



Supervisory Training in Child Welfare: A Quest for Effectiveness

This research project examines effective supervision in Child Welfare and what constitutes effective supervisory training. It consists of two parts (1) a literature review on supervision and supervisory training in Child Welfare, and (2) six key informant interviews. The literature review is based on Canadian and International literature relating to supervision in Child Welfare published between 2000 and 2013. During the key informant interviews, experts in the area of supervision in Child Welfare share their understandings of effective supervision, identify indicators of effective supervision, and discuss effective supervisory training.

This report is prepared for Human Services: Child Intervention in Alberta in conjunction with the Alberta Centre for Child, Family and Community Research.

February 2013

CALGARY
counselling
centre

In partnership with:

Alberta 
Government

Touch our future 



ALBERTA CENTRE FOR
CHILD, FAMILY & COMMUNITY
RESEARCH

Acknowledgements

CALGARY COUNSELLING CENTRE'S RESEARCH TEAM

Robbie Babins-Wagner, Ph.D, RSW, CEO Calgary Counselling Centre

Lynda Snyder, Ph.D, RSW, Director of Training, Calgary Counselling Centre

PROJECT STEERING COMMITTEE

Troy Cunningham, Learning and Development Consultant, Workforce Development, Human Resources, Ministry of Human Services

Janice Popp, MSW, RSW, Managing Director, Network, Innovation and Business Development, Alberta Centre for Child, Family and Community Research

Please use the following reference to cite this report:

Snyder, L. J. & Babins-Wagner, R. (2013). *Supervisory Training in Child Welfare: A Quest for Effectiveness*. Report prepared by Calgary Counselling Centre for the Alberta Centre for Child, Family and Community Research.

Table of Contents

Acknowledgements.....	1
Part 1: Literature Review	5
Introduction	5
Purpose	6
Method of Conducting the Literature Review	6
Scope and Limitations of the Literature Review	7
Terminology and Language Considerations.....	7
Models of Supervision	11
Interaction Models of Supervision.....	14
Theory-based Models of Supervision	14
Developmental Models of Supervision.....	15
Social-role Models of Supervision.....	15
Comprehensive Models of Supervision	16
What is Effective Supervision?.....	19
Effective supervision as identified by beneficial and detrimental outcomes for workers	22
Effective supervision as identified by practice model and program implementation.....	25
Effective supervision as identified by supervisory function and role	25
Effective supervision and research on client outcomes	27
Training Child Welfare Supervisors to Provide Effective Supervision.....	28

An Integrated Approach to Training Supervisors in Child Welfare.....	33
Workforce Objectives	33
Training Objectives	34
Training Curriculum, Delivery, Evaluation	34
Training Transfer.....	34
Quality Assurance Mechanisms	34
Transfer of Training.....	35
Discussion.....	39
Recommendations	41
References	42
Part 2: Key Informant Interviews	49
Introduction	49
Methodology.....	50
Research Participants.....	51
Findings	54
Question #1: How would you describe effective supervision in Child Welfare?	54
Question #2: How would you know supervision was effective? (Indicators).....	56
Question #3: If you were developing a training program for supervisors in Child Welfare, what three or four elements would you consider vital to include in a supervisory training program?	63
Content Areas to be addressed in Supervisory Training.....	65
Discussion.....	69

Recommendations & Links to the Literature Review 73

References 75

Part 1: Literature Review

Introduction

Child Welfare is one of the most complex and challenging professions among the human services (Brittain, 2005b; Collins-Camargo, 2006; Potter, 2009). Child Welfare workers are called upon to make critical decisions on a daily basis that affect the safety and well-being of families and children at risk. Supervisors in Child Welfare stand with their workers to guide them in their work, and to help them stay with the work (Potter, 2009). Supervisors play a critical role in influencing the experience workers will have in supervision and the quality of supervision has been found to impact outcomes for workers (Mor Barak, Travis, Pyun & Xie, 2009), and the implementation of agency practice models and programs (Frey, LeBeau, Kindler, Behan, Morales, & Freundlich, 2012). The training of supervisors in Child Welfare is strategically and ethically (Bernard & Goodyear, 2009) important to Child Welfare organizations. Training is costly in terms of time and dollars invested and it is critical that organizations work towards ensuring that the training supervisors receive is transferred into the workplace in ways that fulfill the organization's objectives (Amodeo, Bratiotis, & Collins, 2009), and enhances the supervisor's knowledge and skills in how to work effectively with their supervisees (Kanak, Baker, Herz, & Merciolek, 2008).

This review begins with the methodology used to conduct this review. The importance of recognizing that the language and terminology currently used in the literature reflects the evolutionary nature of supervision in Child Welfare is then considered. The term *Child Welfare* is used throughout this document as this is the most common terminology used in the literature to refer to the services for children, youth and families now referred to by the Alberta government as Human Services: Child Intervention (HS:CI). The discussion on language and terminology is followed by a review of different models of supervision that may inform an organization's supervisory practices. However, a model of

supervision is only a guide and the utilization of a model does not insure that supervision will be effective. Thus, different perspectives of effective supervision in Child Welfare reflected in the research on supervision in Child Welfare are also presented. This section is followed by a review of the literature specifically relating to supervisory training in Child Welfare. This work concludes with a brief discussion section and recommendations for consideration by those engaged in developing and/or reviewing supervisory training in Child Welfare.

Purpose

The purpose of this literature review is to identify best and promising practices identified in the professional literature relating to Child Welfare supervision and the training of Child Welfare supervisors. This information may inform supervisory practices within Human Services: Child Intervention (HS:CI) in Alberta and the training provided to supervisors within HS:CI.

Method of Conducting the Literature Review

This literature review was conducted using search engines and data bases available through the University of Calgary's Library. Search terms related specifically to supervision in Child Welfare were used to identify peer-reviewed journals in which relevant articles were published. These included but were not limited to: Administration in Social Work, Child Welfare, Children and Youth Services Review, Australian Social Work, Social Service Review, Child Abuse, International Social Work, Journal of Public Child Welfare, and The Clinical Supervisor. Similar key words were used to conduct on-line searches via Google and Google Scholar, which provided access to conference presentations on supervision in Child Welfare, documents outlining standards for supervision in Child Welfare, a document outlining how to build a model and framework for Child Welfare supervision, a limited number of supervision training curricula, and an outline for assessing supervisory training in Child Welfare.

Scope and Limitations of the Literature Review

The literature on supervisory practices in child welfare has historically been linked to principles and practices relating to supervision outlined in the social work, psychology and human services literature (Brittain, 2009; Dill & Bogo, 2009; Parente, 2011). There is an emerging body of literature that specifically relates to supervision within Child Welfare. The search engines, data bases and search terms chosen for use in this review (e.g., supervision, child welfare, child protection, supervisory training in child welfare) focused on identifying articles specifically related to supervision within the Child Welfare context. Of particular interest were articles in which the authors discussed research on supervision within the context of Child Welfare. Initially, the search was limited to research published between 2009 and 2012. However, after reviewing the materials found within these limited parameters, the timeline for this review was expanded to include relevant materials from 2000 to 2013. This initial review further revealed that authors writing specifically about supervision in Child Welfare frequently referred to supervisory literature from the disciplines previously mentioned. In light of this, six additional texts on supervision from related disciplines were subsequently included in this review (Bernard & Goodyear, 2009; Falendar & Shafranske, 2004; Kadushin & Harkness, 2002; Munson, 2002; Shulman, 2010; Tsui, 2005) By limiting this review to the literature specifically focusing on supervision in Child Welfare during the specified timeframe, the scope of this work has been narrowed in a manner that creates a more focused review without overlooking the relevancy of literature on supervision drawn from other related fields of practice.

Terminology and Language Considerations

The terminology and language used in the literature relating to supervision in Child Welfare reflects the historical interconnectivity between Child Welfare and other related disciplines and

professions, in particular, social work and psychology. Not only do service providers in these various disciplines use the same terms in slightly different ways, shifts in philosophy and practice within these professions give rise to new language and terminology that may not be understood by others in the same or different fields of practice. For example, Collins-Camargo and Groeber (2003) describe how during the early stages of a multi-state initiative to enhance Child Welfare practice in the United States (i.e. Southern Regional Quality Improvement Center supervision project frequently identified in the literature the acronym SR QIC) a needs assessment was conducted which identified supervision in Child Welfare as needing to be enhanced. In order to differentiate between the existing form of supervision that focused primarily on the administrative function of supervision and supervision that incorporated practices identified in the needs assessment as being important but addressed inconsistently or not at all in their supervision in Child Welfare, the term *clinical casework supervision* was utilized in the project. Those applying to participate in this federally funded initiative were urged to read two text books Shulman's (1993) *Interactional Supervision* and Munson's (2002) *Handbook of Clinical Social Work Supervision* which provided information on *clinical supervision* and informed the empirical basis for the initiative. However, as Collins-Camargo (2006) later pointed out, the term *clinical supervision* was not universally seen to be relevant to Child Welfare and Munson (2002) asserted that Child Welfare agencies did not engage in clinical social work practice but in case management and therefore clinical supervision was not appropriate in this type of setting. Nevertheless, the terms *clinical supervision* and *clinical casework supervision* continued to be used in the AR QIC project to identify supervision that was:

- Scheduled
- Enhanced workers' critical thinking
- Engaged workers' in self-reflection in order to consider ways to enhance their practice
- Identified critical casework questions that addressed issues related to family maltreatment and knowledge gained during assessment and treatment

- Focused on evidence-based practice to guide practice and program evaluation and promote an outcome oriented practice.
- Supported by an organizational culture that encouraged learning, clinical supervision and case consultation, and
- Utilized case review, observations and other methods to assess workers' skills and progress.

The SR QIC project is important to consider as many of the articles found in this review are directly or indirectly related to this project, and use the term *clinical supervision* as operationalized above in reference to Child Welfare supervision (Collins-Camargo, 2006; Collins-Camargo & Groeber, 2003; Collins-Camargo & Groeber, 2005; Collins-Camargo & Millar, 2010; Giddings, Cleveland, Smith, Collins-Camargo & Russell, 2008).

A similar shift in language and terminology relevant to supervision in Child Welfare is described by Dill and Bogo (2009). These authors discuss a shift in practice perspective that occurred when the Ontario Ministry of Children and Youth Services moved from a standardized procedure for risk assessment to a more strengths-based, collaborative approach to working with families in distress. As a result of this change in policy and practice, supervision in the Children's Aid Societies in Ontario shifted from a highly structured approach of supervision in which the supervisor was expected to monitor every step of the work done by caseworkers to supervision that included more "educational, clinical and strength-based strategies" (p. 88). This shift in focus also saw more emphasis put on client outcomes (Bogo & Dill, 2009).

The language used to refer to supervision also changed as Child and Family Services personnel in Ontario worked towards implementing the shifts in policy and practice. The term *clinical supervision* was used to differentiate between a model of supervision more compatible with the emphasis on collaboration and strength-based practice and the previous model of supervision which was organized

around administrative risk management (Bogo & Dill, 2009). However, the meaning of the term *clinical supervision* continues to evolve as illustrated in the following definitions that relate to clinical supervision within the context of Child Welfare.

Clinical supervision (Giddings, Cleveland, Smith, Collins-Camargo & Russell, 2008): A generic term referring to supervision received by MSW's working within child welfare as a result of a government –funded program to increase the number of child welfare workers who were trained as social workers. An Integrative Supervision Model (ISM), which is a developmental model of supervision, is then described in the body of the article.

Clinical supervision (Dill & Bogo, 2009): Includes “educational, clinical and strength-based strategies to supervision of frontline staff members and a focus on client outcomes” (p. 88).

Clinical supervision (Collins-Camargo & Millar, 2010): A “well-defined series of activities purposefully conducted in the supervision of child welfare workers designed to create a supportive organizational culture promoting a learning- and an outcomes-oriented approach, enhance workers’ ability to think critically and make good decisions regarding the assessment of their cases and the application of information gained in their intervention, and promote evidence-informed practice” (p. 165). These authors also suggest that each Child Welfare site grounds their clinical supervision model in a specific approach such as Shulman’s Interaction Approach to supervision.

Clinical supervision (U.S. Department of Health and Human Services, Retrieved from https://www.childwelfare.gov/management/mgmt_supervision/clinical/ January 21, 2013): Clinical supervision focuses on the work that caseworkers do with children and families. Good clinical supervision is critical to building worker competencies, including reinforcing positive social work ethics and values, encouraging self-reflection and critical thinking skills, building

upon training to enhance performance, and supporting the worker through casework decision-making and crises.

