

University of Iowa School of Social Work and
The National Resource Center for Family Centered Practice

In partnership with the
Iowa Department of Human Services

“Committed to Excellence Through Supervision”



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Meet the Training Staff and Presenters

DIANE FINNERTY, MS, is Director of Training and Adjunct Lecturer for the University of Iowa School of Social Work's National Resource Center for Family Centered Practice. In this position, Diane develops and coordinates educational programs for social service, non-profit, and business organizations throughout the United States. Ms. Finnerty has been the lead curriculum developer for the *Committed to Excellence Through Supervision* training program and will be the lead trainer for Modules I and II. Diane has served as a consultant with the University of Iowa's Human Resources Division working with managers and campus leaders on issues related to organizational effectiveness. Prior to coming to the National Resource Center, Diane served as Diversity Resources Coordinator in the University of Iowa's Office of Equal Opportunity and Diversity, which is charged with overseeing the implementation of institution-wide diversity initiatives and civil rights education. Diane has a strong professional background with years of experience working in domestic violence, sexual assault intervention and prevention, and community-based health services.

PATRICIA PARKER, CSW, is Senior Training Associate at the National Resource Center for Family Centered Practice with over twenty years of experience working in human services and conducting workshops. Ms. Parker has expertise in family centered practice, child welfare, case management and supervision, diversity and spirituality in family centered practice, and services to drug and alcohol affected families. Ms. Parker also has expertise in "wrap around" models and services to incarcerated individuals and their families. Ms. Parker is also an ordained minister and brings a refreshing and energized spirituality to her presentations.

BONNIE MIKELSON, ACSW, LISW is an experienced consultant, trainer, and therapist, currently in practice with Mercy Psychiatric Services of Central Iowa in Des Moines. She received her M.S.W. From the University of Iowa in 1977 and has specialized in the areas of family therapy, mental health, teaching, training, and supervision for 26 years. Ms. Mikelson's eighteen years of experience as a trainer includes curriculum development and revision for NRC and other organizations as well as presentations at state and national conferences for family development, child abuse and neglect, community action, workforce development, state welfare and child protection. Ms. Mikelson's areas of expertise include welfare to work, family development, family support, supervision, management, systemic consultation, health and wellness for workers and managers, and curriculum development for specialized trainings. Specific trainings include: Family Development Specialist Certification, Recertification, and Supervisor Training, Family Outreach Worker, Case Management, Joining/Rapport Building, Solution Focused Approaches to Engaging Families, Family-Centered Assessment Training, Supervisor/Management Training in Family Centered Services, Maximizing Worker Potential, Maintaining Healthy Workers, the Strengths Perspective, and Staying Healthy as a FCS/FDS Worker/Supervisor.

“Committed to Excellence through Supervision” Iowa DHS Child Welfare Supervisor Curriculum

*A collaborative product of the University of Iowa School of Social Work and
The Iowa Department of Human Services*

Curriculum Overview

“Committed to Excellence through Supervision” is a multi-phased supervisory curriculum designed to engage supervisors at all career stages in honing skills as reflective practitioners in organizational leadership and supervision. Curriculum modules provide theoretical foundation, concrete application, and emphasis on the improvement of client outcomes through enhanced organizational effectiveness. Each module include accessible suggested readings that will support participant learning and provide resources to share with staff. A key component of the curriculum is the use of a *Development Planning and Support Tool*, worker competencies, and task analyses to conduct worker and unit assessments. The curriculum:

- Emphasizes practical application of useful concepts and best practices;
- Uses principles of adult education and applied learning;
- Supports the strengthening of peer support and learning through cohorts;
- Integrates measurable outcomes and learning objectives;
- Supports Iowa DHS Model of Practice and is adaptable to practice in other states;
- Is comprised of curriculum modules arranged in a progression that can be repeated as needed to accommodate new staff;
- Offers supplemental reference materials and web-based resources for use in direct on-the-job application.

Module Overview

- **Module I:** Contemporary Child Welfare Supervisory Practice
- **Module II:** Developing Human Resources through Supervision
- **Module III:** Case Practice Supervision
- **Module IV:** Clinical Practice Supervision
- **Module V:** Promoting Safety and Resilience
- **Module VI:** Leadership Skills for Child Welfare Supervision

For more information, please contact:

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Module I: Contemporary Child Welfare Supervisory Practice

Length of Time: Six and one half hours

Major Content:

- Establish context and motivation for personal and organizational learning
- Current best practices in the field of organizational development and supervision, and
- DHS historic and contemporary development to meet the changing needs (e.g., Redesign, Family Team Decision Making)

Learning Objectives:

- Identify external forces that affect contemporary social work supervision (e.g., political [regulatory environment, litigation], economic [macro influence on family and worker's lives], social [demographics, speed up, social capital, urbanization], technology [e.g., in daily work, media])
- Effectively adapt to continually changing nature of child welfare practice.
- Identify the numerous functions of the supervisor in Iowa DHS child welfare: administration, education, counseling, consultation, evaluation
- Recognize the “parallel practice” elements of staff supervision.
- Apply elements of high performing teams to the work unit (e.g., “a learning organization,” focus on process, people, structure, integration of cultural competence, managing workforce diversity)
- Understand personal strengths and challenges as a child welfare supervisor.
- Use the Development Planning and Support Tool to conduct worker and unit assessment to create a Supervisory Program Portfolio that will be used throughout the supervisory series
- Model behaviors that are consistent with the agency mission, goals, and values.
- Identify own learning style and strategies for teaching to others' styles

