

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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Committed to Excellence in Supervision  
Supervisor Training

## Module IV Clinical Practice Supervision

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Ken Riedel and Carol Gutchewsky

## Meet the Training Staff and Presenters

**BRUCE BUCHANAN, A.C.S.W., L.I.S.W., B.C.D.**, Clinical Social Worker, is the Past Chair of the Iowa Board of Social Work Examiners, and is in private practice in Des Moines at Wadle & Associates. He is a clinical consultant for eight Human Services Agencies in Central Iowa, a Family Therapy consultant for the Greater Des Moines Child Abuse & Neglect Council, and a Diplomate in Clinical Social Work. Bruce is a Past-President of the Association of Social Work Boards. He is currently on the exam committee for the Association of Social Work Boards. This is a 16 member committee that approves exam questions for all exams given in the United States and Canada for social work licensure. Bruce is an nationally sought after trainer and lecturer in the areas of child and adolescent therapies, social work ethics and residential treatment programming. He is a member of the editorial board for the Journal Of Social Work Values And Ethics. Co-author of "Group Therapy for Male Adolescent Sex Offenders: A Model For Residential Treatment, in Residential Treatment for Children & Youth. He has written a training manual for the Iowa Child Welfare Project on Treating Attachment Disorder Youth, Helping difficult Children Succeed. Bruce was the recipient of the Iowa Chapter of NASW Social Worker of The Year for 2001.

**LISA D'AUNNO, J.D.**, has 23 years of child welfare experience as an attorney, clinical professor of law, trainer, and program administrator in Michigan and Illinois. She is the Director of Training at the National Resource Center for Family Centered Practice at the University of Iowa School of Social Work. Lisa has trained over 8,000 social workers, lawyers, and judges in subjects including legal aspects of child maltreatment, courtroom skills, liability in human services, supervision and ethics. As Director of Best Practice for the Office of the Inspector General, Illinois Department of Children and Family Services in Chicago, she managed the implementation of a number of interdisciplinary field tests to improve practice with families, including projects to integrate child welfare and substance services, increase non-custodial fathers' participation in child welfare services, implement concurrent planning with relative caregivers, and integrate family meetings into practice. Lisa has taught law and social work at the University of Chicago School of Social Services Administration as well as child advocacy at the University of Michigan Law School. As an attorney, she represented parents and children and prosecuted a number of complex termination of parental rights cases. She has published articles in both social work and legal journals.

**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. Ms. Mikelson's 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.

**EILEEN SWOBODA, MSW, LISW**, has worked in child welfare for 23 years. She has worked in group and residential care and as a foster care social worker with local and unaccompanied refugee minor children from Southeast Asia. From 1991 through 2004, Eileen provided counseling services to children and families with multiple problems at Lutheran Services in Iowa. Her special interest is play therapy, especially with young, disadvantaged children and their families. She has conducted numerous workshops and trainings in the community and provided consultation to churches, schools, DHS workers and supervisors. Eileen works at Wadle and Associates in Des Moines and is an adjunct instructor for the University of Iowa Graduate School of Social Work.

**AMY LAVALLEE, LMSW, MPA** is an experienced trainer who is currently on staff on the National Resource Center for Family Centered Practice. She received her MSW from The University of Iowa, specializing in areas of family therapy and mental health. She has worked in group homes, school settings and private therapy settings. Her years as a trainer include curriculum development and training at Iowa State University on contract to the Department of Human Services.

# "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*

## Module IV: Clinical Practice Supervision

### **Curriculum Overview**

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 will provide theoretical foundation, concrete application, and emphasis on the improvement of client outcomes through enhanced organizational effectiveness. The curriculum will include tools and resources to share with staff.