The evolutionary nature of the language and terminology used in the literature on supervision reflects the dynamic nature of the development of different models of supervision and the importance of addressing language and terminology in the development and training of Child Welfare supervisors. To further complicate matters, existing supervision models are often characterized by “vague language, global descriptions of behavior, and ambiguous long-term goals and outcomes. Many models [of supervision] are difficult to teach, replicate and evaluate” (Giddings, Cleveland, Smith, Collins Camargo & Russell, 2008, pp. 345-346).

The language and terminology used within an organization also tends to be idiosyncratic and trainers need to ensure the language and terminology used in supervisory documents and during training sessions with supervisors is transferable to the context the participants will be working within following their training. Links need to be made to the sources that inform an organization’s particular supervisory model and framework of practice. Models of supervision discussed in the professional literature are commonly referenced in the development of an organization’s particular supervision model. A brief discussion of several common models of supervision is included in the following section of this review.

Models of Supervision

Models of supervision informing supervisory practices in Child Welfare are drawn from various disciplines and fields of practice including social work, psychology, human resources and behavioral and organizational sciences. Brittain (2009) states:

A *model* makes generalizations about observations of events or behavior and consists of an interrelated, coherent set of ideas and concepts that coalesce to promote understanding of events or behavior and thus offer implications for a course of action. Use of a model provides a broader understanding of supervision so that the practice of supervision can occur more effectively (p. 23).

Brittain (2009) identifies several models of supervision that have played a vital role in the development of the concepts and practices evident in the literature relating to supervision in Child Welfare. Perhaps the most influential is the *Functional Model of Supervision* associated with Alfred Kadushin's seminal work on supervision in Social Work published in 1976. Kadushin and Harkness (2002) reiterate their belief that supervision embodies three functional roles. After years of research and work in the field, these authors conclude that while these supervisory functions may be described using different terminology in various models of supervision, these functions remain inherent in supervision. These three functions are administrative supervision, educational supervision and supportive supervision as defined below.

- *Administrative supervision* addresses the efficient and effective delivery of services associated with organizational goals (Brittain, 2009), agency policy and public accountability (Parente, 2011).
- *Educational supervision* focuses on developing the knowledge and skills of the worker required to perform work related tasks (Brittain, 2009). This function also seeks to develop the worker's self-awareness (Parente, 2011).
- *Supportive supervision* provides support, nurturance and motivation to the worker to improve performance (Brittain 2009). Supportive supervision also assists workers in developing and maintaining reasonable expectations for themselves and others, promotes

the use of healthy coping strategies and provides a safe relationship in which workers can express openly their thoughts and feelings about their work.

Kadushin and Harkness (2002) provide an extensive overview of the research conducted during the 30 year period following the publication of their supervision model and conclude that Kadushin's (1976) definition of social work supervision is reliable and valid in practice. However, the precise nature and interconnectivity of the supervisory functions identified in the Functional Model of Supervision continues to be debated (Kadushin & Harkness, 2002) and during the last several years a number of research projects have been conducted to ascertain how front-line staff, supervisors and managers perceive the functions and tasks related to supervision (Clark, Gilman, Jacquet, Johnson, Mathias, Paris & Zeitler, 2008; Mor Barak, Travis, Pyun & Xie, 2009; Parente, 2011). The relationship of these supervisory functions to both beneficial and detrimental outcomes associated with supervision has also been studied (Mor Barak, Travis, Pyun & Xie, 2009). These studies continue to support the relevance and usefulness of this model to social work supervision generally, and to supervision within Child Welfare (Brittain, 2005a; Brittain, 2005b; Dill & Bogo, 2009; Mor Barak, Travis, Pyun & Xie, 2009). In addition to this well-known model of supervision, other models also inform Child Welfare supervisory practices.

Ferguson (2009) in her discussion of clinical supervision in Child Welfare divides models of supervision into four different categories: interaction models, theory-based models, developmental models and social-role models. This differentiation is useful as it brings clarification to the primary focus of the different models referred to in the literature relating to Child Welfare supervision. A brief description of each of Ferguson's categories is provided below.

Interaction Models of Supervision

Interaction models of supervision (Shulman, 2010) focus on relationships and the interactions that occur within the variety of relationships represented within the supervisory process. Shulman (2010) expands the supervisory system beyond the relationship between the worker and the supervisor to include interactions the worker will have within the agency or organization, with clients, foster parents, professional colleagues, other agencies or institutions such as schools, health-care providers and community partners. Shulman highlights the supervisory function of mediation and draws attention to the importance of the supervisor attending to and helping to mediate the engagement between the supervisee and other systems. Interaction models of supervision emphasize the importance of concepts such as reciprocal dynamic interactions, parallel processes, the development of shared meaning, and the quality of the working alliance. Altman (2005) describes the working alliance as “the ability of the worker and client to work together in a realistic, collaborative relationship based on mutual respect, liking, trust and commitment to the work of treatment” (p. 79).

Theory-based Models of Supervision

Theory-based models of supervision are closely aligned with the theoretical frameworks underlying the model. For example, Hanna (2007) based her discussion of social work supervision on attachment theory and feminist psychology and argued that both theories need to be considered in Child Welfare supervision. Bernard and Goodyear (2009) refer to several other theory-based forms of supervision including client-centered, rational-emotive, cognitive-behavioral, systemic, and psychodynamic models of supervision.

Developmental Models of Supervision

Developmental models of supervision focus on the professional development of the supervisee as they participate in supervision. Ferguson (2009) refers to a number of developmental models drawn from other disciplines. Brittain (2009) in her discussion of Child Welfare supervision includes developmental models of supervision with interactional models of supervision. Regardless of how one categorizes developmental models of supervision, research indicates that new supervisors' needs and preferences in supervision vary from those of more experienced workers (Csiernik, Smith, Dewar, Dromgole, O'Neill, 2010; Healy, Meagher, & Cullin, 2009). Developmental models of supervision can give the supervisor a sense of where supervisees might be in their growth as practitioners and provide a guide for deciding what supervisory functions and tasks are needed to help the worker move forward through various stages of professional development (Ferguson, 2009).

Social-role Models of Supervision

Social-role models break down the work of supervision into various functions and tasks. Ferguson (2009) identifies Kadushin and Harkness's (2002) model of supervision as a social-role model as it outlines roles and functions a supervisor fulfills over the course of supervision. Bernard and Goodyear (2009) also conceptualize clinical supervision similarly and refer to the supervisory roles of teacher, counselor, and/or consultant. As discussed earlier, interactional models of supervision also highlight the functions and roles of supervisors when considering the interactions occurring in supervision (Munson, 2002; Shulman, 2010). Thus, the overlap of the various models of supervision can be seen.

Comprehensive Models of Supervision

Tsui (2005) integrated a number of supervision models into a comprehensive model of supervision, which Brittain (2009) discusses as having particular relevance to supervision in Child Welfare. In this model, Tsui designates the supervisor, supervisee, agency and the client system as the four corners of the supervisory relationship. The space between the corners is the supervisory relationship, which is grounded in and influenced by all of the other parties. For example, agency policies and practices impact the agency-supervisor relationship, while the supervisee-client relationship is influenced by agency policy, the worker's knowledge and skill as well as their understanding of professional ethics and applicable legislation. This complex relational system is nested within the context of the organization and the community culture.

Contextual factors also need to consider the geographical location in which the supervision occurs (Collins-Camargo, Ellett, & Lester, 2012; Goddard & Hunt, 2011; Schmidt, 2008). Canadian researcher Glen Schmidt (2008) conducted an exploratory, qualitative study to examine whether or not geographical location influences the requirements of supervision in Child Welfare. Participants in this study were from both rural Northern communities in Canada and large urban centres. Schmidt found that supervisors from northern Canada were more concerned about the level of inexperience of workers in the North and the challenges associated with retaining workers than those in urban centres. Northern supervisors reported spending more time in the role of educator and reported spending more time involved with their supervisees in direct practice. These demands took time from supervisors that might otherwise be spent in program or community development. Recognizing the importance of geographical location as a contextual factor is highlighted in this work and Schmidt's work reinforces the importance of considering context and location in which supervision in Child Welfare will occur.

The importance of using a comprehensive model of supervision that considers the complexities and contextual factors is also supported in four Australian articles relating to supervision in Child Welfare (Baglow, 2009; Gibbs, 2001; Gibbs, 2009; Goddard & Hunt, 2011). Gibbs (2001) conducted her study in rural Australia and her findings echo those of Schmidt (2008). She found that rural communities had a higher staff turn-over and more inexperienced workers, which required supervisors to consider what constituted effective supervision and effective learning for their supervisees. Goddard and Hunt (2011) provide a challenging overview of several Australian studies that identified risk factors encountered by Child Welfare workers. These risks included intimidating and violent acts experienced by workers (e.g. threats from clients, the use of dogs to intimidate workers, a car passenger grabbing the steering wheel of a worker's vehicle and damage to other workers' cars). These findings are further supported by the work of Sprang, Craig and Clark (2011) who compared secondary traumatic stress and burnout in Child Welfare workers (N=669) working in the United States with occupational distress in other professional groups. Sprang, Craig and Clark found that Child Welfare workers experienced secondary traumatic stress at a statistically significant higher rate than other professional groups involved in their study. A rather surprising finding was that male workers reported experiencing work related trauma and burn-out at a significantly higher rate than female workers. These studies highlight the importance of considering risk factors as contextual factors that need to be considered in the development of a supervision model.

The need to consider the context and the complexities of supervision in Child Welfare was also considered by Hess, Kanak and Atkins (2009), who wrote a guide based on empirically informed best practices entitled *Building a Model and Framework for Child Welfare Supervision*. Using this guide, those developing a model of supervision are urged to consider the fact that supervisors interact with numerous constituent groups including clients served by the agency, the professional community, organizations and individuals providing services to the agency, agency administrators and managers,

financial bodies, and legal authorities under which the agency or organization operates. Supervisors need to uphold the organization's mission, vision, values and practices both within the agency and with the agency's partners and stakeholders. Recognizing that supervision with Child Welfare requires supervisors to have a breadth of knowledge and multiple skills, Hess, Kanak and Atkins (2009) specify that the following considerations need to be taken into account by those developing a model of supervision and that these considerations must also be addressed in the training offered to supervisors:

- The organization's practice philosophy and approach
- The functions and job responsibilities of Child Welfare supervisors
- The importance and centrality of building and maintaining relationships with supervisees and others involved in the work of Child Welfare
- The standards for workers' caseloads and supervisor-supervisee ratios
- The expectations regarding the frequency and format of supervision of frontline staff
- The expectations for the ongoing evaluation of supervisees, and
- How supervisors are to be supported in the various roles they assume within the Child Welfare organization.

This guide also addresses the need for the organizational culture to support effective supervision in Child Welfare. Four characteristics of a supportive organizational culture are:

- The organization values and shows support for the role supervisors have in ensuring positive outcomes for children, youth and families
- The organization has a model of supervisory practice that indicates how the organization views the roles and responsibilities of supervisors, supervisory expectations and has up-to-date job descriptions for supervisors

- The organization actively seeks to recruit and retain individuals who are a “good-fit” as frontline workers and supervisors
- The organization has a continuum of professional development opportunities for experienced and new supervisors that include initial and on-going training, opportunities for peer support, access to mentors for the supervisors, and clinical consultation.

The development of a clear model of supervision provides a framework for supervisory practice and a number of studies have been conducted that support Hess, Kanak and Atkins’ (2009) guide. In the following section of this review, several studies that seek to identify elements of effective supervision are reviewed.

What is Effective Supervision?

The concept of *effective* supervision in Child Welfare has received the attention of legislators, policy makers, Child Welfare managers, administrators, and front-line workers. All are interested in knowing if interventions and efforts identified as best practices in supervision are in practice achieving specified outcomes (Murphy & Goodson, 2007). In the United States the Southern Regional Quality Improvement Center for Child Protection (SR QIC), funded by the Administration on Children, Youth and Families, between 2001 and 2006 engaged in a multi-state initiative to identify and promote best practices in Child Welfare supervision (Collins-Camargo & Groeber, 2005). As part of this initiative a broad approach to supervision broadly referred to as *clinical supervision* was to be implemented in the sites participating in the research. Clinical supervision as defined in this project integrated the following elements in supervision:

- Scheduled individual and group supervision
- A focus on enhancing worker’s clinical thinking skills and self-reflection regarding how workers could improve their practice,

- Evidence-based practice that promotes an outcomes orientation in work with families, and
- A focus on developing an organizational culture that encourages support for workers, on-going learning, clinical supervision and case consultation.

