” Formal training may provide a theoretical or ethical framework to conduct the work of an organization. It may also provide an opportunity to practice skills in the relatively safe environment of the training room. However, staff must learn how to apply the knowledge they gain in the classroom to the real world where they practice. Too often when supervisors are under pressure from competing demands, the tendency is to tell staff what to do instead of teaching them how to problem solve using the knowledge they already have. Yet the teaching function is the very one most valued by the person receiving the supervision. The time spent in teaching will save the supervisor countless hours in the future as new staff members learn to apply theoretical concepts into practice. It will also increase the satisfaction of employees.

This tutorial addressed one supervision technique called Socratic questioning, or the Socratic method. The Greek Socrates was renowned for answering a question with a question. His questions were designed to help his students think their way through to the answer and to explore possible outcomes of choices. In the Socratic method, the supervisor asks the worker a series of questions about an individual case to get the worker to think purposefully about what is happening in the case. The Socratic method asks questions that directly or indirectly causes the staff to see the connection between theory and practice” (2).

These questions should be explored in individual supervision and should be directed with the following purposes:

1. “**Acceptance** of the client.” The supervisor asks questions designed to assess whether there are any barriers to staff working effectively and respectfully with a particular client.
2. “Establishing a **positive relationship**.” A skilled supervisor asks questions about what stage the development of the relationship with the client is in: initial, working or ending. The experienced supervisor recognizes that the beginning phases are often the most difficult, as the client is naturally defensive, and helps the worker to apply this knowledge to the family with whom he or she is engaged.
3. “Addressing **future actions** of the staff rather than problems already established” (3). The supervisor helps the staff to plan proactively for problems that might be evident. The problems are evident to the supervisor, yet may not be evident to the individual staff member.

These “Questions need to be worded in ways that require the practitioner to explore alternative actions and to select the best or potentially most productive alternative” (4).

Consider the situation where a relatively new worker is assigned to a family who is experiencing multiple problems. The family has an open protective service case for neglect. The youngest child has just been hospitalized with an upper respiratory infection. Mom has no one to care for the other children. The baby will come home on a monitor and the electricity will be cut off next week if she does not pay the bill. The hospital staff is angry with the mother because she is not staying with the baby at the hospital and they are calling the office wanting DHHS to put the children in foster care. The mother calls the worker in a panic and the worker comes to the supervisor.

This situation is an instance where the supervisor wants the worker to apply some of the knowledge he or she has about crisis intervention. A supervisor who employs the Socratic method would ask questions such as:

- “How would you help this mother prioritize the problem?”
- “How could you help this mother use this crisis as an opportunity for change?”
- “What might be positive/negative results of the worker’s suggested course of action?”

The Socratic method is not appropriate for all situations. If the worker told the supervisor the building was on fire, the appropriate course of action is to go outside **before** asking whether the worker has called 911 or whether the worker knows the appropriate use of different types of fire extinguishers. However, when used appropriately, this technique can help sharpen workers’ critical thinking skills.

References

1. Shulman, L. (1993). *Interactional supervision*. Washington, DC: National Association of Social Workers.
2. Munson, C.E. (1993). "Do I want to supervise?" *Clinical social work supervision* (2nd Ed). NY: Haworth Press
3. Munson, C.E. (1993). "Do I want to supervise?" *Clinical social work supervision* (2nd Ed). NY: Haworth Press
4. Munson, C.E. (1993). "Do I want to supervise?" *Clinical social work supervision* (2nd Ed). NY: Haworth Press

jlc 2003

The Educational Role of the Supervisor or “Is Training My Job Too”

Staff Development

Case Application

Based on the information you just read about the educational function of supervision, answer the following questions. Remember, the answers should reflect the material in the tutorial, not necessarily on your past practice.

Answer these questions about the scenario using the Socratic method.

Your new worker constantly gets angry and explodes on neglectful moms of young babies. She was supervising a visit in the office, when you overhear her angrily lecturing her client about her neglectful behavior. You are aware that there are several older children in the room as well, and they are hearing their mother being lectured as were the rest of the office staff. Maddie, your new worker, herself is a new mother with an infant. You have noticed she is harsher since she has returned from family medical leave.

What will you do right now as you hear her being so angry with the mother? What technique will you use (Socratic questioning or live observation/supervision or goal setting) with Maddie, in your office, in supervision, to discuss and improve the behaviors described above?

1. In this situation, which of the following practice values do you want to reinforce with Socratic questioning?
 - a. The family-centered values of respect for the individual and focusing on client strengths.
 - b. The value of the worker’s superior parenting abilities.
 - c. The value of complying with policy regarding visitation.
 - d. The value of letting the worker teach the mother a better parenting style by shaming her into different behavior.

2. The advantages of the Socratic method include all of the following except:

- a. It gives the supervisor an opportunity to assess whether the worker is familiar with the value base being explored.
 - b. It allows the supervisor to quickly redirect the worker's undesirable behavior.
 - c. It provides an opportunity for the worker to apply the theory or value base in the real world of work with families.
 - d. It sharpens the worker's critical thinking skills.
3. You ask the question, "How long has this family been on your caseload?" This question is designed to:
- a. Give the worker time to cool down from the encounter with the mother.
 - b. Bring you (the supervisor) up to speed on the family situation.
 - c. Help you (the supervisor) decide whether this case should be reassigned.
 - d. Help the worker understand at what stage she and the client are in the casework relationship.
4. You ask, "How do you think the mother's drug problem is affecting her care of the children?" This question is designed to:
- a. Improve the worker's acceptance and value of the client.
 - b. Direct the worker back to the case plan objectives.
 - c. Address the staff member's future actions and highlight potential problem areas.
 - d. Guide the worker toward the need to terminate parental rights.

**Tutorial Three:
The Administrative Role of the Supervisor or “Why You Were Hired”
Managing Time and Work Flow**

Pre Assessment

In preparation for this topic, please rank the following statements from 1-5.

	1= Strongly Disagree	2=Disagree	3=Neutral	4=Agree	5= Strongly Agree
1. I enjoy planning ahead.	1	2	3	4	5
2. I am willing to decrease my own client practice activities.	1	2	3	4	5
3. I enjoy making decisions.	1	2	3	4	5
4. I find completing paperwork related to feelings of accomplishment.	1	2	3	4	5

*Adapted from: Munson, C.E. (1993). “Do I want to supervise?” *Clinical social work supervision* (2nd Ed). NY: Haworth Press

Please answer the following questions:

1. The function of my job that my employees value most is the administrative function.

T F
2. A supervisor should always try to maintain an open-door policy so that workers have access to him or her as needed.

T F
3. Workers need their supervisors to model organizational and time management skills in order to feel some sense of power and control.

T F
4. Workers only need to discuss cases that are in crisis.

T F

The Administrative Role of the Supervisor or “Why You Were Hired”

Managing Time and Work Flow

Supervisors have three fundamental roles: Supportive, Educational and Administrative (1). This tutorial examines the role of Administrator.

Supervisors model organization for their own survival and to structure workers.

Time management and organizational skills are highly desirable for the supervisor in child welfare. As the supervisor is more organized, so is the staff. Organization presents the appearance of control over the environment. This perception of at least some control helps workers feel someone is able to set limits in a job that at times seems overwhelming. This perception of control is especially important, as the field of child welfare is often crisis driven. Not only is the organization crisis driven, but the new worker may also get caught up in the crises of the client families.

When working with disorganized and often chaotic families, it is essential that the supervisor model the skills of organization and management that the worker will need when interacting with families. For the Child Welfare Supervisor, such modeling means having enough time to answer the administrative demands of the job in such a way that it does not consume the other functions of the job. Staff rarely see, nor can understand the pressures the supervisor faces. It is imperative that the supervisor gains control of the tasks for which he/she is directly responsible, and still make time for the staff.

What workers want?

Research would suggest that staff do not stay with their supervisors because the supervisor is proficient in the pressing administrative demands supervisors know all too well. Staff in Child Welfare prefer a supervisor who spends more time on teaching them practice skills to (2). Overall, the child welfare workforce could be considered an **inexperienced** and **young** workforce (2). What is currently known about practice in Child Welfare is that most of the staff consider their supervisors as being “too concerned about the administrative role and compliance with tasks,” with the focus on “did you do or not do” instead of coaching, developing and supporting a relatively inexperienced workforce.

Workers want discussion of all cases, not just those in crisis (2). By this behavior alone, an experienced supervisor can often alert the worker to potential risks that, if addressed, can stabilize a case and make for less work in the future. But, the current practice of over identifying with cases in crisis sets up an unproductive pattern of perpetual crisis for the entire office. Crisis cases are unavoidable in this field, yet by attending to all cases, many crisis situations can be avoided, creating a better sense of organization for the workforce.

Child Welfare supervisors find themselves most directly involved with the monitoring of timeliness, completeness, and review for appropriate services and building skills, as well as the attitudes of workers (3). Research suggests that this type of administrative structuring should

occur weekly to allow for the proper monitoring of risk and the protection of liability as the supervisor. Strange as it may seem, monitoring of all cases could essentially reduce a supervisors' workload.

How to strike the balance between your needs as a Supervisor and the needs of Staff

This all sounds so great, but how do supervisors begin to address the fact that he or she must take care of themselves by answering the organization's administrative directives, completing reports, complying with hiring directives and employee evaluations time sheets and travel? It is suggested that it is ok for the supervisor to limit his or her own open door policy (4). Research suggests that this step is the single practice factor that could improve both client and worker outcomes. Cutting down on interruptions and adding more proactive supervision through regularly scheduled supervision can allow the supervisor to better manage time while meeting the conflicting demands of the supervisor's job. Does this statement imply that a supervisor should never respond to a worker in crisis, of course not. However, by structuring regular supervisory sessions, the supervisor may be able to teach the worker the difference between a true crisis and something that can wait until another time.

References

1. Shulman, L. (1993). *Interactional supervision*. Washington, DC: National Association of Social Workers.
2. Bernotavicz F. D. & Bartley, D. (1996). *A Competency Model for Child Welfare Supervisors*. Portland, OR: The Dougy Center.
3. Diwan, S; Berger, C. & Ivy, C. (1996) Supervision and quality assurance in long-term-care case management, *Journal of Case Management*. 5(2): 65-71.
4. Kane, D. (1991). *Strategies and dilemmas in child welfare supervision: A case study*. Doctoral Dissertation. City University of New York, NY.

The Administrative Role of the Supervisor or “Why You Were Hired”

Managing Time and Work Flow

Case Application

Based on the information you just read on the administrative function of supervision, answer the following questions. Remember, the answers should reflect the material in the tutorial, not necessarily on your past practice.