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 (e.g., Family Team Meetings, Redesign);
- Is designed to 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 IV Overview:**

The Clinical Practice Supervision module focuses on the supervision of case planning in practice areas which require application of specialized knowledge. Subject matter presentations will be offered to enhance supervisors' knowledge base in the areas of child and adolescent development, including childhood brain development, child and adult mental health, and trauma and its effects. Supervisors will be given the opportunity to assess their staff's competence in a number of specialized areas, including mental illness, substance abuse, domestic violence, mental retardation and developmental disabilities, child development, and trauma, and to develop individual and unit development plans around the clinical competencies.

This Module also provides an opportunity for reflection and critical thinking about how supervisors can assist workers to make better use of assessment data to design effective interventions and to monitor case progress.

### **Major Content:**

- Supervising Workers in Planning Interventions and Assessing Change
- Child and Adolescent Development
- Mental Illnesses Affecting Adults
- Mental Illnesses and Behavioral Disorders Affecting Children
- Assessing worker competencies in clinical practice

### **Learning Objectives:**

- Describe ages and stages of typical child and adolescent development
- Describe causes and effects of disruptions to child and adolescent development and how foster care can contribute to or ameliorate these risks
- For major categories of adult mental illness, recognize DSM-IV definitions, symptoms and behavioral indicators, the potential relationship of the illness to child abuse and neglect and parenting capacity, protective factors, screening tools, common fallacies, questions for the professional evaluator, and common treatment options
- Describe major behavioral and mental disorders of children, symptoms and behavioral indicators, screening tools, when to seek professional consultation, and common treatment options
- Identify opportunities and strategies for integrating understanding of child and adolescent development into case plan supervision
- Identify opportunities and strategies for integrating understanding of adult and childhood mental illnesses into case plan supervision
- Identify strategies for effectively using assessment data
- Identify strategies for supervising effective intervention planning and measurement of change
- Engage in self, employee and unit strength/needs assessment in areas of clinical practice

### **Relevant Supervisor Competencies:**

- Stays current in issues facing child welfare such as: substance abuse and current drugs, mental health and psychiatric conditions, abuse and violence, risk assessment methods, safety and risk assessment, neurobiology and trauma, treatment modalities.
- 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
- Provides effective on-going clinical consultation
- 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
- Evaluates clinical performance of staff

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## Module IV Clinical Practice Supervision

### ❖ Training Schedule ❖

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#### Day One (Estimated times)

<b>8:30-9:00</b>	Welcome Complete Evaluation Instruments
<b>9:00-9:20</b>	Introductions and Overview of Agenda
<b>9:20-10:00</b>	Clinical Supervision Issues: Practice Theories
<b>10:00-10:15</b>	<b>Break</b>
<b>10:15-Noon</b>	Clinical Supervision Issues: Recommending Interventions/Treatment Research Understanding the Process and Indicators of Change
<b>Noon-1:00</b>	<b>Lunch Break</b> (catered in)
<b>1:00- 2:15</b>	Child and Adolescent Development Trauma and Attachment Issues in Youth
<b>2:30-3:25</b>	<b>Break</b>
<b>2:30-4:15</b>	Trauma and Attachment Issues in Youth contd.
<b>4:15-4:30</b>	Introduction to Task Analyses for Clinical Practice
<b>4:30</b>	Closing
<b>Dinner on Own</b>	(Bring receipts tomorrow)

## Day Two (Estimated times)

<b>8:00-8:45</b>	Evaluate Your Staff: Worker Competencies for Clinical Practice
<b>8:45-9:45</b>	Adult Mental Health
<b>9:45-10:00</b>	<b>Break</b>
<b>10:00-11:45</b>	Adult Mental Health, contd.
<b>11:45 -12:00</b>	Unit Evaluation Data Returned
<b>Noon-12:30</b>	<b>Lunch</b> (catered in)
<b>12:30-3:15</b>	Childhood Mental Illnesses and Behavioral Disorders
<b>2:00-2:15</b>	<b>Break</b>
<b>2:15-3:15</b>	Childhood Mental Illnesses and Behavioral Disorders, contd.
<b>3:15-3:45</b>	Action Planning
<b>3:45-4:00</b>	Evaluation and Closure
<b>4:00</b>	Good-bye!