Case reviews and observation by supervisors were used to evaluate workers' skills and to gauge their professional development (Collins-Camargo, 2006). The effectiveness of this approach to supervision was assessed using a number of desired outcomes. According to Collins-Camargo (2006, 2007) these outcomes included:

- Enhanced worker satisfaction with supervision and improved organizational culture
- Decreased preventable worker turnover
- Enhanced worker practice in assessment and treatment of families
- Improved client outcomes defined in terms of child safety, permanency and well-being.

A number of research projects were designed to measure the effectiveness of clinical supervision in achieving these outcomes and the results of several of these projects are available in the professional literature (Collins-Camargo & Millar, 2010; Collins-Camargo & Royse, 2010; Murphy & Goodson, 2007) and referred to in the project's final report (Collins-Camargo, 2007). Lessons learned with relevance to this review include:

- A structured clinical casework supervision model of supervision as defined above was found to have a positive impact on worker, organizational and client outcomes. The effect size (i.e., a statistical indicator of the strength of the relationship between two variables in a statistical population) varied between the different variables (e.g. self-efficacy, job satisfaction, evaluation of supervision) but the overall the effect of the supervisory training on the specified outcomes was in a positive direction.

- Supervisory training that involves only short, intensive, one-time-only classroom training opportunities was not considered helpful by supervisors (Collins-Camargo, 2007). Supervisors identified that they struggled with knowing how to implement what was covered in their training in practice and that having this learning reinforced by one-on-one mentoring, individual meetings with supervisors and peer consultation/support systems was very important.
- Developing training programs to enhance supervision within Child Welfare and conducting research on these programs is challenging. Such projects can be impacted by a wide variety of compounding factors including but not limited to:
 - Policy changes that shift priorities within Child Welfare organizations from those specified in the research to other areas of interest
 - Personnel changes that require that new individuals at various levels within the organization need to become familiar with the initiative and support both the training and the on-going research. Collins-Camargo (2007) indicated that this did not happen in all sites and the sustainability of the projects in these areas was reported to be negatively impacted.
- Participants also reported that attending supervisory training was challenging due to the multiplicity of the demands placed on them within the practice environment.

However, despite these challenges, the SR QIC project provides important information on effective supervision in Child Welfare and the potential this type of supervision has to impact outcomes on a variety of levels. This finding is further supported by Mor Barak, Travis, Pyun, and Xie's (2009) research as described in the following section of this review.

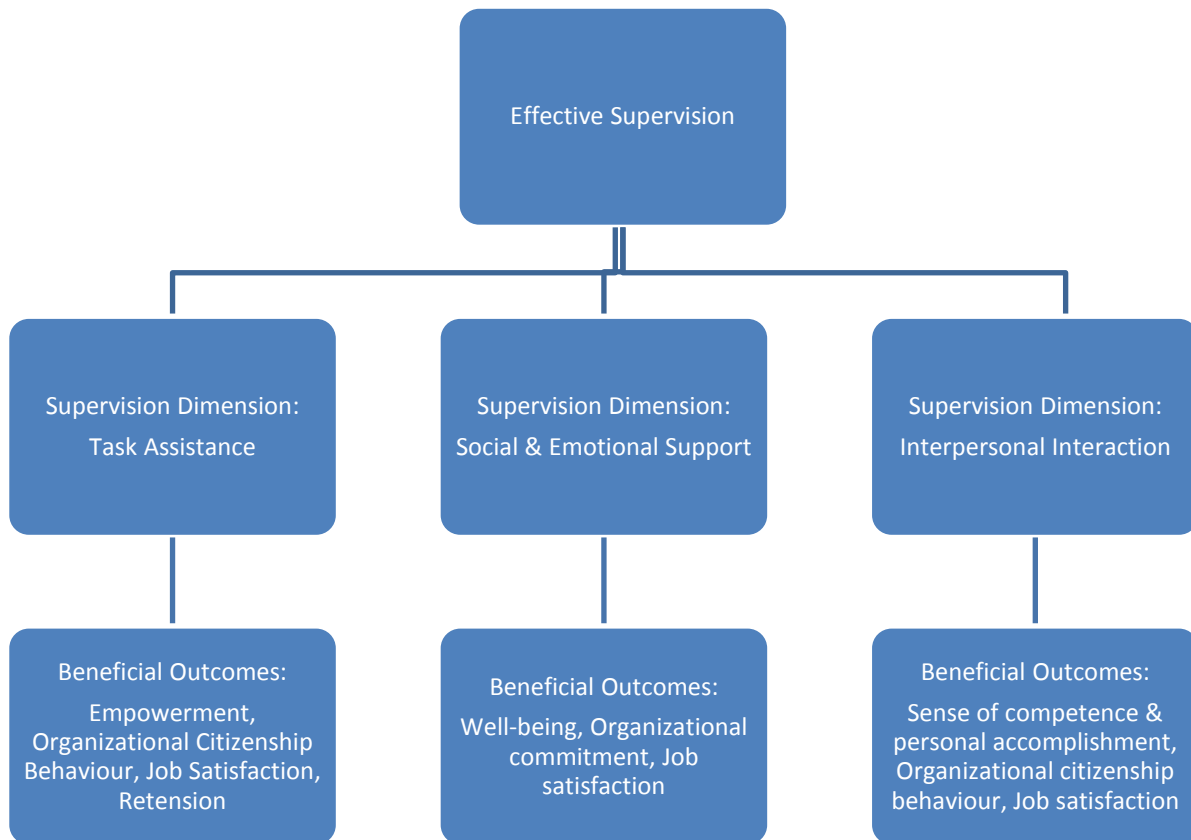
Effective supervision as identified by beneficial and detrimental outcomes for workers

Mor Barak et al. (2009) conducted a meta-analysis of research articles relating to the impact of supervision on worker outcomes. To be included in this study, articles were published between 1990 and 2007. The 27 articles reviewed included a combined sample of more than 10,000 workers in Child Welfare, social work and mental health settings. Three supervisory dimensions were found to act as proactive, protective or preventive factors that can contribute to worker effectiveness and quality service delivery. These dimensions are:

- *Task assistance*, supervision that is directly related to job functioning. This dimension focuses on the supervisor's work-related advice, education, training and over-all development of workers so they are equipped to do their job.
- *Social and emotional support*, supervision that focuses on the supervisee's emotional needs and job-related stress. It may entail listening to workers as they discuss job-related difficulties and providing support during these times.
- *Interpersonal interaction*, this dimension focuses on workers' interpersonal experiences with their supervisors. Studies addressing this dimension of supervision reflected two constructs of the interpersonal supervisory experience: (1) the workers' perceptions of their experiences with their supervisors and the quality of these experiences or supervision in general and (2) how satisfied workers were with their supervisors or supervision.

Mor Barak et al.'s (2009) work was informed by concepts drawn from role theory, social exchange theory, and leader-member exchange theory. A key finding of Mor Barak and her colleagues was that workers who received effective supervision reciprocated with positive feelings and behaviours towards their jobs and organizations. Beneficial outcomes related to effective supervision included: enhanced job satisfaction, organizational commitment, worker effectiveness, retention and enhanced psychological well-being of supervisees. Detrimental outcomes for workers identified by these

researchers included: job stress, burnout, worker anxiety, turnover and worker depression. In Mor Barak et al.'s work, effective supervision was negatively correlated with these detrimental outcomes. A working model of effective supervision based on Mor Barak et al. (2009) was published by the National Child Welfare Workforce Institute in 2009 and a diagram of their model is included below.



Other researchers have also found effective supervision to have beneficial outcomes for workers. For example, Lietz (2008) examined factors in supervision reported by supervisees to enhance their critical thinking. Regression analysis was used to explore these factors. Years of service and the district in which the survey respondent worked were *not* found to be significant predictors of critical thinking. However, the quality of the supervisor/supervisee relationship and the availability of the person's supervisor were found to be critical predictors of critical thinking in supervision. Lietz (2009) also found that group supervision in which the supervisor ensures respectful dialog, questioning and

creativity occurs can enhance worker's ability to think critically and help prepare workers to deal with the unique and often unexpected challenges confronted in Child Welfare practice. Lietz's work highlights the importance of the quality of the supervisor/supervisee relationship and the relationships that exist within the participants in group supervision.

These findings regarding the importance of the quality of the supervisor/supervisee relationship are similar to the results of a secondary analysis conducted by Barth, Chapman, Christ, Dickinson and Lloyd (2008) who used data gathered from a national study involving 1,729 Child Welfare conducted in the United States in 2008. This results of Barth et al.'s study indicated that the *strongest predictor* of worker satisfaction was the quality of supervision experienced. A recent Canadian study conducted by Stokes and Schmidt (2012) found that supervision satisfaction had a statistically reliable effect on workers' decision-making regarding the level of risk for families portrayed in a series of case vignettes. Stokes and Schmidt discussed the need for workers to be encouraged by their supervisors to reflect on the complexities of cases in which there is no simple agreed-on solution. These authors further pointed out that this kind of reflective practice involves talking and sharing on multiple levels (i.e. rational and affective) and requires time for workers to describe and reflect on their experiences, their thoughts and their feelings. This type of reflective practice can take place through dialogue with oneself through writing or the use of audio-tapes and/or through dialogue with colleagues and one's supervisor (Stokes & Schmidt, 2012).

In summary, effective supervision is associated with beneficial outcomes for supervisees including: enhanced thinking skills and critical decision-making; a sense of empowerment, competence and personal accomplishment; organizational commitment and organizational cultural behavior; and enhanced job satisfaction and job retention. Effective supervision can also have an impact on program implementation as discussed in the following section.

Effective supervision as identified by practice model and program implementation

Child Welfare organizations vary in their practice models and the programs and services they offer to families. Supervision has been identified as impacting both the implementation of an agency's practice model (Frey, LeBeau, Kindler, Behan, Morales, & Freundlich, 2012) and in ensuring workers are knowledgeable about the organization's programs and utilize these programs in their practice (Atukpaw, Mertinko, Graham, & Denniston, 2012; Baglow, 2009; Lietz, 2009). Effective supervision goes beyond supervisors monitoring program implementation to supervisors enhancing program implementation by ensuring there is congruency between the principles reflected in supervision and those embodied in the organization's programs. Lietz (2009) discusses the concept of *parallel processes* and how supervisors trained using a strengths-based perspective found their training helpful as it prepared them to supervise workers in ways that were consistent with the underlying principles reflected in their organization's strengths-based, family-centered approach to working with family systems.

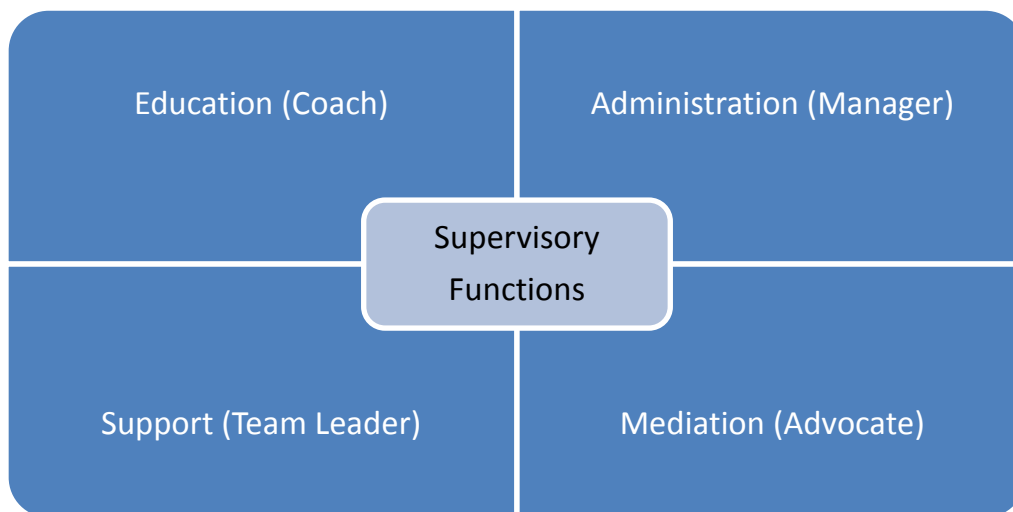
Baglow (2009) discusses effective supervision in Child Welfare in terms of a balanced integration of the traditional four functions identified in social work supervision and illustrates how supervisors need to attend to all of these functions as they help supervisees learn about an organization's practice model and programs, and effectively integrate these in their practice. The effectiveness of supervision based on the utilization of four supervisory functions is further discussed in the following section.