Your boss has just emailed you a directive that you must respond to within the hour. Tutti, your newest worker is struggling with a protective services case with two feuding divorced parents. The father has court-ordered visitation. The parents constantly get into fights when the transfer of the two-year-old is made. The fighting is extremely emotionally upsetting to the child. The families called Tutti every hour during the weekend to “tattle” on the other party, alleging minor “abusive” and “neglectful” acts by the other parent. Tutti runs into your office on Monday seeking an immediate solution to dealing with these parents. How can you model organization, planning and limit setting for Tutti, during her crisis situation?

1. **Your first step is to determine client safety. You would do so by:**
 - a. Asking for a lengthy description of the case.
 - b. Asking Tutti to email you the burning questions.
 - c. Call the client yourself to set limits, as you know this mom.
 - d. Asking some key questions about client safety.

2. **You hope Tutti will learn all of the following from this interaction except:**
 - a. That you are more concerned with paperwork demanded by your boss than you are with her problems.
 - b. To begin to differentiate between problems that can wait until the supervisory session and those that require immediate action.
 - c. To think about what limits and boundaries she should be setting with these families.
 - d. That you need to be able to prioritize between competing demands.

3. Assuming that there is no immediate danger to the child, which of the following reflects the best approach to structuring this interaction with Tutti?
- a. Tell her this situation is a no-brainer and she should be able to figure it out for herself.
 - b. Give her all the time she needs to ventilate about these clients because you know they can be frustrating.
 - c. Direct her to make a list of her primary concerns/questions and assure her that these will be covered in her weekly supervision session.
 - d. Explain that you would love to talk to her about this family right now but “Little Rock” is requiring yet another stupid report from you by the end of the hour.
4. **One time-management option is referring Tutti to an experienced worker to help her figure out what needs to happen with this family. This option has both positive and negative potential outcomes. All of the following statements about this option are correct except:**
- a. The experienced worker might give her bad advice.
 - b. The experienced worker may be able to bring a fresh perspective to the issues.
 - c. The experienced work may feel put upon by this extra demand.
 - d. You might be fired for delegating this duty to a subordinate.
5. **Suppose you determine that this case is not really a crisis. You decide there is no need to talk about it with Tutti in supervision because you need to spend your time on cases where the family is experiencing much more difficult problems. All of the following are likely outcomes of this decision except:**
- a. The disputes and fights between family members escalate until the judge orders the child into foster care.
 - b. Tutti feels like you do not understand the pressure she is under to try to help this family resolve its problems.
 - c. Tutti will be more likely to insist on getting an answer from you right away instead of waiting for a scheduled supervisory session.
 - d. The family will resolve the issue of transferring the child back and forth by themselves.

**Tutorial Four:
Conflict Styles Research**

Pre Assessment

In preparation for this topic please rank the following statements from 1-5.

1= Strongly Disagree	2=Disagree	3=Neutral	4=Agree	5= Strongly Agree
----------------------	------------	-----------	---------	-------------------

4. I handle conflict with minimal stress and frustration.
1 2 3 4 5
5. I enjoy helping others problem-solve.
1 2 3 4 5
6. I believe that compromise is not a solution.
1 2 3 4 5
4. I accept that conflict occurs in the work place.
1 2 3 4 5

Please answer the following questions.

1. Conflict is always a negative occurrence.
A. True
B. False
2. Conflict is not supposed to happen in the workplace.
A. True
B. False
3. We all handle conflict in the same way.
A. True
B. False
4. “Controller” is the optimal conflict style for supervisors
A. True
B. False
5. The collaborator is a win/win posture.
A. True
B. False

Conflict Resolution Styles Research Summary

Conflict is inevitable in the workplace. As supervisors, how we handle conflict is critical in our effectiveness. Conflict typically is seen in negative terms. But, in actuality, it can be a positive thing, building cohesiveness and increasing trust.

What is your conflict style? The literature suggests five different conflict styles.

1. Collaborator. This approach is one of where maintaining the interpersonal relationships and ensuring that both parties in the conflict achieve their personal goals is the primary focus. The collaborator is concerned with both his and her self-interest and also with the opposing party's interests. Appropriate conflict management methods are utilized. This style provides a win/win posture for both parties.

2. Compromiser. This approach assumes a win/win solution cannot be reached and seeks a little winning and a little losing in both the relationship and goals of both parties. Manipulation and persuasion dominate the style. The objective is to find a partially satisfying yet mutually acceptable solution. This style is a mini-win/mini-lose posture.

3. Accommodator. This approach is focused on maintaining the interpersonal relationship above all else. There is little concern for personal goals and needs. The behavior seen is pleasing, giving in, appeasing, and avoiding. This style is a yield-lose/win posture.

4. Controller. This approach is a power oriented one which focusing on winning at all costs. His or her goals and needs are what are important with no concern for the opposing party. This is often evidenced by aggressive behavior. This style is a win/lose posture.

5. Avoider. This approach is seen in someone who avoids conflict at all costs. Personal goals, needs and interpersonal relationships are of little concern. The behavior is often displayed as denial, shifting topics, noncommittal remarks, and humor. This style is a leave-lose/win posture.

References

Robert A. Baruch Bush and Joseph P. Folger, The Promise of Mediation (San Francisco: Jossey-Bass, 1994).

Kathy Domenici and Stephen W. Little John, Engaging Communication in Conflict (Thousand Oaks: Sage Publications, 2001).

Roger Fisher and William Ury, Getting to Yes (New York: Penguin Books, 1981).

Sheila Heen, Bruce Patton, and Douglas Stone, Difficult Conversations (New York: Penguin Books, 1999).

Joyce L. Hocker and William W. Wilmot, Interpersonal Conflict (New York: McGraw-Hill, 2001).

Harriet Goldhor Lerner, The Dance of Intimacy (New York: Harper & Row, 1989).

Conflict Resolution Styles

Case Application

Based on the information you just read on conflict resolution styles, answer the following questions. Remember, the answers should reflect the material in the tutorial, not necessarily on your past practice.

Answer the following questions based on the information in the scenario and the information you read on conflict resolution styles.

Supervisor was reviewing case contacts and found FSW was not entering data on home visits on a case. Supervisor called FSW to office where she confronted the worker on not seeing this family. Worker responded by saying she was overworked and had too many cases with not enough time to complete tasks. Supervisor told worker she must see her families weekly regardless of any other circumstances. Worker began yelling saying supervisor just does not understand the stress of this job. Supervisor told worker that if she did not complete the home visits, there would be disciplinary action.

1. What type of conflict style did the supervisor use?

- A. Collaborator
- B. Compromiser
- C. Accommodator
- D. Controller
- E. Avoider

2. What type of conflict style did the worker use?

- A. Collaborator
- B. Compromiser
- C. Accommodator
- D. Controller
- E. Avoider

3. What would be the best choice of conflict style for the supervisor?

- A. Collaborator
- B. Compromiser
- C. Accommodator
- D. Controller
- E. Avoider

4. What would be the best choice of conflict style for the worker?

- A. Collaborator
- B. Compromiser
- C. Accommodator
- D. Controller
- E. Avoider

5. Which conflict style would create a win/win scenario?

- A. Collaborator
- B. Compromiser
- C. Accommodator
- D. Controller
- E. Avoider

Conflict Resolution Styles

Practice Opportunity

Answer the following questions based on the information in the scenario and the information you read on conflict resolution styles.

Supervisor was reviewing case contacts and found FSW was not entering data on home visits on a case. Supervisor called FSW to office where she confronted the worker on not seeing this family. Worker responded by saying she was overworked and had too many cases with not enough time to complete tasks. Supervisor told worker she must see her families weekly regardless of any other circumstances. Worker began yelling saying supervisor just does not understand the stress of this job. Supervisor told worker that if she did not complete the home visits, there would be disciplinary action.

1. Let's look further into this supervisor scenario. Supervisor confronted the worker on not seeing her family. Practice what you would say to a worker about her home visits?
2. Practice what you would say to the worker when she said she was overworked and had too many cases?
3. How would you respond to the worker when she was yelling?
4. How would you respond to the worker who was complaining about the stress of the job?
5. How would you document your intervention with this worker?

**TUTORIAL:
Leadership Styles**

Rate How Important These Leadership Qualities Are to You

	1= Not Importance At All	2=Limited Importance	3=Neutral	4=Important	5=Extremely Important
1. Responds to complaints quickly				1 2 3 4 5	
2. Doesn't compare one worker with another	1	2	3	4	5
3. Encourages workers to learn new skills				1 2 3 4 5	
4. Clearly tells you how both you and he or she will know when you have successfully completed your job assignment				1 2 3 4 5	
5. Ensures that you have every resource you need to do the assigned job				1 2 3 4 5	
6. Doesn't "dump" the most difficult cases on just one or two workers				1 2 3 4 5	
7. Shows you how much he/she appreciates your work				1 2 3 4 5	
8. Speaks up for you when someone criticizes you unfairly				1 2 3 4 5	
9. Respects your opinion	1	2	3	4	5
10. Cares about how you are feeling as well as how much work you do				1 2 3 4 5	

TUTORIAL Leadership Styles

Summary of Research

Much of the research addresses leadership qualities that result in high work performance and effective communication between supervisor and supervisee. These qualities would likely coincide with the definition of “best practice.” For this study it seems that “leader” could be considered synonymous with “supervisor.” Some of the research makes a distinction between a manager and a leader, indicating that the former focuses more on completion of a task and the latter on interaction of workers with each other and the supervisor. This summary considers that both foci are important and mutually complementary.

When a leader functions at a level of best practice the organization experiences a “win-win” type of interaction between supervisor and supervisee. Steven Covey delineates the following leader actions that contribute to a “win-win” situation. The leader specifies desired results, communicates principles and policies essential to getting desired results, identifies available resources, defines accountability, and determines consequences. Covey further outlines, “total quality” (best practice – my note) as an expression of continuous improvement in personal and professional development, interpersonal relations, managerial effectiveness, and organizational productivity.

In *The Twenty-one Irrefutable Laws of Leadership Workbook*, John C. Maxwell names certain “laws” as necessary components of good leadership. Some of them are the Law of Empowerment (p. 132), the Law of Sacrifice (p. 200), the Law of Respect (p. 761), and the Law of Intuition (p. 89).

George T. Fisher addresses leader behaviors that contribute to enhanced morale in *The Supervisor’s Big Book of Lists*. Fisher highlights the importance of tending to workspace (temperature, noise, equipment, etc.), as well as the assigned tasks. He lists supervisory actions that boost healthy morale. Some of these are responding quickly to complaints, avoiding comparison of workers, leading by example, fairly delegating difficult cases to all workers, and being willing to do things differently. Fisher also listed legitimate supervisee expectations. These include respect for their opinion, fair treatment, decisiveness, proper training, rewards based on performance, defense against unfair criticism, and consistency.

The *Harvard Business Review on What Makes a Leader* lists five components of “emotional intelligence.” These are self-awareness, motivation, self-regulation, empathy, and social skill. Further, inspirational leaders possess some unexpected qualities that make them effective. Three of these are selectively showing their own weaknesses, relying heavily on intuition, and managing employees with “tough empathy”.

