

## Committed to Excellence Through Supervision

### Module III: Case Practice Supervision

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

In partnership with the  
Iowa Department of Human Services

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## Today's Agenda

Schedule: 8:30-4:30; Lunch: 12-1

- Welcome and Overview
- **Morning:**
  - Test Your Knowledge!
  - Brief Review of Conceptual Model
  - Introduction to "Case Practice Supervision" & Strength-based Reflective Supervision
- **Afternoon:**
  - Ethical Dilemmas in Supervision
  - Supervisor Competencies
  - Social Worker Competencies and Task Analysis
  - Evaluate Your Staff!
- **Evening:**
  - Reception (5:00 p.m.) & Dinner on Own

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## Tomorrow's Agenda

Schedule: 8:00-4:00; Lunch: 12:30-1

- **Morning:**
  - Developing a Supervision Program
  - Multiple Methods of Supervision
  - Supervision Manual & Tools
  - Unit Evaluation Data Returned
  - Individual/Unit Development Program
- **Morning/Afternoon:**
  - Self-directed Learning in Workshops
  - Next steps
  - Closure – Done by 4:00 p.m.

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## Workshops

- A. Professional Writing for Child Welfare Practice Supervision
- B. Critical Thinking for Safe Case Closure
- C. Supervising Culturally Competent Practice
- D. Designing In-Service Programs
- E. Facilitated Discussion

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## Supervisor Bingo!!!



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## Before we go much further ...

Test Your Knowledge!

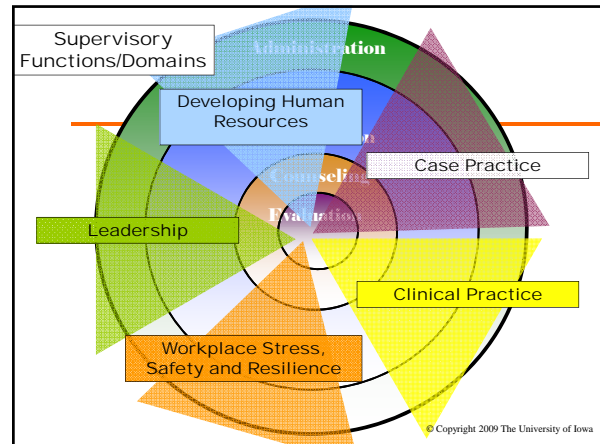
Complete Supervisor Behavior Self-Assessment in the Case Practice Domain

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## Module III: Case Practice Supervision 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.**

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## Domain of Responsibility

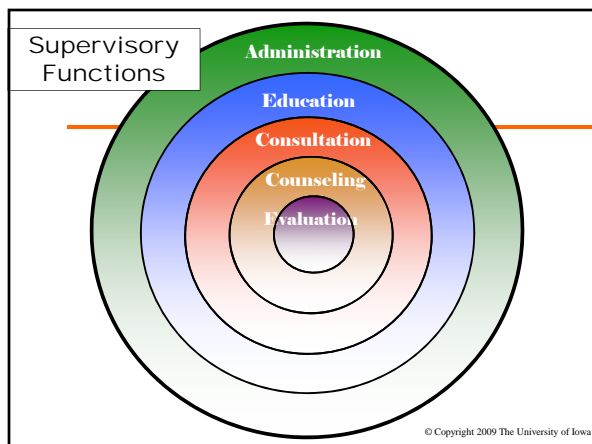
- **Case/Clinical Practice Supervision:** Responsible for the oversight and development of social worker competence and the quality of service delivery.

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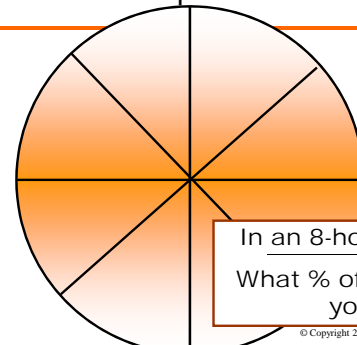
## IDHS Case Practice Supervision

- Develop knowledge and competence in **determining underlying causes** of child and family symptoms.
- Identify, recommend, and evaluate **effective treatment strategies**.
- Assume responsibility for **enhancing their own** child welfare practice **knowledge and skill**.
- **Enhance child safety, permanency, child well-being, and family stability** through informed analysis of all information relevant to an individual case.