Effective supervision as identified by supervisory function and role

Four supervisory functions identified as administration, education, support (Kadushin & Harness, 2002) and mediation (Shulman, 2010) are utilized by supervisors at different times during the supervisory process. Each of these functions involves a subtle shift in the role the supervisor assumes during supervision. There is interconnectivity and overlap between these functions. Baglow (2009), from Australia; Dill and Bogo (2009), from Canada; and Collins-Camargo and Groeber (2003), from the

United States, all express concern that Child Welfare supervisors have since the early 1990's been required to engage more in the management/administrative supervisory function than the others due to an emphasis in Child Welfare on monitoring workers' ability to assess and manage risk. Dill and Bogo (2003) and Collins-Camargo and Groeber (2003) argue for supervisors to place more emphasis on what they refer to as clinical supervision, which emphasizes support and education and de-emphasizes the administration and mediation supervisory functions.

Baglow (2009) however, argues that effective supervision involves the utilization of all four of the supervisory functions depicted below and illustrates by case example how doing so enabled workers to engage in service provision in a more holistic manner. The four supervisory functions and the supervisory role associated with each is based on the work of Kadushin and Harkness (2002) and Shulman (2010).



While each of the previously discussed ways of defining effective supervision is important, perhaps the most important way to identify effective supervision – by client outcomes – is most difficult to assess (Collins-Camargo, 2007) and the least researched (Shulman, 2010).

Effective supervision and research on client outcomes

Research on the effects of Child Welfare supervision on client outcomes is very limited (Collins-Camargo, 2007) due in part to the complexities that need to be addressed in the development of a research design that could isolate variables that could then be examined in research. Shulman (2010) points out that “we are still at the stage of understanding the mechanisms of change in supervision and practice, developing instruments to accurately measure them and trying to understand how they interact with each other” (p. 17). Thus, much work is needed before the effectiveness of supervision to impact client outcomes can be accurately assessed. Collins-Camargo in her final report on the SR QIC initiative to enhance supervision in Child Welfare states, “It appears that the intervention [the introduction of clinical supervision into Child Welfare in four demonstration sites] may be associated with some positive trends in client outcomes, although this is certainly not confirmable during the study period” (p. 152). Thus, a major area for future research is in the area of assessing the potential impact supervision in Child Welfare can have on client outcomes. While challenging to do, research in this area would help inform those in the field regarding what elements of supervision contribute to enhanced client outcomes.

In conclusion, effective supervision is primarily identified by considering its impact on beneficial and detrimental outcomes relating to supervisees, the implementation of practice models and programs, and the supervisor’s utilization of various supervisory functions. Assessing the effectiveness of supervision based on client outcomes has not been successfully addressed to date. The complexities of Child Welfare makes research in this area difficult but it is these complexities that make the relationship between effective supervision and change in client outcomes a potential area for future research.

This concludes this part of this review and the focus of this review will now shift to examining more closely information that relates specifically to training Child Welfare supervisors to provide effective supervision.

Training Child Welfare Supervisors to Provide Effective Supervision

Supervisory training has been identified as a critical pre-requisite to effective supervisory practice (Anderson, 2009; Bernard & Goodyear, 2009; Hess, Kanak, Atkins, 2009). However, Munson (2002) raises concern that in social work programs in the United States there has been a decrease in courses directly relating to practice content and supervision. Collins-Camargo and Groeber (2003) conducted an extensive needs assessment as part of a multi-state initiative to enhance Child Welfare practice and found that supervisory training was an urgent need within Child Welfare organizations in the catchment area for their project. Bernard and Goodyear (2009) in their text on clinical supervision challenge leaders within organizations to remember their ethical responsibility to ensure that supervisors are trained in supervisory practices. Supervisors also have an ethical responsibility to ensure they have sufficient knowledge and supervisory skill to provide supervision to others. Hess, Kanak and Atkins (2009) address the need for Child Welfare organizations to provide supervisory training and recommend that organizations develop a model and framework for supervision which integrates a continuum of professional development opportunities for experienced and new supervisors. This continuum of training would involve initial and on-going training, opportunities for peer support, access to mentors for supervisors, and clinical consultation.

While supervision and supervisory training are recognized as important in Child Welfare, there is a limited body of research that specifically addresses supervisory training in Child Welfare. Many of the articles relating to supervisory training in Child Welfare are related to initiatives implemented in the United States. As mentioned earlier in this document, one such initiative was led by the Southern

Regional Quality Improvement Center for Child Protection (SR QIC). Those involved in the SR QIC project on enhancing supervision in Child Welfare conducted a number of research projects affiliated with this initiative and summaries of these projects constitute a significant portion of the research articles examined in this review (Collins-Camargo & Millar, 2010; Collins-Camargo & Royse, 2010; Murphy & Goodson, 2007). Those individuals involved in the SR QIC initiative also developed several helpful documents that relate specifically to supervisory training in Child Welfare. These include but are not limited to: *Building Effective Training Systems for Child Welfare Agencies* (Kanak, Baker, Herz, Maciolek, 2008), which can be accessed at http://muskie.usm.maine.edu/helpkids/rcpdfs/Trainingassess_B060056.pdf; *Supervisory Training: Putting the Pieces Together* (Brittain, 2005), which can be accessed at <http://muskie.usm.maine.edu/helpkids/pubstext/Supervisorytraining.zip> (Note: This is a very large document and takes time to open. When it does it will appear as a series of Word documents which you will need to open and/or save); and *Assessing Your Supervisory Training: Trainer's Guide* (Brittain, 2005), which can be accessed at <http://muskie.usm.maine.edu/helpkids/rcpdfs/SupervisorCurr.pdf>. An up-to-date list of supervisor resources gathered from across the United States is also available at <http://muskie.usm.maine.edu/helpkids/SupervisionProject/SupervisorResources.pdf>.

Other sources of information on supervisory training in Child Welfare frequently described supervisory training as it related to specific Child Welfare programs. For example, Atukpawu, Mertinko, Graham and Denniston (2012) summarized and analyzed findings from six supervisor training demonstration projects designed to strengthen the supervision provided to Child Welfare staff working with youth in foster care. These authors provide a summary of challenges, successful strategies, and lessons learned which are related to the development and delivery of supervisory training in Child Welfare. These include the importance of involving clients in the training of supervisors. In this particular initiative, older youth involved in foster care shared with supervisors their experiences of

being in foster care during supervisory training. On-line training resources were also utilized in this training and training opportunities were made available to other parties involved in providing services to older youth in foster care. While more research is needed to examine the long-term effects of this training, the initial evaluations of the program are positive.

Lietz and Rounds (2009) discussed the development of a strengths-based model of supervision that incorporated key principles from the organization's practice model, Family-Centered Practice (FCP). The organization's management had invested in training their staff in FCP for several years and were concerned that even after this training the strengths-based model of family-centered practice was being inconsistently utilized in practice. The developer of the FCP model (Cohen, 1999) proposed that the model could be undermined if supervisory practice did not parallel the model's principles. Based on this premise, the organization decided to develop a training program for agency administrators and supervisors that incorporated the principles of their FCP treatment model. The primary principle of the FCP model was a focus on family strengths rather than the family's problems.

Incorporating a strengths perspective in supervisors' training involved acknowledging the participants' expertise, and collaborating with the participants in the development of the training. Collaboration with the participants in the development of the training began prior to the actual training and involved the trainers utilizing an on-line survey that was sent to all employees working in child protection to assess their current understanding of supervision. Open and closed questions were utilized in the survey and three subscales were created that measured: (1) supervisor availability, (2) the supervisor/supervisee relationship, and (3) the level of critical thinking that occurred in supervision from the perspective of the supervisee. Information on three additional items was gathered: (1) hours of supervision received by the supervisee per week, (2) whether or not they participated in group supervision, and (3) their level of satisfaction with their supervision. Regression analysis was used to

examine which variables predicted the survey participant's satisfaction with supervision. It was found that years of experience and the number of hours spent in supervision were *not* significant predictors of supervision satisfaction. However, the following factors were significant predictors of the supervisee's satisfaction with supervision:

- Supervisor availability
- The quality of the supervisor/supervisee relationship
- The level of critical thinking, and
- The respondent's participation in group supervision.

These findings and information from the open-ended questions were incorporated in the development of the training to be offered to supervisors. Quotes from the employees (the survey respondents) were incorporated throughout the supervisors' training curriculum which allowed the employee's input to be evident throughout the training. The use of these quotes had a significant impact on the training, and supervisors were particularly engaged when anonymous quotes from their own supervisees were shared. These quotes helped the content come alive. While many of the employees' comments referred to how supervision could be improved, the majority of the statements (509 of 967) emphasized positive aspects of supervision in the agency. Thus, by sharing these comments, the good work being done was acknowledged as well as suggestions for improvement.

The results of the analysis of the qualitative elements of the survey also identified three themes relating to effective supervision: (1) having a relationship with their supervisor that was based on respectful give-and-take interactions, (2) availability of the supervisor and the respondent's desire for scheduled, ongoing supervision, and (3) comments relating to the supervisor modeling strengths-based practice (i.e. respondents indicated they wanted feedback about areas for improvement and they wanted their successes recognized and their strengths acknowledged).

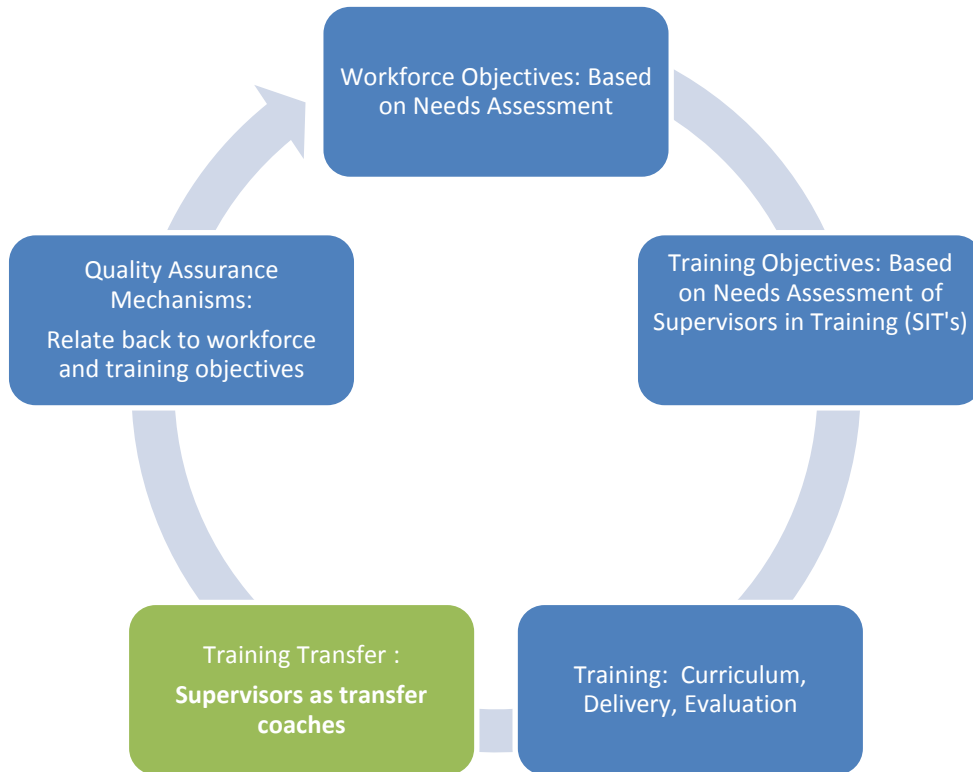
Lietz and Round's (2009) training included an evaluation completed by the participants at the end of the final session and a high-level of satisfaction with the training was indicated. A long-term research project has been designed to assess the impact this training series will have on the agency's supervision and practice but the results of this research are not yet available. However, Lietz and Rounds' article illustrates the trainers' attempts to develop supervisory training that:

- Addressed workplace objectives
- Highlighted the importance of supervisors acting as learning transfer coaches who facilitate the transfer of learning back into practice; and,
- Integrated on-going evaluations used to assess the effectiveness of the supervisory training to address both the supervisors' training objectives and the organizational objectives.

