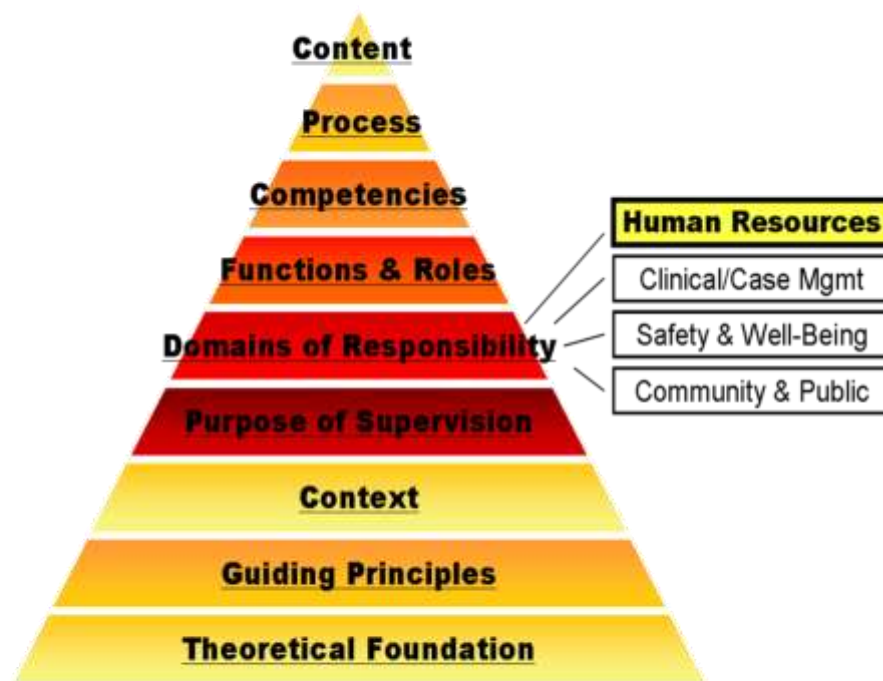


Committed to Excellence through Supervision

Module One: Contemporary Child Welfare 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. © Copyright 2009 The University of Iowa.

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Module I Overview

Contemporary Child Welfare Supervision

Module I is the introduction to the 8-10 day supervisor curriculum. It presents the model of supervision, introduces the principles of strength-based supervision, and introduces several supervisory tools. The supervisory tools introduced in Module I are applied in Module II and additional companion tools are added.

Length of Time: Six and one half hours

Major Content

- Supervision as an intentional practice
- Current best practices in the field of organizational development and supervision
- Principles of strength-based supervision
- Tools for assessing and developing child welfare workers

Learning Objectives

- Establish context and motivation for personal and organizational learning
- 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 which are consistent with the agency mission, goals, and values.

Relevant Supervisor Competencies for Module I:

- 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 and front line workers
- Understands the multiple roles of social work supervisor within the Department
- 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

Learning Activities for Modules I:

- **Supervisor Self-Assessment:** Individual activity. Materials needed: Supervisor Behavioral Self Assessment in the Human Resources Domain
- "SUPER"-visor: Small groups – by table. Materials needed: Newsprint and markers. Each table creates a visual representation of the qualities of the "super" supervisor on newsprint. These drawings are posted and a representative of each group presents the qualities. This is a great warm-up activity for the new groups.
- Strengths Interview: Partner activity. Materials needed: The Strengths Interview worksheet (in participant manual) Supervisors take turns interviewing each other about their own perceived strengths, personal and professional goals, and most productive mentor/supervisor relationships, using the strengths interview worksheet.

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- **Applying the Developmental Planning and Support Tool:** Individual first, then by table. Materials needed: “The Caseworker Files” DVD; projector and speakers. Developmental Planning Support tool, handout in participant manual.

- **Assess Your Staff on Human Resources Competencies:** Individual activity. Materials needed: Child welfare worker competencies and task analyses in the Human Resources Domain (in participant manual). Scoring sheets entitled “Individual Worker Assessment by Task Analysis – Human Resources Domain” – supervisors will need a separate sheet for every worker on their unit.
 - *This activity requires data entry by training staff following the training. When Module I and Module II are trained as a two-day block, the activity is conducted on Day One, then 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 can receive a copy of their data 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.*