Relevant Supervisor Competencies:

- Understands and articulates the Department's organizational mission and values
- Understands organizational culture and strategies for managing change in challenging times
- Understands the Department's multiple initiatives (Redesign, Family Team Decision Making, Community Partnerships)
- Serves effectively as a conduit between administrative staff (Central Office, SAMS) and front line workers
- Understands the multiple roles of social work supervisor within the Department (manager, coach, mentor, teacher, communicator, etc.)
- Uses techniques for efficient multi-tasking and time management.
- Makes effective use of technology as a communication & management tool
- Plans, organizes, and leads effective meetings
- Manages projects, programs and budgets
- Maintains quality relationships with peers – within area and across the state
- Understands commonalities and bridges differences between rural and urban communities
- Uses data effectively to improve practice and demonstrate results
- Critically evaluates current system functioning and effectively identifies barriers and develops solutions

Module II: Developing Human Resources through Supervision

Length of Time: 11.5 hours (including all five 75-90 minute workshops, if not run concurrently¹)

Module II without workshops: 4 hours

5 Workshops*: 75-90 minutes each

Understanding Learning Styles

Employment Interviewing for Success in Child Welfare

Managing a Diverse Workforce

Supervising Intergenerational Diversity

Supervising Underperforming/Impaired Workers

Major Content of Module II:

- Social factors affecting Iowa workforce
- Strategies for staff retention and development
- Effective staff recruitment
- Developmental leadership model
- Supervisor Developmental Planning and Support Toolkit
- Supervising a diverse workforce
- Managing performance problems

Learning Objectives:

- Identify social factors affecting the state's workforce, including population shifts due to aging, in-migration, immigration, out-migration, changing racial and ethnic composition.
- Identify elements of effective staff recruitment, selection, orientation, training, development
- Use Developmental Leadership Model to explore and address career development needs of staff
- Creatively reward staff to enhance retention and performance
- Communicate performance expectations of staff in behavioral and measurable terms to improve client outcomes
- Apply elements of effective performance evaluation (e.g., Appreciative Inquiry, staff self-assessment, outcome-based evaluation, documentation)
- Manage employees with performance problems effectively and efficiently through use of Performance Intervention flowchart
- Proactively address need for transfer of knowledge and succession planning to address staffing needs in consideration of retirements
- Enhance organizational performance through use of effective exit interviews
- Use strategies to reduce organizational obstacles to staff performance (e.g., accessing resources, advocating for realistic job expectations, policy change)

¹ *If resources allow, you may wish to offer concurrent workshops to allow supervisors an opportunity to direct their own learning.

Relevant Supervisor Competencies:

- Identifies and sets expectations for optimal job performance and addresses the developmental/professional needs of staff at different states of employment
- Knows how to deal with challenging employees: effective, efficient performance assessment and improvement
- Supervises effectively from a distance
- Utilizes techniques for creative staff recognition, rewards, incentives
- Monitors and manages staff workloads in accordance with worker strengths
- Manages peer conflict through recognition, assessment and intervention
- Uses strategies to reduce organizational obstacles to staff performance
- Effectively staffs the agency by conducting intentional assessment, interviewing for competencies, reference checking, staff selection
- Provide quality employee orientation and ongoing development
- Assesses employees' readiness, autonomy and ability to perform effectively as a peer mentor
- Assesses for supervisory readiness among current staff
- Effectively supports new workers as they integrate into the Department and a waiting caseload
- Takes the leadership role in setting tone and understanding majority/minority dynamics
- Effectively addresses diversity issues in the workplace (e.g., generational, gender, ethnic, language)
- Develops and sustains collaborative team building as well as individual autonomy in the workplace
- Understands the supervisor's role in implementing personnel laws and policies (e.g., FMLA, discrimination)

Supervision Training Schedule
"Committed to Excellence through Supervision"

Day One (Estimated time frame)

8:30 Welcome and Overview

8:50 Test Your Knowledge! Pre-training Evaluation
Self-Assessment: Human Resources Domain Supervisor Behavioral Competencies

9:15 Supervision as an Essential Practice in Public Child Welfare

10:00 Break

10:15 Strength Based Supervision (Activity)

10:45 Introduction to Developmental Approach to Supervision
Creating an Individualized Supervision Program
Developmental Planning and Support Tool (DPST)

Noon Lunch (Catered In)

1:00 Application of the DPST Using Frontline Video: Shaleigh Anthony, "Failure to Protect," Maine DHS

Tools to Assess Social Worker Competencies in the HR Domain

- HR Domain-specific Social Worker Competencies
- HR Domain Task Analysis

2:15 Break

2:30 Assessment of Current Staff

4:30 Adjourn

Dinner on Your Own

Day Two (Estimated time frame)

8:00 HR Jeopardy!

8:30 Human Resources and Iowa's Demographic Horizon

8:45 Workshops*

10:00 Break

10:15 Return of Unit Data; Using the DPST to create Individual and Unit Development Plans

11:30 Lunch (Catered in)

12:30 Workshops

1:45 Break

2:00 Workshops

3:15 Knowledge Post-Test and Course Evaluation

4:00 Adjourn

Workshops:

Understanding Learning Styles

Managing a Diverse Workforce

Interviewing for Success in Public Child Welfare

Supervision of Underperforming or Impaired Workers

Supervision of Intergenerational Dynamics