References

1. Coffman, C., Buckingham, M. (1999). *First Break All the Rules*. New York: Simon & Schuster.
2. Covey, S. (1990), *Principle-Centered Leadership*. New York: Simon & Schuster.
3. Fisher, G., (1994). *The Supervisor's Big Book of Lists*. Prentice Hall
Harvard Business Review on What Makes a Leader, (2001), Harvard Business School Press.
4. Maxwell, J. (2002), *The Twenty-one Irrefutable Laws of Leadership Workbook*. Nashville: Thomas Nelson Publishers

Scenarios (Application)

There are two supervisors in your office. They are Mary Ann and Latisha. You are a new worker who will be assigned to one of these two supervisors. Based on the example situation listed for each supervisor, you will be asked which you *hope* will be assigned as your supervisor.

1. Mary Ann assigns cases equally among her four caseworkers. Even when there are highly difficult cases, she asks them to share the caseload. However, she gives them only general information about how they will know when they have completed those assignments. When *two* of them have submitted preliminary documentation of their casework, Mary Ann does not give them any feedback on their documentation even though she is adamant about getting documentation into her by a deadline. Then Mary Ann criticizes the *other* two workers for being late on their documentation; what's worse she does this in front of the *two* workers who met the deadline.

Even though all four workers get frustrated with Mary Ann, they all agree that Mary Ann cares about them personally. She understands when they or one of their children is sick and this results in coming to work a few minutes late. They also appreciate her fairness in assigning cases.

2. Latisha frustrates her caseworkers because she sits down with every worker to define a client's progress in goals, interventions and results. Her workers complain that she is too rigid about details. They also don't like that Latisha "doesn't give a flip" what reasons they have for being late for work; she wants them there on time - no excuses. What they do like is that she will "stand by her workers" when she thinks they are being unfairly criticized by someone. And, she respects the workers' opinions. She makes sure that each worker has all the resources they need. She even allows workers to "beautify" their own workspace. Finally, the workers say that Latisha does not approve requests for further training very often because "there is too much work to be done to be flying off to fancy workshops while other workers have to pick up your slack."
1. Choose which of the two supervisors you hope is assigned to you. List two reasons for your choice.

2. Rate (as you did earlier) the level of importance (1 to 5) of these leadership qualities (**without looking back at your first ratings earlier**).

- _____ Responds to complaints quickly
- _____ Doesn't compare one worker with another
- _____ Encourages workers to learn new skills
- _____ Clearly tells you how both you and he or she will know when you have successfully completed your job assignment
- _____ Ensures that you have every resource you need to do the assigned job
- _____ Doesn't "dump" the most difficult cases on just one or two workers
- _____ Shows you how much he or she appreciates your work
- _____ Speaks up for you when someone criticizes you unfairly
- _____ Respects your opinion
- _____ Cares about how you are feeling as well as how much work you do

**Tutorial:
Structuring the Supervisory Session**

Pre Assessment

In preparation for this topic please rank the following statements from 1-5.

1= Strongly Disagree	2=Disagree	3=Neutral	4=Agree	5= Strongly Agree
----------------------	------------	-----------	---------	-------------------

1. I believe that structuring supervision creates a barrier between the supervisor and the worker.
1 2 3 4 5
2. I do not believe that there is any need to prepare before the supervisory session.
1 2 3 4 5
3. I do not have time to meet with my workers every week unless there is an emergency.
1 2 3 4 5
4. If I do not know about problems on a caseload, I cannot be held responsible if something goes wrong.
1 2 3 4 5
5. My workers need to be able to give me feedback about the effectiveness of my supervision.
1 2 3 4 5

Please answer the following questions.

1. There is only one right way to structure the supervisory session.
T F
2. If the supervisor is feeling stressed, he or she should cancel the supervisory session.
T F
3. The supervisor does not need to be concerned with what the worker needs from supervision; the emphasis should be on what has gone wrong on the worker's caseload.
T F
4. The worker and supervisor should both do some pre supervisory session preparation.
T F
5. When conducting the session, do all of the following except:
 - a. Spend the entire session on the crisis case(s).
 - b. Use a structured review form.
 - c. Stay focused on the case specifics.
 - d. Avoid using the time to cover routine administrative issues.

Structuring the Supervisory Sessions: How to Cover “Most” of the Bases in One Hour.

Research in supervision strongly suggests that supervision should be structured. “Much of the literature on developmental issues, cognitive style of the supervisee and a host of other topics refer to the relative need of structure in supervision (Bernard and Goodyear, 1998). “Highly structured supervisors can be viewed as an extension of training, while the unstructured supervisor’s supervision can be viewed as approaching consultation” (Bernard and Goodyear 1998). In supervision of staff in Child Welfare the structured approach is what seems most appropriate, due to the high degree of regulation and complex policy and legal atmosphere of working in a public agency.

There are numerous ways to structure the supervisory session. Some approaches take into account the demanding schedule of supervisors in a public Child Welfare office. Schwartz (1981) suggests a one-page worksheet for the busy supervisor. This one page supervision sheet can be used in future sessions and can also be used as part of the employee’s personnel file. A one-page form for structuring the session is included in this tutorial.

Other approaches to structuring the session are valuable tools, although they are admittedly more time consuming. These approaches include direct observation, individual case conferences, peer supervision in the form of a staff meeting, and actual observation of client contacts with a mid session break for the supervisor to make suggestions. Other intensive approaches include videotaping, audio taping, actually observing interactions with staff, and making suggestions using a remote control “bug in the ear” technique.

Regardless of the structure chosen, one clear concept emerges from the literature. Through regular, structured supervision, the supervisor can play an important role in combating stress induced by poor judgment (Bernard and Goodyear 1998).

The Individual Case Conference

With all these choices, the individual case conference seems to be a good place to start for busy supervisory staff. So how does the supervisor in Child Welfare even begin to think about spending an hour with each staff member and what form should the hour take?

Shulman (1993) suggests this format:

Prepare for the Session

This format requires the supervisor to engage in self-preparation to meet with the worker. Self-preparation includes two components: the emotional self-preparation and the administrative self-preparation. In regard to emotional self-preparation, the supervisor must:

1. “Tune in” to his or her issues. Tuning in is a central skill in supervision. The supervisor must identify and clarify what is going on internally with him or herself, as well as identifying things that must be covered in the session. The supervisor must be aware of any negative feelings he or she may have about the supervisee and figure out what the cause for these feeling may be. Questions that supervisors might ask of themselves include:
 - “Am I being fair?”
 - “Am I focusing (tuning in) to job appropriate issues or am I getting off into personal issues?”The supervisor must center himself or herself in order to be objective.
2. “Tune in” to the needs of the staff member. If this worker had a very difficult court case the previous week, the supervisor should be cognizant of concerns, issues, fears, etc that the worker might bring to the session.

In regard to administrative self-preparation, consider the old adages that “forewarned is forearmed.” The supervisor must know what is happening on the workers’ cases or, just as importantly, where there appear to be gaps in workers’ cases.

1. Prepare by having some notes or reviews of the cases that will be discussed in supervision. For supervisors in Arkansas, this preparation may take the form of a partial case review in CHRIS.

Conduct the Session

In the actual session remember that this time is **quality case time**. The focus should be on the cases for which the worker is responsible. Avoid using this **quality time** to clarify time sheets, or travel.

1. Both the supervisor and the worker should come to the session prepared to discuss certain cases. Ideally, these cases will represent a combination of challenging families and families who are making progress. The eventual goal of identifying specific families/cases for specific session is to ensure that all cases on a worker’s caseload are discussed in supervision during a month’s time frame.
2. Begin by asking what the worker expects from the day’s session and make note of those. Cover these issues first. During this time be attuned to the possibility that there is a disaster de jour and be ready to address those issues. **Caution:** Avoid letting this one case consume the entire session.
3. Cover the issues identified on the review form. *As the grant progresses, numerous techniques will be introduced to guide supervisors and workers through different ways to address these issues.*

Evaluate the Session

This part of supervision is probably the most frequently neglected. However, it can be very useful to modify the supervisory session so that the worker and supervisor feel it was time well spent.

1. Ask for feedback about how “helpful” this session was to the worker. If the worker did not feel it was beneficial, what changes would he or she suggest?

The key for structured supervision is to keep track of time, stay focused on cases and do not exceed time limits. Potential benefits that the supervisor may see over time include:

- The supervisor will be much better informed about what workers are doing.
- Discussing cases before there is a crisis may decrease the number of crises that arise.
- Knowing in advance which cases will be discussed lets both supervisor and worker make the most efficient use of the time.
- The supervisor will learn what supervisory actions are helpful and what are not helpful. It is interesting. These actions will not be the same for each person supervised.

At first, the structured approach to supervision may feel awkward and may feel as if it is too time consuming. However, as the relationship between the supervisor and worker develops, and as each learns what to expect, the time will be spent more efficiently.

References

1. Bernard, J., Goodyear, R. (1998) *Fundamentals of clinical supervision* 2nd Ed. Boston: Allyn and Bacon. Pp.91.
2. Schwartz, R.C., Liddle, H.A., & Breunlin, D.C. (1998). Muddles in live supervision. In A.A. Liddle, D.C. Breunlin, & R.C. Schwartz (Eds.), *Handbook of family therapy training and supervision* New York: Guilford, 183-193.
3. Shulman, L. (1993). *Interactional supervision*. Washington, DC: National Association of Social Workers.

Sample form for structuring the session is on the next page.

Structured Case Review

Preparatory Work (Before the session)

Complete administrative review – done by supervisor, not CHRIS trainer
Use Administrative Review Form

Supervisory Session

Case Name/Number
Date Case Opened

Reason Case Opened

Next Court Date (if applicable)

- Tell me about this family. If this is not the first time that the case has been reviewed in supervision, ask, “What has changed since the last time we discussed this family?”
- Tell me about the household composition? Who lives there? What are the relationships? Are significant people missing?
- What risk factors or mitigating factors have you identified in this family?
- What is the case plan goal? The concurrent case plan goal?
- What progress has the family made toward the goal? What strengths are present and what barriers exist?
- What needs to be accomplished by the next supervisory session by the family, the worker, the supervisor and other parties?

Structuring the Supervisory Session

Case Application

Based on the information you just read on structuring the supervisory session, answer the following questions. Remember, the answers should reflect the material in the tutorial, not necessarily on your past practice.

Time For Wanda?

It is 10:00 a.m. You are preparing for a “*what went wrong*” meeting with the other supervisors that were called by your Area Manager. The meeting is scheduled for this afternoon. The meeting has something to do with problems with staff communication. Allegedly, several details of an investigation were not communicated to the caseworker and this caused your office to have a bad time of it in court yesterday.