Amodeo, Bratiotis and Collin (2009), support these concepts in their article entitled *Examining perceptions of the impact of Child and Family Services review on training: Report from State training administrators*. In this article the authors' challenge the idea that training alone is the answer to rectifying problems identified by State reviews. Rather, based on their research they argue for a more integrated approach to training which addresses systemic change through the transfer of knowledge into the workplace. The following diagram illustrates an integrated approach to training supervisors in Child Welfare. Each of the elements in this diagram is described below the diagram.

An Integrated Approach to Training Supervisors in Child Welfare

Based on: Amodeo, M., Bratitotis, C., & Collins, M. A. (2009)



A brief description of each of the elements reflected in this diagram follows.

Workforce Objectives

- Assessed through Needs Assessment
- Leads to improvement in workplace performance
 - knowledge
 - skills
 - enhanced client service

Training Objectives

- Focus on practice
- Directly related to workforce objectives (outcome-based training)
 - Foundational to development of training curriculum, methods of delivery and means of evaluation for training

Training Curriculum, Delivery, Evaluation

- Judicious use of training, training is used for addressing issues for which training is known to have a positive impact
- Curriculum relates to practice-related outcomes
- Evaluation is two-fold: satisfaction with training content and delivery, training transfer assessed using quality assurance mechanisms

Training Transfer

- Supervisors are “transfer coaches.”
- Effectiveness of training is defined in terms of workplace objectives and assessed through quality assurance mechanisms

Quality Assurance Mechanisms

- Identify areas for future training. Areas that need to be addressed may be new or areas that need follow-up after initial training.

This approach to supervisory training situates the training within the context of the organization and highlights the importance of linking supervisory training to workplace objectives and quality assurance mechanisms. It also integrates participants’ learning objectives into the development of the training curriculum. The idea of supervisors being *transfer coaches* addresses the need for training to be

transferred back into practice. The transfer of the knowledge and skills developed during supervisory training is an important consideration and several sources of information addressing knowledge transfer as it relates to training in Child Welfare are reviewed below.

Transfer of Training

Training transfer is defined by Liu and Smith (2011) as the application of knowledge, skills, and attitudes learned from training to everyday practice. Supervisors have been identified as transfer coaches by Amodeo, Bratiotis, and Collins (2009) and the importance of capitalizing on an organization's training investment (i.e. personnel, time and training dollars) is highlighted by Knight and Rubin (2011). Curry, McCarragher and Jenkins (2005) conducted research in which they examined transfer of learning support variables and found that transfer of learning was impacted by: (1) supervisory and co-worker support, (2) application planning and (3) caseload size. Antle, Barbee, and van Zyl (2008) expanded on the work of Curry et al. and developed a complex model for transfer of learning and conducted research to assess the validity of the model. Their research findings contradicted earlier studies on transfer of learning in that Antle, Barbee and van Zyl found that immediate learning was predictive of transfer of learning in conjunction with learning readiness, and management support for training. This study also found that the trainee's learning readiness predicts transfer of learning. Supervisors who viewed learning as being important and who were open to learning new things were more likely to reinforce practice skills in their everyday work. Individual characteristics including ability and self-efficacy also impacted learning transfer. These authors raise concern that due to the constant change that occurs within Child Welfare, and the persistent staff turn-over, workers may feel overwhelmed by the frequent changes and become less open to learning.

Finally, organizational support of training was found to predict learning and transfer. In this research this was identified as management support of supervisors. This finding supports previously

conducted research on the transfer of learning and Antle, Barber and van Zyl (2008) identify four important implications of their research that are relevant to Child Welfare training. These are:

- *Trainers need to explain the relevance of training to trainees.* When trainees saw training as being useful they had greater knowledge gain (immediate learning). Learning was in turn related to training transfer.
- *Learning readiness is related to higher levels of training transfer.* Trainers may want to identify learners who are ready to learn (i.e. through the use of a learning readiness scale) and provide training firstly to these individuals. This approach allows training resources to be utilized by those who are ready to learn. Antle et al. also suggest that a person's openness to learning may be an important hiring criterion as Child Welfare personnel are constantly being trained in new concepts and skills.
- *Training reinforcement following the formal training program is important* to ensure training transfers into practice. Training refresher courses for supervisors/teams who complete training is one form of training reinforcement.
- *Maximizing organizational support for training is key* to the transfer of learning. This research identified management's support of supervisors as being a primary predictor of training transfer.

Information specific to the transfer of training for supervisory training in Child Welfare is provided by Brittain (2005b) in her document *Assessing Your Supervisory Training: Trainer's Guide* available from <http://muskie.usm.maine.edu/helpkids/rcpdfs/SupervisorCurr.pdf> . Of particular interest is a chart *Transfer of Learning Strategies* included on page 13 of the document. This chart provides ideas for ways to enhance learning involving different groups of individuals (i.e. trainees, trainers, co-workers and supervisors) that are to be conducted before, during and after a training session. The following

portion of this chart taken from pages 13 and 14 of this document shows the transfer of learning strategies indicated for supervisors.

Things Trainees, Trainers, Co-workers & Supervisors Can Do To Help Transfer Training Back to the Job			
	Before	During	After
Supervisors	<ul style="list-style-type: none"> • Be involved in the planning and development of training. • Stress the importance of self-development from the start of employment; Encourage development of self-monitoring skills. • Convey training and application as a priority; Help workers see the need for training (connection to improved performance, self-development, agency mission and goals) as well as both learning and doing. • Decide when there is a need for training (only send learners with an identified training need, so they're the right learners at the right training at the right time.) • Conduct pre-training conference with trainee; discuss workshop expectations. • Assess prior learning experiences; identify what helped or hindered learning and application. • Clarify goals, roles, roles and interpersonal expectations; consider developing a learning contract or action plan. • Help workers identify cases/situations relevant to an upcoming training. 	<ul style="list-style-type: none"> • Insure there are no distractions (cover for trainee if necessary) • Convey that training is a priority • Discuss training and application with worker between sessions, if multiple-day training. • Attend training. 	<ul style="list-style-type: none"> • Reduce barriers to application of new skills. • Provide worker opportunity to try out new skills, and reinforce usage; May need some over-learning. • Observe the use of new skills and provide performance feedback (coaching). • Provide support during the time when results are reduced because of new skills. • Meet with supervisee within a week to review key points in training and action plan. • In supervision, use questions to help the worker integrate learning, plan for application, promote greater depth in processing, attach new learning to previous learning and future application, utilize labels and general rules as well as identify exceptions, and see underlying principles of Child Welfare work.... • Have worker present learning at a team meeting. • Encourage other team members to think of possible applications. Provide continuous then intermittent reinforcement.

			<ul style="list-style-type: none"> • Encourage the worker to do memory work and reflect on interaction with clients. • Continue to monitor learning and application.
--	--	--	--

Brittain’s (2005b) guide provides an example of supervisory training that integrates Kadushin and Harkness’s (2002) supervisory functions as discussed earlier in this document. It speaks to commitment to organizational change and contextualizes supervisory training within the organization and within the broader cultural environment. Finally, it addresses the evaluation of training and the transfer of learning back into practice. Several handouts are provided in the appendices which may be adapted to supervisory training within another context.

In the next section, a discussion of the findings of this review is provided, which is followed by a number of recommendations for consideration by those involved in reviewing and potentially revising the training for Child Welfare supervisors in Alberta.

Discussion

Supervision in Child Welfare currently appears to be in a state of flux. The effectiveness of supervision which focuses on the assessment and management of risk and which emphasizes the utilization of the administrative supervisory function is being questioned. Supervision models integrating more of the support and education supervisory functions are being promoted. These emerging models are frequently referred to as *clinical supervision* in Child Welfare (Collins-Camargo, 2007; Dill & Bogo, 2009). However, controversy still surrounds the idea that clinical supervision has a place in Child Welfare (Collins-Camargo, 2007; Munson, 2002). Baglow (2009) based on his research argues that Child Welfare supervisors need to integrate all four supervisory functions as identified in the work of Kadushin and Harkness (2002) and Shulman (2010). The controversy surrounding approaches to supervision in Child Welfare amplifies the need for congruency between an organization's guiding principles, model of practice, and model of supervision. This congruency has been shown to impact the effectiveness of program implementation (Lietz & Rounds, 2009).

Having a model of supervision provides a way of making sense of supervision but does not guarantee that supervision will be effective. Rather, effective supervision is identified in a variety of ways including the impact it has on worker outcomes, the affect it has on the implementation of an organization's practice model and service delivery, and by the ability of supervisors to engage in a variety of supervisory functions in ways that encourage and support the professional development of workers. The quality of supervision was found to be predictive of a number of important variables including the development of worker's sense of self-efficacy, their commitment to staying employed in Child Welfare, their ability to manage their day-to-day work and the challenges encountered during their career in Child Welfare. Training supervisors to provide effective supervision is important strategically and ethically.

The research reviewed indicated that one-time classroom training for supervisors was not considered to be helpful. Rather, a mix of didactic training combined with on-going “learning labs” that reinforced the learning after the training was found to be more effective. Mentorship of supervisors, peer support, and case consultation were also important elements in effective supervisory training. An integrated approach to supervisory training that (a) identified both workplace and supervisors’ needs, and (b) addressed these needs in the development of supervisory training was considered to have particular relevancy. Recognizing the role supervisors played as transfer coaches was also important. Integrating the evaluation of supervisory training into the organization’s quality assurance mechanisms supports the importance of training supervisors and their influence on those they supervise.

Finally, the importance of ensuring training is transferred into the workplace is an important facet of supervisory training. Brittain (2005b) provides an interesting overview of strategies that can be used to increase the transfer of knowledge and skill acquired in training to the workplace.

In conclusion, the quality of supervision a worker receives has the potential to impact many factors that affect a worker’s professional development including their commitment to and employment with Child Welfare. The significance of the supervisory relationship makes the time and money invested in developing, implementing, evaluating, and continuously improving supervisory training within Child Welfare a solid investment for an organization’s resources.

Recommendations

The following recommendations are provided for consideration by those reviewing the current supervisory materials used by Human Services: Child Intervention in Alberta.

1. Engage supervisors in the review process and encourage conversations regarding how the knowledge generated and skills acquired during supervisory training will be transferred back into the workplace.
2. Review the existing model of supervision to ensure it reflects the principles and values embodied in the organization's practice model and programs.
3. Consider the context within which supervisory training is being offered. Address contextual and cultural factors in the supervisory training offered. Include contextual considerations in the development of plans for ensuring that transfer of learning occurs.
4. Focus supervisory training on preparing supervisors to integrate all four supervisory functions (administration, education, support and mediation) into their supervisory practices. The mediation role identified by Shulman (2010), although not discussed extensively in this review, is critically important as the supervisor's job is to successfully navigate the midland between the demands of upper management/administration and the supervisory needs of front-line workers.
5. Reinforce the transfer of learning by offering on-going training opportunities for supervisors including mentorship, peer support, and case consultation.
6. Continue to develop an organizational culture that acknowledges the importance of supervision and supports supervisory training.

References

- Altman, J. C. (2005). Engagement in children, youth and family services: Current Research and promising approaches. In G. P. Mallon & P. McCartt Hess (Eds.), *Child Welfare for the 21st century: A handbook of practices, policies, and programs* (pp. 72-86). New York, NY: Columbia University Press.
- Amodeo, M., Bratiotis, C., & Collins, M. E. (2009). Examining perceptions of the impact of child and family services reviews on training: Reports from state training administrators. *Administration in Social Work, 33*, 423-438. Doi: 10.1080/03643100903173032
- Anderson, G. R. (2009). Supervisors as leaders: A critical dimension for organizational success. In C. C. Potter & C. R. Brittain (Eds.), *Child Welfare supervision: A practical guide for supervisors, managers and administrators* (pp. 44-60). New York, NY: Oxford University Press.
- Antle, B. F., Barbee, A. P., & van Zyl, M. A. (2008). A comprehensive model for Child Welfare training evaluation. *Children and Youth Services Review, 30*, 1063-1080.
Doi: 0.1016/j.chilyouth.2008.02.002
- Atukpawu, G., Mertinko, E., Graham, E., & Denniston, J. (2012). Supervisor training to support principle-driven practice with youth in foster care. *Children and Youth Services Review, 34*, 680-690.
Doi: 10.1016/j.chilyouth.2011.12.015
- Baglow, L. (2009). Social Work supervision and its role in enabling a community visitor program that promotes and protects the rights of children. *Australian Social Work, 62*(3), 353-368. Doi: 10.1080/03124070902964632
- Barth, R. P., Chapman, M. V., Christ, S. L., Dickinson, N. S., & Lloyd, E. C. (2008). Child welfare worker characteristics and job satisfaction: A national study. *Social Work, 53* (3), 199-209.

Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision* (4th ed.). Upper Saddle River, NJ: Merrill.

Bogo, M., & Dill, K. (2008). Walking the tightrope: Using power and authority in Child Welfare supervision. *Child Welfare, 87*(6), 141-157.

Brittain, C. (2005a). *Supervisory training: Putting the pieces together*. Denver, CO: Butler Institute for Families, Graduate School of Social Work, University of Denver. Retrieved from <http://muskie.usm.maine.edu/helpkids/pubstext/supervisorytraining.zip>

Brittain, C. (2005b). *Assessing your supervisory training: Trainer's Guide*. Denver, CO: Butler Institute for Families, Graduate School of Social Work, University of Denver. Retrieved from <http://muskie.usm.maine.edu/helpkids/rcpdfs/SupervisorCurr.pdf>

Brittain, C. R. (2009). Models of Social Work supervision. In C. C. Potter & C. R. Brittain (Eds.), *Child Welfare supervision: A practical guide for supervisors, managers and administrators* (pp. 23-43). New York, NY: Oxford University Press.

Clark, S., Gilman, E., Jacquet, S., Johnson, B., Mathias, C. Paris, R., & Zeitler, L. (2008). Line worker, supervisor, and manager perceptions of supervisory practices and tasks in Child Welfare. *Journal of Public Child Welfare, 2*(1), 3-32. Doi: 10.1080/15548730802237304

Cohen, B. (1999). Intervention and supervision in strengths-based social work practice. *Families in Society, 80*(5), 460-466.

Collins-Camargo, C. (2006). Clinical supervision in public Child Welfare: Themes from findings of a multisite study. *Professional Development: The International Journal of Continuing Social Work Education, 9*(2), 100-110. Retrieved from <http://www.profdevjournal.org/articles/92100.pdf>

- Collins-Camargo, C. (2007). Southern Regional Quality Improvement Center for Child Protection structured clinical casework supervision projects: Final Report. Retrieved from <http://library.childwelfare.gov/cwig/ws/library/docs/gateway>
- Collins-Camargo, C., Ellett, C. D., & Lester, C. (2012). Measuring organizational effectiveness to develop strategies to promote retention in public Child Welfare. *Child and Youth Services Review, 34*, 289-295. Doi: 10.1016/j.chilyouth.2011.10.027
- Collins-Camargo, C., & Groeber, C. (2003). Adventures in partnership: Using learning laboratories to enhance frontline supervision in Child Welfare. *Professional Development: The International Journal of Continuing Social Work Education, 6*(2), 17-31. Retrieved from <http://www.profdevjournal.org/articles/62017.pdf>
- Collins-Camargo, C., & Groeber, C. (2005). Program summary: Testing the impact of structured clinical supervision in frontline public Child Welfare on organizational, worker practice and case outcomes. Retrieved from <http://www.nrccps.org/PDF/FrontlineSupervisionImprovementssummarySLOmtg.pdf>
- Collins-Camargo, C. & Millar, K. (2010). The potential for a more clinical approach to Child Welfare supervision to promote practice and case outcomes: A qualitative study in four States. *The Clinical Supervisor, 29*, 164-187. Doi: 10.1080/07325223.2010.517491
- Collins-Camargo, C. & Royse, D. (2010). A study of the relationships among effective supervision, organizational culture promoting evidence-based practice, and worker self-efficacy in public Child Welfare. *Journal of Public Child Welfare, 4*, 1-24. Doi: 10.1080/15548730903563053
- Csiernik, R., Smith, C., Dewar, J., Dromgole, L., & O'Neill, A. (2010). Supporting new workers in a Child Welfare agency: An exploratory study. *Journal of Workplace Behavioral Health, 25*(3), 218-232. Doi: 10.1080/15555240.2010.496333

- Curry, D., McCarragher, T., Dellmann-Jenkins, M. (2005). Training, transfer, and turnover: Exploring the relationship among transfer of learning factors and staff retention in Child Welfare. *Children and Youth Services Review*, 27, 931-948. Doi: 10.1016/j.chilyouth.2004.12.008
- Dill, K., & Bogo, M. (2009). Moving beyond the administrative: Supervisors' perspectives on clinical supervision in Child Welfare. *Journal of Public Child Welfare*, 3(1), 87-105.
- Falendar, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
- Ferguson, S. (2009). Clinical supervision in Child Welfare. In C. C. Potter & C. R. Brittain (Eds.), *Child Welfare supervision: A practical guide for supervisors, managers and administrators* (pp. 296-329). New York, NY: Oxford University Press.
- Frey, L., LeBeau, M., Kindler, D., Behan, C., Morales, I. M., & Freundlich, M. (2012). The pivotal role of Child welfare supervisors in implementing an agency's practice model. *Children and Youth Services Review*, 34, 1273-1282. Doi: 10.1016/j.chilyouth.2012.02.019
- Gibbs, J. A. (2001). Maintaining front-line workers in Child Protection: A case for refocusing supervision. *Child Abuse Review*, 10, 323-355. Doi: 10.1002/car.707
- Gibbs, J. A. (2009). Changing the cultural story in child protection: Learning from the insider's experience. *Child and Family Social Work*, 14, 289-299. Doi: 10.1111/j.1365-2206.2008.00595.x
- Giddings, M. M., Cleveland, P., Smith, C. H., Collins-Camargo, C. & Russell, R. G. (2008). Clinical supervision for MSWs in Child Welfare: A professional development model. *Journal of Public Child Welfare*, 2(3), 339-365. Doi: 10.1080/15548730802463587

- Goddard, C., & Hunt, S. (2011). The complexities of caring for child protection workers: The contexts of practice and supervision. *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community*, 25(4), 413-432 Retrieved from <http://dx.doi.org/10.1080/02650533.2011.626644>
- Hanna, M. D., & Potter, C. C. (2012). The effective Child Welfare unit supervisor. *Administration in Social Work*, 36, 409-425. Doi: 10.1080/03643107.2011.604403
- Hanna, S. (2007). Not so strange! An application of attachment theory and feminist psychology to social work supervision. *Aotearoa New Zealand Social Work Review (Spring 2007)*, 12-22.
- Healy, K., Meagher, G., & Cullin, J. (2009). Retaining novices to become expert Child Protection practitioners: Creating career pathways in direct practice. *British Journal of Social Work* 39, 299-317. Doi: 10.1093/bjsw/bcm125.
- Hess, P., Kanak, S., & Atkins, J. (2009). Building a model and framework for Child Welfare supervision. Retrieved from <http://muskie.usm.maine.edu/helpkids/rcpdfs/BuildingAModelandFrameworkforCWSupervision.pdf>
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work* (4th ed.). New York, NY: Columbia University Press.
- Kanak, S., Baker, M., Herz, L., & Maciolek, S. (2008). Building effective training systems for Child Welfare Agencies. Retrieved from <http://muskie.usm.maine.edu/helpkids/rcpdfs/Trainingassess-B060056.pdf>
- Knight, T., & Rubin, M. (2011). Training evaluation and the transfer of training. *Muskie School of Public Service: Review of Literature & Existing Research, June 2011*, 1-3.

- Lietz, C. A. (2008). Implementation of group supervision in Child Welfare: Findings from Arizona's supervision circle project. *Child Welfare, 87*(6), 31-48.
- Lietz, C. A. (2010). Critical thinking in Child Welfare supervision. *Administration in Social Work, 34*(1), 68-78. Doi: 10.1080/03643100903432966
- Lietz, C. A., & Rounds, T. (2009). Strengths-based supervision: A Child Welfare supervision training project. *The Clinical Supervisor, 28* (2), 124-140. Doi: 10.1080/0732522090334065
- Liu, J., & Smith, B. D. (2011). Transferring training to Child Welfare practice: Individual and collective efforts. *Children and Youth Services Review, 33*,149-156. Doi: 10.1016/j.childyouth.2010.08.027
- Mor Barak, M.E., Travis, D. J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Services Review, 83* (1), 3-32.
- Munson, C. E. (2002). *Handbook of clinical social work supervision* (3rd ed.). Binghamton, NY: Haworth Social Work Practice Press.
- Murphy, S. Y., & Goodson, J. (2007). Numbers alone do not tell the whole story: A program evaluation designed to generate evidence-based knowledge and practice in Child Welfare supervision. *Journal of Evidence-Based Social Work, 4*(3/4), 81-101. Doi: 10.1300/J394v04n03_06
- Parente, M. E. (2011). *Experience of Supervision Scale: The development of an instrument to measure Child Welfare workers' experience of supervisory behaviors*. Retrieved from http://digarchive.library.vcu.edu/bitstream/handle/10156/3339/Parente_Mary_PhD.pdf?sequence=1
- Potter, C. C. (2009). Child Welfare supervision: An overview. In C. C. Potter & C. R. Brittain (Eds.), *Child Welfare supervision: A practical guide for supervisors, managers and administrators* (pp. 3-22). New York, NY: Oxford University Press.

- Schmidt, G. (2008). Geographic location and social work supervision in Child Welfare. *Journal of Public Child Welfare, 2*(1), 91-108.
- Shulman, L. (2010). *Interactional supervision* (3rd ed.). Washington, DC: NASW Press.
- Sprang, G. Craig, C., & Clark, J. (2011). Secondary traumatic stress and burnout in Child Welfare workers: A comparative analysis of occupational distress across professional groups. *Child Welfare, 90* (6), 149-168.
- Stokes, J., & Schmidt, G. (2012). Child protection decision making: A factorial analysis using case vignettes. *Social Work, 57*(1), 83-90.
- Tsui, M. S. (2005). *Social work supervision: Contexts and concepts*. Thousand Oaks, CA: Sage.
- Westbrook, T. M., & Crolley-Simic, J. (2012). Perceptions of administrative and supervisory support in public Child Welfare. *Advances in Social Work, 13* (3), 603-617.

Part 2: Key Informant Interviews

Introduction

Supervisors in Child Welfare play a pivotal role in ensuring front-line workers maintain a high standard of service delivery that results in clients experiencing Child Welfare services as being helpful (Lietz & Rounds, 2009; Potter & Brittain, 2009; Baglow, 2009). This work is often done within an environment in which legislators and policy makers are quick to criticize the efforts of Child Protection¹ service providers, and demand tight regulation of Child Welfare organizations and their work (Amodeo, Bratiotis, & Collins, 2009; Goddard & Hunt, 2011). The demands of Child Protection work are rigorous and work-related stress is seen to be intrinsic to Child Welfare practice (Sprang, Craig & Clark, 2011). Nevertheless, workers describe effective supervision as enhancing their level of job satisfaction and influencing their decision to remain working in Child Welfare (Barth, Chapman, Dickinson, & Lloyd, 2008). Ineffective or poor quality supervision has been shown to contribute to worker burn-out and high rates of employee turn-over (Mor Barak, Travis, Pyun, & Xie, 2009).

The purpose of this report is to provide a summary of how six key informants in the area of supervision in Child Welfare describe effective supervision. Indicators of effective supervision are also identified, and vital elements of supervisory training identified by these individuals are discussed. This report begins with a brief overview of the methodology used in this study. The six participants interviewed are then introduced, and a summary of the themes identified in their responses to the three interview questions listed below is provided. A discussion section and recommendations for consideration by those involved in the development of supervisory training within Child Welfare conclude this report.

¹ Terminology varies depending on the context and in this report Child Welfare and Child Protection are used interchangeably.

Methodology

This qualitative research was conducted as part of a larger two-part study designed to identify current best practices in the area of supervisory training in Child Welfare. In part one of this study a literature review was completed which focused on identifying best practices in Child Welfare supervision and supervisory training. In part two of this study interviews were conducted with six key informants in the area of supervision in Child Welfare. These individuals were identified using a purposive sampling approach. All participants had conducted research and published on the topic of supervision in Child Welfare. In order to gain a broad perspective on the topic, participants from Canada, the United States, and Australia were interviewed. All participants agreed to be identified in the final report and to have their comments referenced to them. A brief overview of each participant's background in the area of supervision in Child Welfare is provided in the following section of this report.