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## A day in your life as a DHS Supervisor....



To move closer toward the  
"Best Practice" Day...

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As we move through the next two  
days, reflect on one action:

- A. You can take...
- B. Your supervisees can take...
- C. The agency can take...
- D. The community can take...

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## Values and Beliefs that Guide Good Child Welfare Supervision

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Research on supervision has  
shown that:

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- Supervision is the primary source of **education for practice** for the majority of social workers.
- Supervision focused on case practice is directly related to increased competence and to job satisfaction.

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## Factors That Affect the 2 Paths to Retention

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### Job Satisfaction

### Perceived Org. Support

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Supervisor support</b></li><li>• Job safety</li><li>• Role ambiguity</li><li>• Distributive justice</li><li>• Service orientation</li></ul> | <ul style="list-style-type: none"><li>• <b>Supervisor support</b></li><li>• Communication</li><li>• Workload</li><li>• Promotional opportunities</li></ul> |
|--|--|

Source: Landsman, 2008, p. 23-24.

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## Importance of Supervisory Support!

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The degree to which employees feel supported by their direct supervisor affects both their emotional satisfaction with the job and also contributes to the appraisal of how the organization values them and cares about them. Thus supervision plays a significant role in nurturing organizational commitment.

Strengthening opportunities for supervisor training and mentoring may be among the most important strategies that public child welfare agencies can use to ultimately improve the likelihood of staff retention.

Source: Landsman, 2008, p. 23-24.

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## Smart Rats....

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Dumb Rats

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## Relationship Between Competence and Self-efficacy

Self efficacy (belief in one's ability to succeed in specific situations) is the primary determinant of:

- the actions people choose to take
- how much effort they make
- how persistent they are in the face of challenges and "failure"
- how confidently they approach difficulties as opportunities for mastery

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## Strength-based Reflective Supervision

- Focuses on developing the **competence, autonomy, professional identity, and capacity to self-supervise** of staff **within a developmental framework**
- From **supervision** to **innervision**

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## Reflective Supervision is...

"...a respectful and reciprocal relationship for learning that becomes a model for relating to a family." (Shanok, Gilkerson et al)

"...a relationship in which strengths are emphasized and vulnerabilities are partnered." (Pflieger)

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## Reflective Supervision

1. Relationship focus: developing self awareness and the ability to make effective use of self in work with families
2. Competence focus: reflectively examine practice to increase ability to be self critical, adjust to better meet family needs, improve practice with families

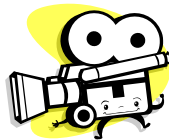
in order to

INCREASE EFFECTIVE FAMILY WORK

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## Iowa DHS Supervision Scenarios

- Cast! Patty McAndrew & Lynn Bell, IDHS
- Production! Margie Poorman, IDHS
- Processing Questions (pg TM-9)



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## Supervision Models Compared

Traditional Remediative Supervision	Strength-Based Reflective Supervision
<ul style="list-style-type: none"><li>▪ Focuses on what's wrong</li><li>▪ Relies on "<b>super</b>"-vision</li><li>▪ Fosters reliance on supervisor</li><li>▪ Hierarchical</li><li>▪ Give directives</li><li>▪ Provides structure for compliance</li><li>▪ Evaluation primarily summative</li><li>▪ Uses evaluation primarily for accountability</li><li>▪ Uses investigative language</li></ul>	<ul style="list-style-type: none"><li>▪ Focuses on successes</li><li>▪ Encourages "<b>inner</b>"-vision</li><li>▪ Fosters self efficacy, autonomy</li><li>▪ Emphasizes collaboration</li><li>▪ Teaches and mentors</li><li>▪ Provides structure for staff development</li><li>▪ Evaluation both formative &amp; summative</li><li>▪ Uses evaluation primarily as basis of development plan</li><li>▪ Uses reflective language</li></ul>

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## Strength-based Reflective Supervision

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- Focuses on developing the **competence, autonomy, professional identity, and capacity to self-supervise** of staff **within a developmental framework**
- From supervision to innervision

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## Reflective Questions ?