You are scheduled for your regular supervisory session with Wanda this morning. You feel your mind wandering to the communication and the afternoon meeting. You fear one of your staff did not relay needed information, but you are unsure. You want to quiz Wanda on the incident, so you will not be embarrassed with your peers. But, you are unsure what the complaints are about your staff anyway, or if there are any real complaints.

You know in your heart that you must give priority to Wanda, as you are trying to spend “**quality case time**” with her on her cases. She was not involved with the case in question, but did attend court yesterday. You missed court due to a medical appointment.

1. The best course of action is to cancel Wanda’s supervisory session because you have too much on your personal agenda to cope with her this morning.

T F

3. All of the following statements about “tuning into your issues and the staff member’s needs” are correct except:
 - a. Failure to recognize your own feelings of apprehension and unease about the afternoon meeting may have a negative impact on the employee (Wanda).
 - b. At this point in time, it is more important to quiz Wanda on what happened at court than to focus on her own cases so that you can prepare for the afternoon meeting.
 - c. Part of the self-preparation for this supervisory session is to identify whether you have any negative feelings about Wanda.

- d. Even though it was not her case, Wanda may be feeling some anxiety about what happened in court and may need to talk about her concerns with you.
4. Which of the following statements about preparation for the supervisory session is most correct?
- a. The best reason for you to prepare beforehand is so that you will know when Wanda is lying and be able to confront that behavior immediately.
 - b. It is better to do no preparation beforehand. That way, you incur no liability if Wanda has not done what she needed to do.
 - c. Both the supervisor and Wanda should prepare for the session ahead of time in order to make the best use of their time together.
 - d. The preparation does not have to be structured.
5. When conducting the session, do all of the following except:
- a. Spend the entire session on the crisis case(s) that Wanda has on her caseload.
 - b. Cover the issues on the review form.
 - c. Stay focused on the specifics of Wanda's cases.
 - d. Identify areas that Wanda feels like she needs to discuss during the session.
5. There is only one right way to structure the supervisory session. **T** **F**

For More Information Contact:

Debra A. Shiell

Arkansas Division of Children & Family Services

(501) 682-1554

Debbie.Shiell@arkansas.gov

**MISSISSIPPI CHILD PROTECTIVE SERVICES
CASEWORK SUPERVISION DEMONSTRATION PROJECT**

LEARNING LAB MODULES

***CHILD WELFARE SUPERVISION
OUR CHALLENGE TO CHANGE***

OVERVIEW OF PROJECT

The University of Mississippi, Department of Social Work worked collaboratively with the state child welfare agency (Mississippi Department of Human Services – Division of Family and Children’s Services) and community partners (Family Crisis and Project Homestead) in the development of learning laboratories for the improvement of child protective services casework supervision in Mississippi.

It is the belief of the committee members that child welfare supervisors are the key to promoting change in the current child welfare system. The Mississippi project has been designed to promote evidence-based practice and help supervisors to understand their role in effecting organizational change. ***The goal is to create an organizational culture in which support, learning, clinical supervision, teamwork, professional best practice and consultation are the norm.***

The unique approach involved in this project allows the supervisors to determine their own knowledge and skill needs and allows supervisors to shape the curriculum presented in the learning labs. The learning labs are designed to promote life-long learning and establish motivation to learn and self-educate while encouraging child welfare supervisors to share experiences that will help build an awareness of educational needs of child welfare supervisors. The supervisors are involved in the creation of individualized skill development plans. This allows for supervisors with different levels of experience and education to design a learning and skill improvement plan that will meet personal needs. The project used the following texts as assigned readings for the supervisors:

Shulman, L. (1993). *Interactional supervision*. Washington, DC: National Association of Social Workers.

Kouzes, J. & Posner, B. (2003). *The leadership challenge*. San Francisco, CA: Jossey-Bass

**CHILD WELFARE SUPERVISION
OUR CHALLENGE TO CHANGE**

MODULE #1 – 3 days

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Begin a process of examining beliefs and attitudes about child welfare supervision, the child welfare system, the child welfare agency, and child welfare social workers.
- Begin to examine the effect of attitude and beliefs on child welfare supervisory practice.
- Discuss the current child welfare agency culture.
- Discover and learn to value the diversity of staff members in the workplace.
- Begin to develop an understanding and responsibility for working with culturally diverse staff members.
- Review systems/ecological theory and application to supervision of child welfare staff.
- Identify personality characteristics and behaviors of good child welfare supervisors.
- Determine the differences and the relationship between leadership and management.
- Examine own leadership style and begin a process of increasing self-awareness in regards to own leadership practices.
- Determine child welfare supervisor competencies needed to be a good manager and a good leader in the child welfare system.
- Explore strengths and needs regarding own child welfare supervisory practice.
- Begin to develop a personal development plan to improve supervisory skills and practice.

AGENDA AT A GLANCE

TIME	DAY ONE	DAY TWO	DAY THREE
8:30 – 9:00 AM	Continental Breakfast	Continental Breakfast	Continental Breakfast
9:00 – 10:30 AM	Introduction to Learning Lab - Expectations	Leadership Characteristics & Behaviors - Our Models	Professional Development Planning
10:30 – 10:45 AM	BREAK	BREAK	BREAK
10:45 – 11:45 AM	Attitude – What Difference	Leadership &	Individual Work on

	Does it Make?	Management	Professional Plan
11:45 AM – 12:30 PM	LUNCH	LUNCH	LUNCH
12:30 – 1:45 PM	Beliefs About Child Welfare & Child Welfare Supervision	Child Welfare Supervisor Competencies	Changing Paradigms & Challenging the Process
1:45 - 2:00 PM	BREAK	BREAK	BREAK
2:00 – 3:15 PM	Organizational Culture & Diversity	Supervisory Strengths & Needs	Commitment to Change
3:15 - 3:30 PM	EVALUATION	EVALUATION	EVALUATION
HOMEWORK	Kouzes & Posner Part I – Chapter 1 List: Characteristics of Former Supervisors	Kouzes & Posner Part I – Chapter 2 Kouzes & Posner Workbook Chapter 2	Journal: Personal Development Plan Kouzes & Posner Part II -Chapter 3 & 4 Begin to think of a leader that you admire in any area. Research.

MODULE #2 – 3 days

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Review professional development planning to improve supervisory skills and practice.
- Discuss implications for expansion of professional development planning with child welfare supervisees.
- Review and refine child welfare supervisor competencies needed to be a good manager and good leader in the workplace and discuss implementation in the workplace.
- Begin a development plan for best practices in leadership within the child welfare setting.
- Focus on a vision for child welfare supervision.
- Discuss the current child welfare agency culture.
- Begin to develop an understanding and responsibility for working with culturally diverse staff members.
- Discuss anti-oppressive styles of supervision.

- Develop action plans to begin implementation of responsiveness to diversity in the workplace.
- Discuss issues of partnership with child welfare agency and other stakeholders in the community.
- Review needs related to community partnerships.
- Develop action plans for strengthening community partnerships.

AGENDA AT A GLANCE

TIME	DAY ONE	DAY TWO	DAY THREE
8:30 – 9:00 a.m.	Continental Breakfast	Continental Breakfast	Continental Breakfast
9:00 – 10:30 a.m.	Professional Development Planning Review	5 Practices 10 Commandments Kouzes & Posner	A Plan for Cultural Responsiveness
10:30 – 10:45 a.m.	BREAK	BREAK	BREAK
10:45 – 11:45 a.m.	Leaders & their Characteristics	5 Practices 10 Commandments Kouzes & Posner	What are the issues?
11:45 – 12:30 p.m.	LUNCH		
12:30 – 1:45 p.m.	5 Practices 10 Commandments Kouzes & Posner	Cultural Responsiveness	Community Partnerships
1:45 – 2:00 p.m.	BREAK	BREAK	
2:00 – 2:45 p.m.	5 Practices/10 Commandments Kouzes & Posner	Diversity among staff members Awareness of oppressive leadership	Planning for Partnerships
2:45 – 3:00 p.m.	Planning & Evaluation	Planning & Evaluation	Evaluation
Homework	Worksheet on Personal Vision Hand-out – Diversity of Staff Continue Reading in Kouzes & Posner	Continue to work on cultural responsiveness plan Continue Reading Kouzes & Posner	Personal Development Plan Community Development Plan Continue Reading in Kouzes & Posner

MODULE #3 – 3 days

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Report/discuss progress on professional development plans
- Report/discuss progress on community partnership plans
- Report/discuss work done on working with diversity plans
- Praise successes and discuss barriers of individual work on various plans
- Begin a process of examining the challenges of working with difficult people within the child welfare system, the agency, and among stakeholders
- Learn different models for assessing specific issues involving supervisees who are difficult for the supervisor to supervise
- identify the major types of difficult persons (for individual supervisors)
- Examine the types of difficult people in the workplace and how to individualize the needs of different types of people
- Discuss the current child welfare agency culture and its relationship to the behaviors of difficult people
- Examine own supervisory behaviors and personality characteristics that might make the supervisor the difficult person
- Begin to understand own supervision style and how it affects the supervisor's ability to influence the work activities of others
- Discover and learn the value of diversity in the workplace and how to work with different personalities/strengths/motivations of staff
- Identify and learn new skills in approaching and working with persons who are difficult to supervise
- Practice techniques learned through the use of scenarios provided by the participants in the learning lab.
- Learn the concept and steps regarding 360-degree (multisource) feedback.
- Discuss the possible use of 360-degree feedback in the child welfare setting and discuss specific ways in which this type of feedback could be used in the child welfare setting
- Discuss the relationship between the use of 360-degree feedback and professional development
- Compare current feedback system with 360-degree system and discuss strengths and weaknesses of each system.
- Explore strengths and needs of own supervisory practice and continue work on individual professional development plan

AGENDA AT A GLANCE

TIME	DAY ONE	DAY TWO	DAY THREE
8:30 – 9:00 a.m.	Breakfast and Gathering	Breakfast and Gathering	Breakfast and Gathering
9:00 – 10:30 a.m.	Report/Discussion on Professional Development Plans	Identification of Difficult People to Supervise	360-degree feedback – the process
10:30 – 10:45 a.m.	BREAK	BREAK	BREAK
10:45 – 11:45 a.m.	Report/Discussion on Community Development Plans	Skills in Working with Difficult People	Practice Exercise on giving feedback
11:45 – 12:30 p.m.	LUNCH	LUNCH	LUNCH
12:30 – 1:45 p.m.	Report/Discussion on Cultural Responsiveness Plans	Practice Exercise – Real Scenarios of Difficult People	Current System of performance evaluation compared to 360 degree feedback
1:45 – 2:00 p.m.	BREAK	BREAK	BREAK
2:00 – 2:45 p.m.	Working with Difficult People	Group Discussion of what is it about ourselves that make us difficult people to work with?	Group discussion on strengths and weaknesses of each system – what would make current system better?
2:45 – 3:00 p.m.	Evaluation	Evaluation	Evaluation
Homework	Who is difficult and what makes him/her difficult to supervise?		Read on in Kouzes and Posner Book Talk with workers about community partnerships – especially with project homestead and family crisis

MODULE #4 – 1 day

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Discuss current strengths, positives, good work being done currently regarding community partnerships.
- Discuss existing barriers and issues regarding current community partnerships
- Problem solve with community partners to plan for future work together
- Define casework supervision
- Define clinical casework supervision
- Review list of supervisor competencies
- Determine which aspects of casework supervision are compliance based
And which are clinically based
- Determine the desire and need to do clinical casework supervision by looking at the difference it makes in the work done
- Identify individual strengths and weakness regarding clinical casework supervision
- Determine additions needed to personal development plan
- Report on progress made on professional development plan and working with diversity plan/giving feedback/working with “difficult” people

AGENDA

Part One - Developing Relationships with our Community Partners What Does This Have To Do With Case Supervision?

