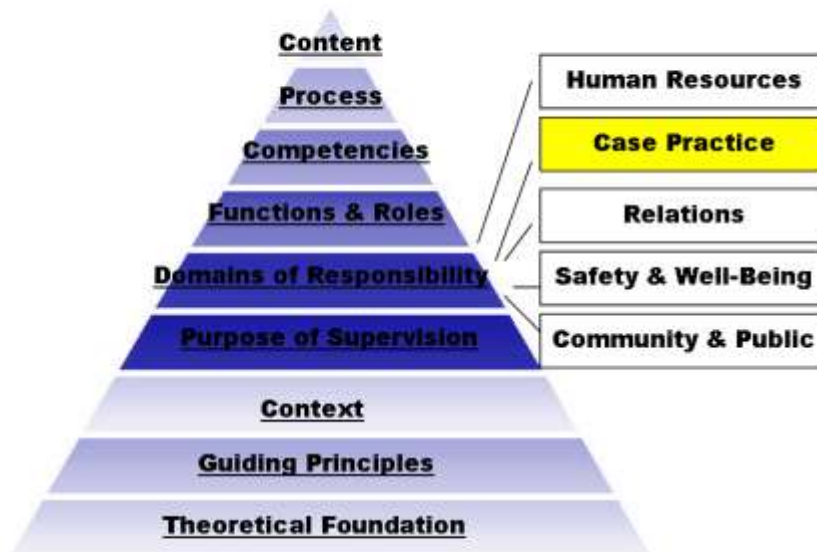


Committed to Excellence through Supervision

Module Three: Case Practice Supervision

Overview



Conceptual Model of Supervision

This curriculum is part of a ten-day child welfare supervisor curriculum *Committed to Excellence through Supervision*, developed with funding from the Children's Bureau, Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services, Grant #90CT0111

Module III Trainer Overview

Case Practice Supervision

Module III

Length of Time: Two days

Major Content:

- Definition and purpose of case practice supervision
- Goals, functions, process, structure, roles, tasks and skills
- The supervisory relationship
- Ethics and legal risk management
- Culturally competent clinical supervision
- Consulting with, teaching, mentoring, and evaluating staff
- Managing crises and clinical performance problems
- Designing a supervision program
- Safe case closure

Learning Objectives:

- Define IDHS case practice supervision.
- Identify the goals, functions, developmental process, structure, tasks and skills of case practice supervision.
- Use supervision and the supervisory relationship to promote the values, principles and standards of child welfare practice.
- Use strength-based, reflective supervision to implement the IDHS practice model.
- Articulate the ethics of case practice supervision and implement strategies to address dilemmas that arise.
- Implement or update a supervision program.
- Train and coach staff to integrate new information and skills into their practice.
- Adapt supervisory interventions to supervisee developmental stage, skill level, learning style, and culture.
- Manage underperforming and/or impaired staff.
- Engage in self, employee and unit strength/needs assessment in areas of case practice
- Topic-specific workshops: Professional Writing, Safe Case Closure, Culturally Competent Practice, Developing In-Service Programs

Relevant Supervisor Competencies:

- Supervises and coaches for: engaging family members and service team; assessing for safety of child; understanding current situation; planning services to achieve safety; permanency and well-being; securing and assembling resources; implementing plan; monitoring progress and adapting services with on-going safety assessment and planning
- Understands and promotes the values, principles, standards in child welfare
- Develops staff in the Department's practice model
- Coaches staff in efficient case management (e.g., writing effective safety plans, succinct case plans, working with provider agency staff)
- Provides effective on-going clinical consultation and crisis intervention as needed
- Demonstrates culturally competent work and develops cultural competence in staff
- Promotes a practice culture that is family-centered, strength based, solution focused child welfare intervention, including family team meetings
- Coaches and mentors family team meetings

Learning Activities for Modules III:

- **Supervisor Self-Assessment:** Individual activity. Materials needed: Supervisor Behavioral Self Assessment in the Case Practice Domain
- **Reflective Supervision DVD and role play**
- **Ethical Practice in Child Welfare Scenario:** Small group
- **Assess Your Staff on Case Practice Competencies:** Individual activity. Materials needed: Child welfare worker competencies and task analyses in the Case Practice Domain . Scoring sheets entitled "Individual Worker Assessment by Task Analysis –Case Practice Domain– supervisors will need a separate sheet for every worker on their unit.

Note: This activity requires data entry by training staff, at least for the first two day training. The activity is conducted on Day One, then our staff enter the data for each supervisor into an Excel program and produced color-printed charts by unit and by worker. These charts are distributed on Day Two so that the supervisors can begin Individual and Unit Action Planning.

- *Subsequent to the training, supervisors receive their data on a disk (or e-mailed electronically), which gives them access to the Excel program and instructions so that they may continue to use the method in subsequent staff evaluations, and adapt it as they wish.*