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- Purpose: To use active listening and strength-based open-ended questions to support the *speaker's* development of greater insight and clarification. ?
- **Speaker as expert:** “One down” questions, e.g., “Help me to understand....” ?
- **Solution-focused, not problem solving:** “What would it look like if it were different?” vs “Have you tried XYZ....?” ?
- **Focused support for speaker, not “common” vent:** “Tell me about it, yesterday I....” ?

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## Practicing Active Listening with Reflective Questions

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- ❖ Dyad activity to discuss current supervision dilemma
  - Person One: Talk about something you are currently challenged by as a supervisor
  - Person Two: Use active listening skills and reflective questions; avoid problem-solving and/or “remediative” peer supervision
- ❖ At 5 minutes, switch...

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## Seven Phases of a Reflective Supervision Session

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1. Preparation
2. Greeting/Reconnecting
3. Opening Dialogue/Agenda
4. Gathering Information
5. Formulating Hypotheses
6. Next Steps
7. Closing

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## Reflective Supervision Demonstration

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## Afternoon

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- Ethical Dilemma and Strategies
- Supervisory Relationship: Remediative and Reflective
- Social Worker Competencies: Unit Strengths/Challenges
- Assessing Current Staff

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## SUPERVISION OF ETHICAL FAMILY SUPPORT PRACTICE

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*Ethical decision-making in the  
community as elsewhere, is a  
creative act in which we invent  
our profession choice by  
choice.*

*–P. O’Neill*

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## Getting Started

- Is this an ethical issue?
  - New workers need education/socialization into the field to be able to know
  - Experienced workers have a framework (knowledge of ethical code, “tummy test”)

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## Model Conversations

- Strength-based approach: assume worker wants to express positive values of profession – use values language first
- Are their ethical implications?
- Explore issues

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## Ethical Question vs. Ethical Dilemma

- Ethical Question – Is a certain course of action ethical or not? (check against ethical codes/laws for proscriptions, standards, aspiration language)
- Ethical Dilemma – Choice between two or more courses of action, each of which can be supported by ethical considerations

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## Ethical Dilemmas

- Choice may be between:
  - Two “goods”
  - Two harms
- The choices are relatively balanced

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## Supervision as Safeguard of Ethics, Liability & Risk Management

- 1) Read case: "Supervision of Ethical Practice Scenario" (TM-12)
- 2) Identify at least three ethical breaches/issues (TM-14)
- 3) As a group, take each ethical breach and brainstorm preventive strategies AND remedial strategies to address the issues presented

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- Guidelines for Supervision Program

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## Sign Up for Workshops

**Critical Thinking for Safe Case Closure**  
**Supervising Culturally Competent Practice**  
**Designing In-Service Programs**  
**Professional Writing for Child Welfare Practice Supervision**  
**Facilitated Discussion**

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## Case Practice Competencies and Task Analysis

- **Social Worker Competencies** ("Case Practice Domain")
- **Developmental Stage Model**
- **Task Analysis** According to Developmental Stage

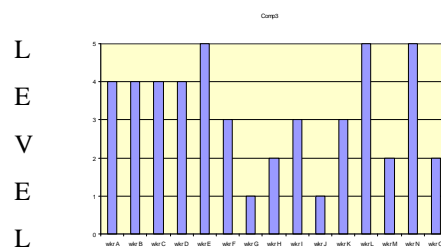
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## To Evaluate Your Unit...