- | | |
|------------|------------------------------------------------------------------------------------------------------|
| 9:00 a.m. | Welcome & Get-Acquainted |
| 9:30 a.m. | Why should we combine efforts?
How does community partnering relate to child welfare supervision? |
| 10:00 a.m. | What are our strengths? |
| 10:30 a.m. | What are our “issues”? |
| 11:00 a.m. | Design of multidisciplinary teams – small group work |
| 11:45 a.m. | Large group discussion of designs
Where do we go from here? |

Part Two – Casework Supervision

- | | |
|-----------|---------------------------------------------------------------------------|
| 1:00 p.m. | Defining Casework Supervision – what is clinical casework supervision? |
| 2:00 p.m. | RE-visiting our competencies for supervisors |
| 2:30 p.m. | Identification of Strengths & Weaknesses in clinical casework supervision |
| 3:00 p.m. | Planning for Learning – Between now and when we return... |
| 3:30 p.m. | Adjourn |

MODULE #5 – 1 day

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Review components of clinical casework supervision
- Learn components of principle centered leadership by Stephen Covey
- Learn seven habits of highly successful people by Stephen Covey
- Apply the principles in Stephen Covey’s work to clinical casework supervision
- Practice clinical casework supervision using scenarios written by participants
- Determine points of contact of when a supervisor needs to intervene in the life of a case – determine when is clinical casework supervision needed?

Agenda

CLINICAL CASEWORK SUPERVISION

8:30	Continental Breakfast
9:00	Welcome and Re-Group What has happened since we last met?
9:30	Review of Strengths and Weaknesses Competencies for Area Social Work Supervisors Review of Components of Clinical Casework Supervision
10:00	Stephen Covey’s Seven Habits of Highly Effective People Principle Centered Leadership
1:00	Scenarios –
Noon	Lunch
12:45	Scenarios
1:30	When is a Supervisor Needed? Points of Contact for Supervisors and Social Workers
3:00	Assignment for Next Learning Lab
3:15	Adjourn

MODULE #6 – One day

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Share flowchart that has worked on since the last learning lab regarding points of contact in which clinical casework supervision is needed.
- Determine questions to be asked at each point of contact
- Develop a guide for supervisors regarding clinical casework supervision
- Learn the symptoms of secondary traumatic stress and vicarious traumatization
In staff and selves
- Discuss issues such as secondary traumatic stress, vicarious traumatization, countertransference, burnout in regards to clinical casework supervision
- Determine needs and possible topics for next set of learning labs

AGENDA

*Clinical Casework Supervision
Critical Moments in the Life of a “Case”*

or

When does the social worker need a supervisor?

8:30 a.m.	Gathering of the Minds...and breakfast
9:00 a.m.	Welcome and Discussion of upcoming events Review of last meeting Group Work on Flow Chart & Questions to Be Asked
10:15	Break
10:30	Large group discussion on small group work
11:15	Another time that a supervisor is needed... Post-traumatic, secondary traumatic stress, vicarious traumatization, Countertransference, burnout
Noon	Lunch
1:00	Discuss future needs – topics for learning labs
2:00	Evaluation and Adjourn

Homework: Do Leadership Style survey and bring to next session

MODULE #7 – Two day conference

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Determine own leadership styles
- Learn the basic structure of *interactive supervision* as presented in the Book *interactive supervision* by Lawrence Shulman
- Begin to understand the concept of parallel processes in the child welfare setting
- Develop skills in preparatory empathy
- Determine what not to do if a supervisor is trying to “tune in” to a worker with preparatory empathy
- Relax and enjoy each other’s company in a less structured learning environment
- Have fun together
- Reminisce about the year of work together
- Understand the importance of clinical casework supervision from a foster child’s point of view
- Determine need for balance between work life and personal life and the effect a balanced life has on the supervisors ability to do clinical casework supervision
- Think about the priorities in child welfare

AGENDA

Child Welfare Clinical Casework Supervision Southern Regional QIC - Mississippi Retreat

Day One

8:30 a.m.	Continental Breakfast
8:45 a.m.	Welcome & Introductions
9:00 a.m.	Leadership Styles Ken Millar, Dean George Williams College Aurora University
10:15 a.m.	Break
10:30 a.m.	Leadership Styles – continued
Noon	Lunch – provided
1:00 p.m.	“Interactive Supervision”
2:30 p.m.	Break
2:45 p.m.	“Interactive Supervision”
4:45 p.m.	Adjourn

Day Two

8:30 a.m.	Continental Breakfast
-----------	-----------------------

9:00 a.m.	Ellett Scales
9:30 a.m.	Achieving Balance...Becoming More Effective Becky Janes, Youth Pastor Hendersonville Church of God
10:30 a.m.	Break
10:45 a.m.	Achieving Balance...Setting Priorities What to do when you can't do it all
11:45 a.m.	Evaluation
noon	Lunch – provided
1:00 p.m.	Adjourn

MODULE #8 – 1 Day

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Practice clinical casework supervision using supervisor's own scenarios
- Discuss consistencies and inconsistencies in practice between and across supervisory units
- Discuss and problem solve major inconsistencies in practice and policy interpretation between and across supervisory units
- Review and define strengths-based and family centered practice components and Principles
- Problem solve issues between supervisory differences in practice and policy interpretation
- Update professional development plans of supervisors

AGENDA

CLINICAL CASEWORK SUPERVISION

8:30	Gathering and Breakfast
9:00	Welcome and Discussion of Current Events
9:30	Small Group work on Scenario #1
10:15	Break
10:30	Discuss in Large Group: <ul style="list-style-type: none">• investigate or not• presenting problem• substantiation Criteria (or not)• case opened or not• removal of child or not• family strengths• if opened – intervention plan
NOON	LUNCH

1:00	Small Group work on Scenario #2
1:45	BREAK
2:00	Discuss in Large Group: <ul style="list-style-type: none">• investigate or not• presenting problem• substantiation Criteria (or not)• case opened or not• removal of child or not• family strengths• if opened – intervention plan
3:00	Synthesize the major issues of inconsistent practice – What is most consistent? What Do We Do Now? Discuss next steps
3:30	Evaluation
3:45	Evaluation & Adjourn

Homework: Bring any reports, charts, information, data that would reflect work of county social workers. Continue work on professional development plans

MODULE #9 – 1 Day

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Learn the beginning phase of interactional supervision
- Practice skills used in the beginning phase of interactional supervision
- Review learning of modules 1-8 in a fun activity

CLINICAL CASEWORK SUPERVISION

AGENDA

Supervision and the Phases of Work – Part II
Preparatory and Beginning Skills in Supervision – Chapter 3
INTERACTIONAL SUPERVISION - LAWRENCE SHULMAN

8:30 a.m.	Gathering & Breakfast
9:00 a.m.	Welcome and Discussion of Current Events, Celebrations & Frustrations
9:30 a.m.	Review of Interactional Supervision Chapters I & II
10:00 a.m.	Interaction Supervision – Chapter III

Noon	Practice Skills using Scenarios
1:00 p.m.	Lunch
3:00 p.m.	Group Challenge – review of modules 1-8
	Evaluation & Adjourn
	Homework – Interactional Supervision
	Chapter 4 (Read it, please)
	Look at Possible Data Sources for County Plan

MODULE #10 – One Day

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Read the reports that reveal how their supervisory unit/region is doing
- Discuss the reports
- Determine the meaning behind the numbers in the reports
- Compare the region to the state numbers
- Determine areas needing improvement
- Discuss measurable outcomes and the development of county plans
- Relate the numbers to clinical casework supervision
- Discuss the relationship of the work phase skills of interactive supervision and improvement in areas being measured

Agenda

Part I - Quality Improvement and Determining Measurable Outcomes
Part II – Interactional Supervision – Chapter 4 – Work Phase Skills

8:30 A.M.	Gathering and Breakfast
9:00 A.M.	Reading Reports
	Review of the latest quality improvement quarterly report
	Review of MACWIS reports
9:30 A.M.	Digging into how the numbers were determined
	Review Quality Improvement Case Review Form
	Review Federal State Case Review Form
10:00A.M.	The Big Picture: Region compared to State
10:30 A.M.	Break
10:45 A.M.	Areas needing improvement
11:00 A.M.	Outcome Measurement
11:30 A.M.	Current Issues - Regional Director
NOON	Lunch
12:45 P.M.	Work Phase Skills – Interactional Supervision
2:00 P.M.	BREAK

2:15 P.M. What needs to be done before the county plan process begins?
3:00 P.M. Evaluation & Adjourn

Homework: Read - Outcome Indicators in Child Welfare
 Interactional Supervision – continue reading chapter 4
 Assignments – pairs to present on chapter 4

MODULE #11 – 1 Day

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Present and lead group in learning the work phase skills discussed
 In chapter 4 of interactional supervision by Lawrence Shulman
- Report on professional development plans
- Discuss plans for next learning lab and end of the project conference

Agenda

Interactional Supervision – Chapter 4 – Work Phase Skills

8:30 a.m. Breakfast & Gathering
9:00 a.m. Welcome and Discussion of Current Events
9:30 a.m. Presentations by supervisors on Work Phase
 Chapter 4 of Interactional Supervision
10:30 BREAK
10:45 continued presentations
NOON LUNCH
12:45 continued presentations
2:15 BREAK
2:30 discussion of next learning lab and final end of project
 conference
3:00 Evaluation

Homework: Scenarios if needed for next learning lab
 Continue reading in Shulman

MODULE #12 – 1 Day

OBJECTIVES OF MODULE:

The participants in this learning lab session will:

- Learn liability issues regarding supervision
- Determine personal and professional boundaries in the work place
- Determine effects of supervisory actions on employees
- Determine and discuss special needs of workers when supervising in the midst of trauma work
- Discuss plans for conference and termination of project
- Discuss ways to continue the work and learning labs in region

AGENDA

SPECIAL TOPICS IN SUPERVISION

8:30 a.m.	Breakfast and Gathering
9:00 a.m.	Welcome & Current Issues
9:30 a.m.	Liability Issues regarding Supervision Personal & Professional Boundaries
Noon	Lunch
1:00 p.m.	Self-Awareness and Awareness of Effects of Actions on Supervisees Supervision in the Midst of On-going Trauma
3:00 p.m.	Evaluation & Adjourn

Bring books to conference – also finish reading the book!