Five telephone interviews and one Skype interview were conducted. The interviews were semi-structured and lasted for approximately one hour. Three questions guided the interview process:

1. How would you describe effective supervision in Child Welfare? (Process)
2. How would you know supervision was effective? (Indicators)
3. If you were developing a training program for supervisors in Child Welfare, what three or four elements would you consider vital to include in a supervisory training program? (Training content and approach)

All interviews were recorded, transcribed and then analyzed using Morse and Field's (1995) method of question analysis. The analysis involved sorting participants' accounts by question and then identifying themes reflected in the collective information gathered during the interviews. These themes are identified in the Findings section of this report and inform the recommendations provided at the end of this report.

Research Participants

Each of the following participants agreed to be identified in this report. All have conducted research and have published on the topic of supervision in Child Welfare. The participants are listed in alphabetical order.

Dr. Marion Bogo (MB), University of Toronto, Toronto, Ontario, Canada

Dr. Bogo conducted a study on supervision in Child Welfare with Katherine Dill (Bogo & Dill, 2008; Dill & Bogo, 2009). Their work provided information later used by Dr. K. Dill in the development of a guide entitled, *Broadening Horizons: Linking Evidence Informed Practice to Child Welfare Supervision* (2011), which is available at <http://www.partontario.org/non-member-guidebook>. Dr. Bogo has also conducted research on supervision in mental health (addictions services) and continues to research and publish in the broader area of supervision in social work practice.

Dr. Charmaine Brittain (CB), Program Manager, Erna and Brad Butler Institute for Families, University of Denver, Denver, Colorado, USA

Dr. Brittain has worked extensively in the area of improving organizational effectiveness in Child Welfare organizations and agencies. She has also been involved in strengthening professional education for Child Welfare workers. At the Butler Institute for Families she has led numerous workforce projects focused on organizational development and has written curricula on a range of topics including training materials for supervisors in Child Welfare. Her supervisory training guide *Putting the Pieces Together: Supervisor Core Curriculum* (2005) has been adopted by several states in the USA. Dr. Brittain co-edited *Child Welfare Supervision* with Dr. C. Potter in 2009. She continues to be involved in developing training materials and providing consultation services for Child Welfare organizations and agencies in the USA

and Canada. In 2011, Dr. Brittain was honored with the *Distinguished Service in Training* award from the National Staff Development and Training Association in the USA.

Dr. Crystal Collins-Camargo (CC-C), Assistant Professor, University of Louisville, Louisville, Kentucky, USA

Dr. Collins-Camargo was employed as a Child Welfare worker, supervisor and administrator before going into academia. Her primary study on supervision in Child Welfare was conducted during a 5-year quality improvement project focused on enhancing Child Welfare practices in 10 southern states in the United States of America (Collins-Camargo, 2007). Her research focused on work done in four of the ten states and examined the implementation of a more clinical approach to supervision in Child Welfare (Collins-Camargo, 2006). Dr. Collins-Camargo more recently conducted a secondary analysis of Child Welfare survey data from Missouri which examined workers' perceptions of organizational culture and supervision (Collins-Camargo & Royse, 2010). Dr. Collins-Camargo continues to study supervision in Child Welfare and is involved in the development of supervisory training in a number of US states.

Dr. Robert Lonne (RL), Professor, Queensland University of Technology (QUT), Brisbane, Queensland, Australia

Dr. Lonne has worked in statutory Child Protection in Australia. He is a professor in the School of Public Health and Social Work at QUT and focuses his research on statutory Child Protection workforce issues, rural social work, social work ethics and work-related stress. His research includes studies on rural social work practice including the recruitment and retention of social workers, and on supervision and management in rural practice. Most recently, Dr. Lonne has been focusing on *designing-in* ethical practice within Child Welfare organizations and agencies. He sees this work as particularly important because statutory Child Protection involves people who are vulnerable and the impact of practice decisions are far-reaching and have a significant impact on children, families and communities. Ethical

Child Welfare practice also requires an ethical framework for supervisory practice. Dr. Lonne recognizes Child Welfare outcomes are not what they should be and that change needs to occur within Child Welfare practice including Child Welfare supervision. Ethical frameworks and guidelines for effective supervision supporting these change initiatives are required.

Dr. Cathy Potter (CP), Professor, Associate Provost for Research, Executive Director, Erna and Brad Butler Institute for Families, University of Denver, Denver, Colorado, USA

Dr. Potter began her career as a Child Welfare worker. She also supervised in a number of private agencies that did work for Child Welfare prior to returning to university to complete her PhD. Currently, she provides leadership to a group of academics and practitioners who offer training, technical assistance to Child Welfare organizations and agencies, and conduct research in the area of Child Welfare practice. Dr. Potter's group also does extensive work in the area of developing and implementing supervisory training in Child Welfare and in 2009 Dr. Potter co-edited a leading text on supervision in Child Welfare with Dr. Brittain (Potter, 2009; Potter & Brittain, 2009).

Dr. Glenn Schmidt (GS), Professor, University of Northern British Columbia, Prince George, British Columbia, Canada

Dr. Schmidt worked as a front-line Child Welfare worker and as a supervisor in Child Welfare prior to commencing his academic career. Dr. Schmidt also supervised social workers and nurses within a mental health setting. His research interests include worker recruitment and retention in rural Child Welfare practice, and he has written about the impact geographical location has on supervisory practices in Child Welfare (Schmidt, 2008). Dr. Schmidt continues to do research in the areas of supervision in Child Welfare and social work practice. His research topics include decision-making in Child Protection, supervision in northern remote areas, the emergence of supervisors in large Child Welfare agencies, and the retention of Child Welfare workers in northern communities.

Prior to being interviewed, all participants were provided a brief overview of this research project and a list of the questions that would guide the interview process. Upon completion of each interview, the data collected was analyzed as described above. In the following section of this report, the themes relating to each of the three questions are identified. Select quotations are used to illustrate each theme.

Findings

The following section is organized around the three questions that guided the interview process.

Question #1: How would you describe effective supervision in Child Welfare?

Theme #1: Effective supervision requires supervisors to engage in a variety of supervisory functions.

All of the participants in this study stated their research supported the supervisory functions identified by Kadushin and Harkness (2002). These functions include administration, support, and education. Effective supervision was described as also attending to the relationship that exists between the supervisor and the supervisee (Shulman, 2010). These supervisory dimensions take on their meaning within the organizational culture within which supervision occurs. Environmental factors (e.g., political dynamics and geographical location) can affect the amount of emphasis a supervisor will place on each of the supervisory dimensions.

Theme #2: Effective supervision requires supervisors to have Child Welfare practice knowledge, skill and experience that is current and specific to the practice of their supervisees.

Effective supervisors are competent in utilizing their practice wisdom and their understanding of the supervisory process in ways that support the on-going professional development of those they are supervising. As workers become better acquainted with their job responsibilities they want their

supervisors to have the practice knowledge, skill and experience required to consult on difficult matters that are beyond the workers' current levels of knowledge and experience. The supervisor's ability to move supervision beyond *what* to do to *how* to work with challenging families was identified as an important aspect of effective supervision.

Theme #3: Effective supervision promotes the transfer of learning.

Supervisors play a vital role in reinforcing training provided within and external to supervision (i.e. through workshops and/ or seminars). Workers emphasize the importance of learning within their work environment and when new practice approaches are being introduced workers value having their learning reinforced through on-going supervision. Effective supervision provides:

- An opportunity for supervisees to learn within their respective teams/unit
- Reinforces and supports on-going professional development by providing opportunities for supervisees to:
 - Observe others practice (i.e., observation of excellence in practice)
 - Practice their developing skills
 - Have their work observed either "live" or through the use of audio or visual recordings (i.e. Client consent required)
 - Reflect on their practice as close to the practice as possible, and
 - Discuss how interventions are informed by practice literature.

Theme #4: Effective supervision occurs within a positive supervisor/supervisee relationship.

The dimensions of a positive supervisor/supervisee relationship are often very similar to those of a positive worker/client relationship. In a positive supervisor/supervisee relationship there is an agreement on goals for supervision, a shared understanding of how the supervisor/supervisee will work together, and a bond between the supervisor and the supervisee that provides the supervisee with a

sense that his/her supervisor cares about him/her as a person, is interested in his/her well-being, and that his/her supervisor will be supportive if the supervisee gets stuck in his/her practice. The supervisee feels generally supported within the supervisory relationship. A negative supervisor/supervisee relationship is seen to contribute to negative outcomes for workers (i.e., burn-out, high rates of turnover among Child Welfare staff, etc.).

Theme #5: Effective supervision promotes cultural and community awareness.

Several of the participants emphasized the importance of effective supervision promoting cultural and community awareness. While seen to be important in all contexts, participants involved in rural Child Welfare practice stated workers were not necessarily trained in their educational programs to recognize the importance of culture in Child Welfare practice.

Theme #6: Effective supervision espouses a learning culture in which supervisees are engaged in their own professional development and support others in theirs.

Effective supervision needs to occur within a system that supports supervision and on-going professional development. The development of a learning culture is an essential aspect of effective supervision.

Question #2: How would you know supervision was effective? (Indicators)

The indicators of effective supervision identified in this study cluster around three types of outcomes: client or service related outcomes, organizational outcomes, and worker-related outcomes.

Dr. Robert Lonne (RL) in describing effective supervision stated

QUOTE: It [effective supervision] absolutely has to be about the outcomes for clients, organizational imperatives, and the training and educational aspects of supervision. Client outcomes are about quality assurance – making sure that clients are getting good service: people coming away from receiving a service feeling like it helped them in the broadest sense.

From the perspective of Child Welfare clients the relational and process outcomes are absolutely critical. [Do clients feel] they have been treated fairly, given opportunities to have their views put forward, and provided relevant information about their rights? Do clients believe there was a genuine and caring exchange in the relationship? Research shows that when people feel they have been treated inclusively, treated in ways that helped them address life issues, they rate the impact and the outcomes of the services they received much more highly – they value it. [These types of outcomes] must come out of supervision.

Several of the participants also discussed how these different types of outcomes were operationalized in their research. Worker outcomes for example were operationalized by a number of the participants in terms of worker retention. While this type of specificity is required within a research context, in supervisory practice the specific meaning ascribed to each indicator will be influenced by contextual factors present within the supervisory context. For example, the first indicator identified below *standards for service* may be defined more broadly at a Provincial level. However, standards of service need to be operationalized more specifically within the context of a particular organization's or agency's model of service delivery and standards of practice.

Indicator #1: Effective supervision improves or maintains high standards of service.

All participants in this study identified effective supervision as impacting the quality of service delivery. The challenges of researching the relationship between supervision and the quality of service delivery were discussed but regardless of these challenges the quality of service delivery was considered to be an indicator of effective supervision. The role a supervisor has in the development of the array of services offered within a community was also identified as being an important aspect of effective supervision.

QUOTE: A key way to enhance the quality of service delivery is through supervision. Training is another. One-on-one supervision, as well as peer and group supervision are central to shaping and reshaping service delivery. (MB)

QUOTE: Bottom line is the quality of practice of the workers in their unit is the best indicator of the effectiveness of supervision. Supervisors need to pay attention to the culture of the unit. Some can be really toxic and some can be really empowering. That's often not just about competence but about something else. The culture of the unit is a key indicator of the effectiveness of supervision, workforce outcomes, and subsequently the experience of clients. (CP)

QUOTE: There's an important role for supervisors [to fulfill by] working collaboratively in the community as part of the system of care. [This involves] maintaining relationships and working within the human services community so that Child Welfare is represented and playing its part in the development of the overall service array. That looks different if you are working in an urban setting rather than in a rural setting where you are representing the overall larger agency. (CC-C)

Indicator #2: Effective supervision results in acceptable levels of compliance to an organization's policies and procedures.

Child Welfare work takes place within an organization (MB). An important function of the Child Welfare supervisor is to serve as a conduit between the broader organization and the team.