- Review the Social Worker Competencies 1-11 (Tab 3)
- Think about your unit, what do you identify as areas of strength; areas of growth for your unit as a whole
- Select a minimum of five competencies to assess across all staff (more if you want)

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## Individual Staff Profile



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Social Worker Competencies in the Practice/Case Practice Domain  
Task Analysis by Developmental Stage

Competency 1: Establishes and maintains collaborative relationships with clients

	Trainee	Novice	Professional	Advanced Professional
1a. Establishing Relationship	Identifies relationship building skills by shadowing experienced caseworker Describes skills to supervisor	Returns calls promptly. Introduces self Explains why s/he is there and what will happen Clarifies roles and responsibilities Responds respectfully to offers of food and drink	Demonstrates respect for clients (e.g., introduces self and asks how client wishes to be addressed, explains why they are there and what will happen, asks each family member for their point of view, uses clients first language when possible). Uses effective methods for communicating across language differences (e.g., interpreters, clear language, visuals)	Maintains focus on process; avoids power struggles Acknowledges legitimacy of client's reactions
1b. Maintaining Collaboration	Articulates the relationship between collaboration and positive case outcomes	Keeps scheduled appointments Communicates regularly with family	Rebuilds collaboration after necessary confrontation and/or other action (e.g., removal of a child) Keeps commitments maintains contact	Is known in the community as trustworthy as a result of consistent, respectful treatment of clients and collaterals Periodically contacts provider network to maintain relationships

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If More Than One Item Per Competency - **Rate Both**

Individual Assessment and Action Plan  
~ Case Practice Domain ~

	Rating (1-5)	Data Source	Narrative	Action Plan
CP Comp 1	1a="3" 1b="4"			
CP Comp 2				
CP Comp 3				
CP Comp 4				
CP Comp 5				
CP Comp 6				
CP Comp 7				

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- To Evaluate Your Unit...
- Review the Social Worker Competencies 1-11 (Tab 3)
  - Think about your unit, what do you identify as areas of strength; areas of growth for your unit as a whole
  - Select a minimum of five competencies to assess across all staff (more if you want)
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**Committed to Excellence Through Supervision**

**Module III: Day Two Case Practice Supervision**

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

In partnership with the  
Iowa Department of Human Services

March 20-21, 2006

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- Day Two
- Developing a Supervision Program
  - Reviewing individual/unit data
  - Creating specific plans for individual, unit, and supervisor development
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- Developing a Supervision Program
- What is a "supervision program"?
- The deliberate, systematic, formal commitment to providing comprehensive, documented case practice supervision
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## Supervision Program: Why do it?

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- Increases staff competence
- Decreases risk to clients and staff
- Limits liability
- Increases efficient use of supervisor time

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## Supervision Manual as "Toolbox" of Resources

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## Advantages of Using a Manual

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- Makes the supervision process transparent and transparency decreases anxiety
- Standardizes orientation of staff
- Provides a reference tool independent of supervisor time
- Organizes all supervision information in one place
- Is easily reproducible for new staff
- Can be easily updated or expanded

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## Guidelines for Supervision Program (Notebook Tab 2; 3-1)

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- A. Supervisory Relationship**
- B. Developmental Processes of Supervisor and Supervisee**
- C. Teaching/Learning Strategies**
- D. Formats and Tools**
- E. Tasks and Activities**

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## Optional Templates

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1. Supervisor Access and Availability
2. Supervision Basics
3. Supervision Sessions
4. Supervision Documentation
5. Staff Development
6. Self-Care

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## Multiple Methods Supervision

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- Group supervision
- Live practice oversight
- Focused case supervision
- Full case reviews
- Stuck case conferences
- Record reviews/record audits
- Specific clinical problems
- Peer consultation

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If one's only tool is a hammer...

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every problem begins to look like a nail.

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## Discussion

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- How might you use these tools?
- What tools do you currently use that could be shared with others?
- What additional tools do you wish were in the manual?



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## Structuring Group Supervision

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- A. Determine Purpose
- B. Assign Roles
- C. Select Tools
- D. Prepare Participants
- E. Allot Time
- F. Facilitate Group Process
- G. Close Session

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## Developing a Supervision Program

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- A. Review Individual & Unit Composite Data: Identify trends, developmental stages, **strengths and challenges**
- B. Tools:
  - A. DPST: "Supervisor Competencies by Function"
  - B. Individual Assessment and **Action Plan**
  - C. Unit Staff Development Planning Tool

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## Workshops!

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## Step Three

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- A. Steps I will take in the next six months
- B. Strategies for holding myself accountable

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Safe Travels!!!!



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