Southern Regional Quality Improvement Center Child Protection Supervisor Conference

Conference Agenda

Day One

8:30 a.m.	Breakfast
9:00 a.m.	Welcome and Introductions – Kim Shackelford
9:30 a.m.	Overview of Project – What has been learned from all projects – Crystal Collins-Camargo, University of Kentucky
10:00 a.m.	Break
10:15 a.m.	Arkansas DHS – Children and Family Services Presentation
11:00 a.m.	Mississippi DHS- Family and Children’s Services Presentation
11:45 a.m.	Family Crisis Presentation, Family Crisis Staff, Oxford, MS
Noon	Lunch – served in conference room
1:00 p.m.	Group Work – Regional Action Plans regarding Child Welfare Clinical Supervision
2:00 p.m.	Report to Large Group
2:45 p.m.	Break
3:00 p.m.	Region I-East – Mississippi – Focus Group - Evaluation Region I-West – Mississippi – Focus Group - Evaluation

Regional Directors – Mississippi – Focus Group - Evaluation
Region II, IV, Arkansas DHS supervisors – Interactive Supervision
Overview

4:30 p.m. Return to large group – Ellett evaluations for Mississippi

5:00 p.m. adjourn

Day Two

8:00 a.m. Breakfast

8:30 a.m. Lawrence Shulman – Interactive Supervision
all day – breaks and lunch provided

2:00 p.m. adjourn

Regional Action Plans
Child Welfare Clinical Casework Supervision

Gather in the following groups:

Group #1: Region I-East

Group #2: Region I-West

Group #3: Region II

Group #4: Region IV

Group #6: Arkansas DHS supervisors, administrators, and mentor

Group #7: Other Mississippi Regional Directors and participants

Discuss the following – Be ready to report to the larger group at 2:00 p.m.

Discuss the work regarding child welfare clinical casework supervision

- A. How important is it to continue the supervisor professional development in the areas it has already begun?
- B. How important is it to bring the supervisor professional development to other supervisors in the state? Other states?
- C. In an ideal world, what would you want to happen in regards to the continuation of a child welfare supervision clinical casework supervision professional development project? (Describe)
- D. What strengths could your agency or unit bring to the project you described in Part C that would enable the implementation/continuation of the project in your area?
- E. What are the barriers your agency/unit faces regarding the project implementation or continuation you described in Part C?
- E. What help might you need in accomplishing the project you would like to have implemented in your area?
- F. Does the Performance Improvement Plan for your state include any supervisory professional development components?
- G. Looking at these factors, what can realistically occur regarding child

welfare clinical supervision professional development in your unit?

List 3 goals:

H. What are your first steps to achieving the goals?

For More Information Contact:

Kim Shackelford

University of Mississippi

662-915-1563

kshackel@olemiss.edu

11. A child protective services social work supervisor is able to teach and model:

Good Coping

Mechanisms/Skills:

1 2 3 4 5

Problem-solving Skills:

1 2 3 4 5

Negotiating/

Mediating Skills:

1 2 3 4 5

Communication Skills:

1 2 3 4 5

Time-Management:

1 2 3 4 5

Empowerment:

1 2 3 4 5

Organization Skills:

1 2 3 4 5

Crisis Management:

1 2 3 4 5

Decision-making Skills:

1 2 3 4 5

12. A child protective services social work supervisor is able to create and manage a system that promotes fairness, equality, and social justice among staff members and allows for optimal system functioning.

1 2 3 4 5

13. A child protective services social work supervisor exhibits the following personality characteristics:

Openness: _____
1 2 3 4 5

Honesty: _____
1 2 3 4 5

Integrity: _____
1 2 3 4 5

Credibility: _____
1 2 3 4 5

Fairness: _____
1 2 3 4 5

Approachable: _____
1 2 3 4 5

Sense of Humor: _____
1 2 3 4 5

Flexibility: _____
1 2 3 4 5

Non-judgmental: _____
1 2 3 4 5

Creativity: _____
1 2 3 4 5

Consistency: _____
1 2 3 4 5

Team player: _____
1 2 3 4 5

Genuineness: _____
1 2 3 4 5

ROLE DEMONSTRATION MODEL OF CHILD PROTECTIVE SERVICE SUPERVISION

University of Missouri-Columbia, Missouri Children's Division and Prevent Child Abuse Missouri

BASIC CURRICULUM OUTLINE

1. Legal and Ethical Aspects of Supervision

- a. Responsibilities of a Supervisor – legal job description and contract
- b. Legal Liability – statute, case law, policy/procedure, tradition/common law
- c. Conditions of Negligence
- d. Potential Liability
- e. Safety Related Precautions
- f. Supervisory Liability
- g. Indirect and Vicarious Liability
- h. Defenses Against Liability
- i. Liability Coverage from Attorney General
- j. Legal Actions in Personnel Concerns
 1. corrective actions
 2. performance ratings
 3. discipline process/procedure
- k.. Case Studies of Discipline Situations

2. Fundamentals of Clinical Supervision

- a. Purpose of Human Services Management
- b. Elements of Organizational Change
- c. Management Control Functions
 1. quantity control concerns
 2. quality control concerns
 3. administrative resource control concerns
- d. Management Teaching Functions
 1. assessing performance
 2. ordering and structuring content

3. choosing appropriate methodology
4. evaluating learning progress
- e. Teaching Roles – line supervisor, consultant, staff developer
- f. Review of Learning Theories – behaviorism, cognitivism, constructivism
- g. Instructional Strategies – sensory stimulation, reinforcement, facilitation, androgogy
- h. Learning Principles in Human Service Organizations
- i. Learning Conditions in Human Service Organizations
- j. Personal Learning Style Inventory
- k. Learning Style Analysis
 1. concrete experience
 2. reflective observation
 3. abstract conceptualization
 4. active experimentation
- l. Work Performance: Ability (aptitude/training) and Motivation
- m. Assessing Personnel: What (values, knowledge, learning) and How (selection, records, observation, conference)
- n. Worker Skill Assessment
 1. professional practice skills
 2. professional impact skills
 3. job management skills
 4. professional learning skills
- o. Choosing and Ordering Teaching Content
 1. necessary and important
 2. sequenced by assessment
 3. sequenced by job function
- p. Selecting Methodology
 1. based on learning needs and educational potential
 2. individualized
 3. integrating teaching and control functions

3. *Models of Individual Clinical Supervision*

- a. Apprentiship – components
- b. Collegial – components
- c. Role Demonstration – components
- d. Risk and Control Elements in Models
- e. Role Demonstration Methodologies
 1. actual role demonstration with process discussion
 2. conjoint demonstration with process discussion
 3. observational demonstration with process discussion
 4. role playing with worker as supervisor activity
 5. story telling as interactive assessment process
 6. traditional assessment tools and shared process analysis

4. *Detailed Base-line Worker and Unit Assessment Tool*
5. *Boundary Concepts and Issues in Supervision*
 - a. Nature of Clinical Relationships
 - b. Clinical Relationships as Parallel Process
 - c. Duality of Supervisor Responsibilities
 - d. Rewards of the Supervisor
 - e. Sacrifices in the Supervisory Relationship
 - f. Boundary Terminology
 - g. Boundary Setting in Clinical Supervision
 1. comparative responsibilities
 2. supervisor liability for practice
 3. informed consent
 - h. Dilemmas in Boundary Setting and Maintenance
 1. breaking trust
 2. dual relationships
 - i. “Community” as Complicating Factor in Boundary Maintenance
 - j. Tactics of Boundary Work in Clinical Supervision
 - k. Case Studies of Boundary Issues
6. *Conducting and Analyzing Worker Clinical Competence Assessments*
 - a. Rationale for Assessments
 - b. Types of Information Used
 - c. Gaining Information Through Role Demonstration
 - d. Contrasting Behavioral and Situational Data
 - e. Behavioral Interviewing Sequence
 - f. Skill Questions and Interviewing Guide for Assessment
 1. coping behaviors, tolerance for ambiguity, decisiveness, oral communication, assertiveness, policy and procedure understanding, perception and analysis ability, goal setting, commitment to task, intervention skills, interpretation, versatility, decision-making and problem-solving
 - g. Case Examples
 - h. Preparation for Assessment
 - i. Items to Guard Against in Evaluation
 - j. Looking at the Unit as a Whole
7. *Individual Development Plans*
 - a. Definitions and Purpose of IDPs
 - b. Timing and Relationship to Performance Appraisals
 - c. Advantages of Systematic IDP Approach
 - d. Steps in Planning IDPs
 - e. Worker Feedback

- f. Suggested Questions for IDP Interview
 - g. Formulating Development Objectives
 - h. Defining Development Activities
 - i. Setting Activity Priorities
 - j. Establishing Mutually Desired Outcomes
 - k. Time Frame for Completion and Evaluation
 - l. Finalization and Implementation
 - m. Continuous Assessment
 - n. Examples and Formats
8. *Human Resource/Labor Relations Issues*
- a. Executive Orders on Labor/Management
 - b. Collective Bargaining
 - c. Articles of Resolution (1-13)
 - d. Grievance Procedures – technical assistance
 - e. Responsibilities of Participants in Grievance Meetings
 - f. Internal Mediation: Step 1
 - g. Internal Administrative Hearing: Step 2
 - h. Labor-Management Review Panel: Step 3
 - i. Conflict Resolution Practices – Do’s and Don’ts
9. *Review and Analysis of Worker Pre-Service Curriculum*
- a. Examination and Critique of Content and Competencies Taught
 - 1. family-centered philosophy and skills training
 - 2. application to CA/N and in-home families
 - 3. expedited permanency and family-centered out-of-home
 - 4. Children’s Service system training
 - 5. reinforcement and evaluation
 - b. Supervisor Assessment of Current Training Effectiveness – preparing workers for entry clinical practice
10. *Solution-Focused Brief Therapy*
- a. Contrasting Treatment Paradigms
 - b. Solution Focused Therapy
 - c. Constructing Solutions
 - d. Assumptions of a Solution-Focused Approach
 - e. Basic Practice Rules:
 - 1. well defined goals
 - 2. moving from wishes/complaints to goals
 - 3. goal statement and exceptional frame
 - 4. goal statement and hypothetical frame
 - 5. problem statement and exceptions
 - 6. problem statement and hypothetical solutions

- 7. types of questions: exception, coping, scaling, relationship
- f. Activities Between Family Meetings (Homework)
- g. Case Examples and Group Exercises

11. *360 Evaluation – Introduction to Philosophy*

- a. Process and Utility
- b. Content Components
- c. Procedures
- d. Confidentiality

12. *360 Outcome Analysis – Group Profile and Implications*

- a. Supervisory Commonality-Based Leadership Model (SCBL)
- b. Basic Elements: awareness, attitude and ability
- c. Awareness Aspects
 - 1. personal competence: self-awareness and self-management
 - 2. social competence: social awareness and relationship management
- d. Attitudinal Aspects
 - 1. inverted leadership pyramid
 - 2. purpose, mission and value internalization
- e. Ability Aspects
 - 1. technical abilities
 - 2. judgment abilities
 - 3. communication abilities
- f. Personal Style in Supervision Inventory
- g. Analyst –technical specialist
- h. Amiable – relationship specialist
- i. Expressive – social specialist
- j. Driver – command specialist
- k. How Each Style is Perceived – positive and negative
 - l. How to Work Better with Each Style
 - m. How to Communicate with Each Style

13. *Crisis Supervision*

- a. Stress and Crisis – elements and relationship
- b. Stress Theories – forms and reduction strategies
- c. Stress to Destruction Continuum
- d. Crisis Concepts and Technical Definitions
- e. Crisis Categories: shock (situational/maturational) and exhaustion
- f. Crisis Cues
- h. Vulnerability to Crisis

- i. Phases in Crisis Development and Progression
- j. Interventions in Disequilibria to Avert Crisis
- k. Crisis Resolution Categories – positive and negative
- l. Clinical Techniques in Crisis Intervention
- m. Supervisory Functions in Crisis Situations
- n. Supervisor Roles in Crisis Situations
- o. Supervisor Steps in Crisis Case Conference
- p. Intervention in Organizational Stress
- q. Work Setting Stress Sources – Supervisor Responsibilities
- r. Coping Strategies to Deal with Stress
- s. Supervisor’s Environmental Stress Analysis
- t. Worker Response Levels to Occupational Stress
- u. Stress Assessment Instrument
- v. Case Exercises in Application of Supervisor Intervention in Crisis Situations

14. Clinical Case Assessment Workshop

- a. Basic Principles of Clinical Assessment
- b. Assessment for a Deficit Model
- c. Assessment from a Strengths Perspective
- d. Review of Family Centered Principles
- e. Formulation of a Treatment Hypothesis – requirements
- f. Detailed Analysis of 6 Worker Generated Current Cases
- g. Developing Assessment Questions for Workers

15. Case Consultation Process and Techniques

- a. Defining Case Consultation
- b. Consultation within a Supervisory Relationship
- c. Goals of Case Consultation
- d. Tasks in Case Consultation
- e. Incorporating and Role Modeling Agency Philosophy and Vision/Mission in Case Conferences
- f. Consultation Formats:
 - 1. process guide for intake (new families)
 - 2. process guide for on-going (continuing families)
- g. Family Centered and Solution Focused Case Conference Guides
- h. Stages of Solution Focused Interviewing Review
- i. Case Conference Questions Guide for:
 - 1. assessment phase
 - 2. service planning phase
 - 3. on-going case management
 - 4. termination and follow-up
- j. Solution Focused Treatment and Parallel Process
- k. Ten Components of Parallel Process in Supervision

1. Model Forms and Guides for Case Conferences

16. *Group Processes and Team Building*

- a. Review of Kormanski's The Team: Explorations in Group Process
(assigned text)
- b. Common Processes in Small Groups
- c. Ten Principles Guiding Group Leadership
- d. Group Problem Solving
- e. Inhibiting Factors in Group Decision-Making
- f. Group Leadership Styles
- g. Continuum of Functional Styles
- h. Developing the Group through Rules and Norms
- i. Role Functions in Groups
- j. Non-functional Role Behaviors
- k. Diversity Issues in Social Group Work
- l. Feedback as Major Intervention Mechanism
- m. Group Exercises (role play):
 1. group for case consultation
 2. group for clinical skill teaching/simulation

17. *Basic Conflict Resolution Training for Child Welfare Supervisors*

- a. The Meaning of Conflict
- b. Dealing with Conflict Instruments/Assessment
- c. Win/Lose Exercises
- d. Conflict Continuum: definitions, pros/cons, techniques of:
 1. avoidance
 2. negotiation
 3. mediation
 4. arbitration
- e. Rules for Constructive Conflict Resolution
- f. Interest Based Bargaining

18. *Formal Mediation in Child Welfare Supervision*

- a. Overview of Mediation Concepts, Philosophy and Values
- b. Roles and Functions of a Mediator
- c. Stages/Steps in Formal Mediation Process:
 1. pre-mediation preparation and communication
 2. monologue – rules and parameters
 3. setting the agenda
 4. generating options
 5. reaching a solution
 6. writing the agreement
 7. wrap-up

- d. Mediation Interventions: communication techniques of reframing and defusing
- e. Exercises in Applying Mediation Process to:
 - 1. worker/worker conflicts
 - 2. client/ worker(agency) conflicts
 - 3. interagency conflicts

19. Teaching Through Performance Contracting

- a. Supervision Role Review
- b. Relationship Between Teaching and Assessment
- c. Personnel Evaluations – the control function
- d. Performance Appraisal – the teaching aspect
- e. Purposes/Goals of Performance Appraisal
- f. Job Evaluation Elements
- g. Steps in Appraisal:
 - 1. objectify
 - 2. review expectations
 - 3. assess assistance given
 - 4. rate and compare
 - 5. draft evaluation impressions
 - 6. prepare for interview
- h. Useful Tools Preparing for an Appraisal
- i. Appraisal Interviews: steps and process
- j. Application Exercises

20. Clinical Case Treatment Contracts

- a. Contrasting Problem Focused and Solution Focused Contracts
- b. Individual Change Processes and Steps:
 - 1. pre-contemplation
 - 2. contemplation
 - 3. preparation for change
 - 4. actions
 - 5. maintenance
 - 6. relapse and recovery
- c. Client System Engagement: worker/client interactions
- d. Helping Workers with Realist Plans: the 4”Ps” model
- e. Determining Goals: use of SMART criteria with workers
- f. Examination of Sample Case Contracts

21. Treatment Issues in CA/N

- a. Issues for Victims
- b. Perpetrator Issues

- c. Issues for Non-Abusive Family Members
 - d. Treatment Plans Incorporating the Three Components
22. *Time Management for Child Welfare Supervisors*
- a. Time Management as a Discipline
 - b. Time Management Quiz
 - c. Analysis of Time-Saving Techniques
 - d. Inventory of Individual Time Wasters
 - e. Work Goals and Priorities Setting
 - f. Guidelines for Effective Delegation
 - g. Time Use Exercises
23. *360 Evaluation and Personal Development Planning*
- a. Review of 360 Process
 - b. Individual Development Planning Document
 - c. Integration of IDP into CD Annual Appraisal Process
24. *Differential Patterns of Worker Motivation and Role of the Supervisor in Promoting Job Satisfaction*
- a. Administrative Style Self-Assessment
 - b. Understanding Personal Administrative Patterns
 - c. Application of Managerial Grid Model: implications for CPS supervision
 - d. Style Consistency/Inconsistency Issues and Implications
 - e. Style in Crisis and Non-Crisis Management Situations
 - f. Review of Herzberg's Two Factor Theory: implications for motivating worker performance
25. *Cultural Diversity for Children's Division Supervisors*
- a. Definitions and Clarification of Misused Terms
 - b. Difference Between and Among: cultural competency, cultural awareness, cultural sensitivity – examination of characteristics
 - c. CWLA Approach to Cultural Competence
 - d. Barriers/Difficulties in Integrating Cultural Competence in CW
 - e. Organizational Benefits of Cultural Competence
 - f. Cultural Competence Applied to Supervisors' Daily Functions
 - g. Agency Self-Assessment Instrument
 - h. Multicultural Issues in the Workplace
 - i. The True Meaning of Diversity
 - j. Traditional Approaches to Diversity:
 - 1. affirmative action

- 2. understanding differences
 - 3. diversity management
 - k. Supervisor Self-Assessment Instrument
 - l. Inventory of Current Policies and practices
 - m. Developing Personal and Organizational Commitment to Cultural Competency Action Plans
 - n. Incorporating Core Diversity Skills into Daily Supervisory Practice
26. *Worker Motivation and Managerial Leadership*
- a. Worker Motivating Factors: research finding
 - b. Supervisory vs Worker Perceptions of Motivation
 - c. Managerial Functions:
 - 1. decisional roles
 - 2. informational roles
 - 3. interpersonal roles
 - d. Motivating and Inspiring
 - e. Needs Theories of Motivation
 - f. Work Design Theory
 - g. Consequences of Empowerment
 - h. Defining Leadership
 - i. Trait Approaches to Leadership
 - j. Behavioral Approaches to Leadership
 - k. Situational Approaches to Leadership
 - l. Leadership Styles Questionnaire
 - m. Leadership Type/Style Comparison
 - n. Leadership Challenge Model (Posner /Kouzes)
 - o. Small Group Leadership Initiative Work Plan:
 - 1. local project choices
 - 2. 5 step application exercise
27. *Resiliency Base for CPS Practice*
- a. Resiliency: definitions, elements, characteristics
 - b. Individual Responses to Adversity: biological, psychological, social and spiritual
 - c. Protective Factors in Each Response Arena
 - d. Wolin's 7 Themes of Resilience
 - e. Stressors for Foster Children
 - f. Research on Resilience in CA/N Cases
 - h. Case Studies of Resilience Based Treatment
 - i. Practitioner Questions to Uncover Survival Strengths
 - j. Discussion of Assigned Reading
28. *Joint Supervisor/Administrators Strategic Planning Conference*

- a. Dynamic Process of Strategic Planning
- b. Roles and Responsibilities in Planning
- c. Assessment of Agency Strengths in Clinical Practice
- d. Identification and Prioritization of Local Issues/Barriers to Improving Clinical Practice
- e. Strategic Planning Group Discussion Guide
- h. Plan Feasibility Criteria
- i. Resource Needs Check List
- j. Work Responsibility Assignment Sheet
- k. Strategic Plan Report Outline
- l. Team Assignments and Plan Development

29. *Content Review Session*

- a. Pre-assignment of Supervisors to Case Applications Development Teams
- b. Fundamentals of Supervision Revisited
- c. Role Demonstration Model – feedback
- d. Case Consultation Review
- e. Group Process Review
- f. Assessment/Treatment Planning Review
- g. Solution Focused/Resiliency Based Treatment
- h. IDP Summary and Research Outcomes

30. *Celebrating a Success*

- a. Remarks form CD and School Administrators
- b. QIC Four Project Overview
- c. Missouri Project Summary and Research Outcomes
- d. Joint Supervisor/Administrator Strategic Initiatives Up-Date
- e. Investing in Child Welfare
- f. Recognition of Participants

SUPPLEMENTAL TRAINING CONTENT

1. *Critical Incident Stress Management*

- a. Critical Incidents and their Consequences
- b. Crisis Psychology and CISM Strategies
 1. pre-crisis training
 2. defusing processes
 3. individual crisis counseling
 4. debriefing
 5. education and referral

6. demobilization
 - c. Debriefing Overview
 1. basic procedures for formal debriefing
 2. adaptations of debriefing
 3. setting up and managing a debriefing
 - d. Demonstration of Stress Debriefing
 1. pre-debriefing meeting
 2. leadership considerations
 3. critical incident stress education and resource
 4. assessment, referral, follow-up of personnel
 - e. Debriefing the Debriefing Team
 1. professional self-care
 2. resources for peer support team
2. *CISM Team Development*
- a. Form and Procedure Development
 1. team membership application
 2. request for service process and criteria
 3. screening procedure for requests
 4. confidentiality agreement
 5. leader script
 - b. Discussion/Feedback from Administration
 - c. Integration of CISM into Employee Assistance Package
 - d. Video Demonstrations of Debriefing Process and Analysis
 - e. Debriefing Simulations and Role Practice

360 DEGREE ASSESSMENT AND INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

The Missouri project used a 360 Degree assessment process developed and implemented by the Organizational Excellence Group to enable supervisors to assess their strengths and areas in need of improvement in regards to five roles: Communicator, Leader, Manager, Facilitator and Professional. The supervisors used the insights gained from this process to plan for their professional development. The 360 Degree Assessment was repeated to measure progress. For more information, see the following website:

<http://www.utexas.edu/research/cswr/survey/site/leader/index.html>

For More Information Contact:

Paul Sundet

University of Missouri-Columbia

sundetp@missouri.edu

Tennessee CPS Supervisor Development Project

Training Modules

University of Tennessee College of Social Work and the Tennessee Department of
Children's Services

MODULE I: EDUCATIVE SUPERVISION

Description

The purpose of this module is to assist supervisor to build staff capacity through teaching, modeling, and learning techniques within the agency in which participants work. To accomplish this, the module introduces the topic of educative supervision, its purpose and uses, in clinical practice. Focusing on several distinct aspects of educative supervision, the module includes the following: a timeline representing the history of child welfare, roles and responsibilities for supervisors, overview of management and learning styles, adult learning theory and principles for teaching staff, defining competencies for case managers, the importance of self assessment and self awareness and how to use this information in teaching others, and the use of strategies for enhancing staff capacity.

The module will conclude with participants having the opportunity to design an individual learning plan to transfer this learning upon their return to supervisory responsibilities.

11 Hours 15 Minutes

Activity Agenda

Activity 1: Introductions

Presentation, Guided Discussion

Activity 2: Overview of Child Welfare History

Presentation, Guided Discussion

Activity 3: Roles/Responsibilities of Supervisors

Small Group Activity

Activity 4: Management Styles

Presentation, Role Play, Small Group Activity, Guided Discussion

Activity 5: Educative Supervision Competencies

Small Group Activity, Guided Discussion, Self-Awareness Exercise

Activity 6: Individual Development Plans

Guided Discussion, Self Awareness Exercise

Activity 7: Case Manager Competencies

Guided Discussion, Small Group Activity

Activity 8: Adult Learning Principles

Guided Discussion, Small Group Activity

Activity 9: Learning Styles

Self Awareness Activity, Small Group Activity

Activity 10: Self Reflection

Guided Discussion, Small Group Activity (optional)

Activity 11: Building Staff Capacity

Guided Discussion, Small Group Activity

Activity 12: Individual Learning Plans

Self Awareness Exercise, Small Group Activity

MODULE II: ETHICAL DECISION MAKING

Description

The purpose of this module is to enhance ethical decision making throughout the agency in which participants work. To accomplish this, the module introduces the topic of ethical decision making in clinical practice. Focusing on several distinct aspects of ethical decision making, the module includes the following: the importance of self assessment and self awareness, the role of values, supervisory techniques relevant to ethical decision making and the use of ethical decision making models for resolution of dilemmas. Participants will then be given the opportunity to resolve problems in sample cases by using the ethical decision making model as presented.

The module will conclude with demonstration of an Action Plan that participants will develop and implement upon their return to supervisory responsibilities.

9 Hours 15 Minutes

Activity Agenda

Activity 1: Introduction and Agenda Review

Guided Discussion

Activity 2: Drawbridge Exercise (Values)

Self Awareness Exercise, Small/Large Group Discussion

Activity 3: Individual Decision Making Style

Self Awareness Exercise, Small Group Activity, Guided Discussion

Activity 4: Professional Literature

Presentation

Activity 5: Ethical Decision Making Model

Presentation

Activity 6: Practicing Use of the Model

Small Group Activity, Guided Discussion

Activity 7: Practicing Use of the Model

Small Group Activity, Guided Discussion

Activity 8: Ethical Decision Making on the Job

Self Awareness Exercise, Small Group Activity, Guided Discussion
Activity 9: Supervision and Ethical Decision Making
Small Group Activity

MODULE III: CULTURAL COMPETENCY IN CHILD PROTECTIVE SERVICES

Description

The purpose of this module is to enhance cultural competency within the child protective services unit of the agency in which participants work. To accomplish this, the module enables participants to improve their cultural competence skills necessary for work within a clinical practice. The activities focus on: self identification within the training group of association with various cultural experiences, definition of the term “culture,” exploration of discrimination and oppression, explanation and exploration of the importance of cultural competency, and demonstration of a culturally competent practice by viewing and discussion of a video. Participants will also have the opportunity to examine skills, values, ethics, and knowledge necessary for a culturally competent practitioner.

The module will conclude with the opportunity for participants to prepare individualized learning plans to help them connect learning with implementation of culturally competent skills within the clinical practice setting.

10 hours 45 minutes

Activity Agenda

Activity 1: Introduction

Guided Discussion, Small Group Activity, Self Awareness Exercise

Activity 2: Getting Acquainted

Self Awareness Exercise, Small Group Activity, Presentation

Activity 3: Defining Culture

Guided Discussion, Self Awareness Exercise

Activity 4: Cultural Competency and its Importance

Presentation, Self Awareness Exercise

Activity 5: “No Time to Lose” (Video)

Video Presentation, Guided Discussion

Activity 6: Individual Learning Plans

Guided Discussion, Small Group Activity

Activity 7: Oppressed Groups

Presentation, Guided Discussion

Activity 8: Terms Describing Discrimination

Presentation

Activity 9: Best Practice—Skills, Values, Ethics and Knowledge

Presentation, Self Awareness Exercise, Guided Discussion

Activity 10: Role Play/Case Studies

Role Play, Small Group Activity, Guided Discussion

Activity 11: “Ethnic Notions” (Video)

Video Presentation, Guided Discussion

Activity 12: Individual Learning Plans/Contract

Self Awareness Exercise

MODULE IV: CLINICAL DECISION MAKING

Description

The purpose of this module is to equip supervisors with the knowledge, competence and confidence required to make critical decisions relevant to the clinical practice of child protective services. This module is unique in that it presents information to enable supervisors to operate at the highest level of clinical decision making. The activities presented within this module includes several presentations by experts on a particular aspect of clinical decision making, opportunities to practice new knowledge or case examples, skill development activities, review of response priorities, panning for case closer, involvement in a mock staffing and strategies for implementing an effective family conferencing model in the respective regions as represented by participants.

The module will conclude with participants having an opportunity to conduct a supervisory staffing on a pre-determined problematic family or case.

17 hours

Activity Agenda

Activity 1: Introductions and Icebreaker

Guided Discussion, Self Awareness Exercise

Activity 2: Setting Performance Expectations

Self Awareness Exercise, Small Group Activity

Activity 3: Presentation of Clinical Decision Making Presentation Developed by Jim Clark, PhD LCSW, University of Kentucky (Part 1)

Presentation

Activity 4: Heuristics and Biases (Case Studies)

Small Group Activity, Self Awareness Exercise

Activity 5: Presentation of Clinical Decision Making Presentation Developed by Jim Clark, PhD LCSW, University of Kentucky (Part 2)

Presentation

Activity 6: Skill Development

Presentation, Self Awareness Exercise, Small Group Activity

Activity 7: Response Priorities Review

Guided Discussion

Activity 8: Psychological Disorders in Children and Adolescents

Presentation

Activity 9: Presentation of Powerpoint developed by Dr. Greg Washington on Clinical Decision Making

Presentation

Activity 10: Closing Cases

Guided Discussion, Small Group Activity

Activity 11: Family Conferencing

Presentation, Guided Discussion, Role Play (optional)

Activity 12: Case Staffing

Role Play, Small Group Activity

For More Information Contact:

Jenny Jones

Virginia Commonwealth University

(804) 828-0732

Jljones2@vcu.edu

INDIVIDUAL LEARNING PLAN

Name: _____ Supervised by: _____
Length of time in current role: _____

Date of plan: ____/____/____

1. **Competency to be developed:**

2. **How would you rate the current level of proficiency?**

3. **Description of the level of proficiency you hope to achieve:**

4. **Learning activities you will use:**

Activity	Who will help
1.	
2.	
3.	
4.	

5. **What is your plan for following up this learning plan? List concrete steps and the dates when they will be completed:**

1.	Date: ____/____/____
2.	Date: ____/____/____
3.	Date: ____/____/____

MENTORING CONTACT SHEET

Mentor _____

Protégé _____

Month and Year of Contact ____/____

Type of Contact
(Circle one)

In person	Telephone	E-mail	Other _____
-----------	-----------	--------	-------------

If you met in person, where did the meeting take place?

If you met at the office, did you have any opportunity to observe the supervisor in the work environment? If yes, please provide details.

What was the focus of your discussion (check all that apply):

- | | |
|----------------------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Challenges related to supervision | <input type="checkbox"/> Protégé job performance concerns |
| <input type="checkbox"/> Scheduling meeting times | <input type="checkbox"/> Concerns with Project |
| <input type="checkbox"/> Concerns with DCS practice | <input type="checkbox"/> Concerns with DCS policy changes |
| <input type="checkbox"/> Implementing Learning Module: if so which module: _____ | |
| <input type="checkbox"/> Other: _____ | |

Has the protégé implemented information learned from the learning modules into daily practice?

Circle One: Yes or No. (Please explain)

On the following scale, where would you rank the protégé's progress towards professional development goals:

0 1 2 3 4
No Progress Has Met Professional Goals Has Far Exceeded Goals

What are the expectations of both the mentor and protégé before the next contact?

Have you encountered any obstacles to mentoring? If so, report those:

Sponsored by the Southern Regional Quality Improvement Center on Child Protection with funding from the U.S. DHHS, Administration of Children and Families, Children's Bureau

For More Information:

Crystal Collins-Camargo

859-257-5476

cecoll0@uky.edu

<http://www.uky.edu/SocialWork/trc/indexqic.html>

UK
UNIVERSITY OF KENTUCKY
College of Social Work



Southern Regional Quality Improvement Center for Child Protection