QUOTE: The supervisor helps to interpret, to soften, and to put into context for the worker what is happening in the larger organization . . . Sometimes the decisions being made are difficult to understand on the front-line and sometimes they're hard to justify. Sometimes workers just don't have the context to know where the decisions are coming from and how and why the decisions

are being made. It's important that the supervisor is as plugged in as possible and can interpret them within the local context. (CC-C)

QUOTE: As a supervisor you want to be cognizant of the vision of the organization or agency, the mission statement, things of that nature, and to ensure that in your supervision and your workers' performance there is consistency. Sometimes that [consistency between organization imperatives and practice] may be out of your control as a supervisor. The reality of the work [may be] very different from the mission statement that is out there and that can create problems; but ideally as a supervisor you want to ensure that there is continuity between a sensible mission statement that makes a logical argument in terms of the work that is being done, the type of supervision you do, and the output or performance of the worker. (GS)

QUOTE: However, if practice is in fact too proceduralized then you actually have to wind that back. We need to back away from a narrow and highly prescriptive range of procedures to focus more on the nature of the relationships and giving over to professional staff more discretion about the way they approach people. But that has to go hand-in-glove with workers being well trained. (RL)

Indicator #3: Effective supervision contributes to positive worker outcomes including worker retention and worker well-being (i.e., workers thrive within the work environment).

QUOTE: In supportive supervision, the supervisor acts as a team leader and focuses on ensuring supervisees are managing the challenges and stresses encountered during their practice. Enhancing job satisfaction and workers' motivation for remaining in the profession are important elements of supportive supervision. Worker job satisfaction has been shown to be affected by workers' perceptions of the support they have received from their supervisors. (CB)

QUOTE: It isn't enough for workers to be on the job. They have to be alive, vibrant and engaged!
(MB)

QUOTE: It is important for supervisors to pay attention to how a new worker is adjusting to Child Welfare work and when a worker may need additional support. Sometimes people will hide anxiety, stress and adjustment issues so it is very important to create an environment in which workers feel safe to express some of their feelings. (GS)

Indicator #4: Effective supervision is ethical and addresses the appropriate use of power and authority in Child Welfare practice and supervision.

Several of the participants talked about effective supervision in terms of power and authority. One participant used the term *ethical practice* as an indicator of effective supervision. In the following quotes, values and practices associated with ethical practice in Child Welfare are identified as indicators of effective supervision.

QUOTE: "Designing-in" what is called "ethical practice" is important. If you're not careful you can have a dual process between supervisor and staff member that is a power imbalance, a power-over process that can be mirrored in the staff/client relationship. The ways people feel they are treated by their organization can actually be replicated in how clients feel staff deal with them. Effective supervisors make sure supervision is a respectful process and models what supervisors want their staff to do with clients. The way people have been supervised comes out in their relationships with clients.

Those involved in Child Protection work are involved with people who are vulnerable . . . There is a need for an ethical framework for use within practice and in particular supervision. (RL)

QUOTE: A specific part of supervision needs to [provide opportunity for workers to] work through their relationships with their difficult clients and to discuss where their work is going well and where it isn't going well. This gives opportunity for supervisors to discuss ethical components of good practice: treating people with respect, allowing people space to highlight what their issues are, providing people with good information, and showing your clients that you are accountable. The use of power is central to that. [An indicator of effective supervision involves] talking with people in supervision about how they use power and about their approaches to carrying authority. (RL)

QUOTE: You may have a worker that lives and works in a small community who is providing services to neighbors and relatives and you often run into issues of dual or multiple relationships. You can't avoid them - particularly if you are the only worker there - you have to deal with the work. As a supervisor I've tended to engage workers in discussions of power where we talk about the power differential. What is the potential for them to abuse the relationship because they have power? . . . In Northern remote practice you can't avoid dual relationships. [You need to consider] how you deal with them by looking at them from a power dynamic perspective. How can you equalize some of that power, and how can you provide reasonable protection to the client so you won't abuse the power you have? (GS)

Indicator #5: Effective supervision is contextually appropriate.

In effective supervision, supervisors consider critical contextual factors and adjust their supervisory approaches accordingly. Contextual factors identified by the participants in this study include: the worker's knowledge, skill and experience; external factors that affect the organization and their service delivery; and geographical factors that influence cultural and community variables.

QUOTE: Supervision has to be contextually appropriate. If you are supervising someone who has just graduated, the person may want more directive supervision. As people get farther into their careers, they actually know what to do and supervision becomes more about how to do the work. Supervision needs to become more reflexive and flexible. If a worker is highly competent the last thing the person needs is highly directive, 'helicopter' supervision. Effective supervision is contextually appropriate to staff members and their individual levels of development. (RL)

QUOTE: Social workers need to have a grounded model of competency in Child Welfare so they have a clear framework around which they are conducting supervision. Supervisors need to have a concept of the required competencies so the supervisor and supervisee can do a needs assessment and decide how to develop the worker's competencies. Competencies are not mechanistic and cannot be evaluated by checking off boxes but rather involve the development of different thinking levels – beginning, middle and expertise. In effective supervision the supervisor and supervisee attend to the competencies a supervisee needs to develop to be in a more senior work category. (MB)

Indicator #6: Effective supervision processes are differentiated from performance management processes.

Supervisors need to have an understanding of the knowledge and skills required by Child Welfare workers and to conduct their supervision around the on-going development of these competencies. In effective supervision, a supervisor is able to highlight when there is a performance inadequacy and when it is necessary to move into a performance management process rather than a regular supervisory process.

QUOTE: Performance evaluation is an important part of the supervisory process. A good Child Welfare supervisor is able to do the agency required performance evaluation but within the

broader context of the professional development of the worker. The supervisor needs to look at a worker's performance within the context of being able to assess the worker's skills [and] how he/she is managing the job. They need to have an on-going plan for the professional development of the worker. (CC-C)

QUOTE: There should be an effective performance review system. It shouldn't be punitive but it should be developmental with a good focus on strengths and goal setting for areas a worker wants to improve in. Some organizations are very poor around performance appraisals and people may not have one done in years and that can create difficulties. (GS)

QUOTE: Not everybody should be doing Child Welfare work and I think supervisors need to make those hard decisions and sometimes counsel people out of the work/profession – I don't mean that in the therapy sort of a way - but to be able to determine if this is a worker we will be able to mold to be able to do this kind of work and if so being willing to do the hard work with him/her whether that means going out and working with clients in tandem, or modeling, or setting corrective action plan. Or if we recognize that this is someone who is not suited to do this work, we need to consider how we can make that decision together before somebody [long pause] . . . because lives are at stake. (CC-C)

Question #3: If you were developing a training program for supervisors in Child Welfare, what three or four elements would you consider vital to include in a supervisory training program?

Supervisory training was identified by all participants as being important. However, supervisory training alone was seen to be insufficient to ensure supervision was effective. Rather, participants spoke about supervisory training needing to be nested within systems that support supervisors and the on-

going development of Child Welfare workers. One-time, initial training sessions were also seen to be insufficient. Crystal Collins-Camargo captured the need for an on-going approach to supervisory training when she stated

QUOTE: Supervisory training needs to go beyond a “spray and pray” classroom training to involve a peer-to-peer process. On-going learning and sharing is absolutely critical because it serves a number of functions. For example, it helps supervisors hone and develop skills, provides an opportunity for collegial consultation, and builds peer support. All those things should be a part of supervisory training. (CC-C)

During the first interview, it became apparent that the term “elements” could be interpreted as *content areas* to be addressed in supervisory training or *approaches* to supervisory training. Subsequently, participants were invited to speak to content areas or approaches or both. All participants indicated there were more than 3-4 elements they would include in supervisory training. Thus, the content areas identified in the following table are considered to reflect training elements that were top-of-mind for those interviewed rather than being an exhaustive list of training approaches and content areas to be addressed in supervisory training.

Content Areas to be addressed in Supervisory Training

Three major content areas were identified during the key informant interviews. These included: supervisory roles and functions, the integration of evidence/data into Child Welfare and supervisory practice, and the development and support of the person- of- the- supervisor. Each of these content areas is identified in the table below and the knowledge requirements and associated tasks identified for each area are specified.

CONTENT AREA #1: SUPERVISORY ROLES AND FUNCTIONS – WHAT THEY ARE AND THE NEED TO INTEGRATE ALL INTO SUPERVISORY PRACTICE.			
Four supervisory roles and functions were identified and the knowledge requirements and associated tasks are listed below.			
Supervisory Function	Role	Knowledge Requirements	Associated Tasks
Administrative	Manager	<ul style="list-style-type: none"> • Organization or Agency values, mission and context • Agency or organization’s practice model and standards of practice, how these reflect the values and mission of the agency or organization and how they are impacted by contextual factors • Performance expectations and review process • Human Resource (HR) policy and procedures 	<ul style="list-style-type: none"> • Staff recruitment and selection (if not handled by HR department) • Managing workload for the unit or supervisory team • Monitoring, reviewing and evaluating work • Communicating with staff and upper management • Working with community and other agency service providers • Managing change processes • Managing workload for the unit or supervisory team • Monitoring, reviewing and evaluating work • Communicating with staff and upper management • Working with community and other agency service providers • Managing change processes
Supportive	Team Leader	<ul style="list-style-type: none"> • Group/team processes and how to develop a team that supports on-going learning while upholding high standards for service delivery • Signs of worker stress and mental health concerns • Stress management strategies 	<ul style="list-style-type: none"> • Attending to workers’ functioning and identifying when additional support may be required • Attentive listening • Reassurance and

Supportive - continued	Team Leader - continued	<ul style="list-style-type: none"> • Effective communication within a team 	<p>encouragement</p> <ul style="list-style-type: none"> • Recognition of accomplishments and work well-done • Stress management strategies for individuals and within the supervisory team
Educational	Coach/ Mentor	<ul style="list-style-type: none"> • Background and education of supervisees • Approaches to adult learning that can be integrated into supervisory process • Practice knowledge, skill, and experience 	<ul style="list-style-type: none"> • Initial orientation of workers to the job • Conducting a needs assessment with supervisee to identify strengths and areas for professional development • Contracting with supervisee regarding goals for professional development • Teaching and coaching skills. Teaching was defined as initial information dissemination and skill building and coaching was described as the on-going process of enhancing and developing advanced knowledge and skills • Evaluation and support for on-going professional development
Mediation	Advocate	<ul style="list-style-type: none"> • Knowledge of the organization or agency, environmental and contextual factors influencing decision-making regarding service model and delivery • Organization and community services • How to both advocate for staff with upper management and how to interpret and implement organizational imperatives within day-to-day practice. 	<ul style="list-style-type: none"> • Collaboration with community partners in the development of the overall service array • Gathering information regarding change initiatives and communicate these from management to workers and from workers to management. • Identifying and addressing barriers to implementing change required by the organization or agency.

CONTENT AREA #2: THE INTEGRATION OF EVIDENCE/DATA INTO CHILD WELFARE AND SUPERVISORY PRACTICE	
The need for Child Welfare practice and supervision to be informed by sound research and organizational data was emphasized. The knowledge requirements and associated tasks are identified below	
Knowledge Requirements	Associated Tasks
<ul style="list-style-type: none"> • How to access evidence/data and keep up-to-date with the latest evidence • How to interpret evidence/data • How to applying evidence/data into practice • How to assess subsequent changes in practice and alter practice as necessary to enhance outcomes (client, worker, agency/organizational outcomes) 	<ul style="list-style-type: none"> • Supervisors need to stay familiar with current research and best practice literature in the service areas they are responsible for supervising and integrate this information into their supervision. Supervisors can also encourage workers to remain current in their understanding of evidence informed practice by having them discuss practice decisions in light of current best practices.
CONTENT AREA #3: PERSON OF THE SUPERVISOR	
The on-going personal and professional development of the supervisor was considered to be an important aspect of supervisory training.	
Knowledge Requirements	Associated Tasks
<ul style="list-style-type: none"> • Self-awareness <ul style="list-style-type: none"> ○ Knowledge and strengths as a practitioner/supervisor ○ Cultural background and implications for supervisory practice ○ Sensitivities and the potential for transference and countertransference within supervision ○ Potential gaps and blind-spots in approaches to supervision ○ Stress management strategies 	<p>Note: While several participants made reference to the importance of supervisors being self-aware, no-one identified specific tasks associated with this aspect of being an effective supervisor. The importance of supervisors acting with integrity is discussed by Anderson (2009) who sees self-awareness as being essential if a supervisor is to be trustworthy in their actions with supervisees and others within the organization or agency.</p>

Approaches to Supervisory Training

The participants interviewed in this study identified both initial training for supervisors and on-going coaching focused on the professional development of supervisors as important approaches to supervisory training in Child Welfare. They also spoke of supervisors needing to be trained in the organization or agency's model of practice and the importance of having supervisors' training updated as an organization or agency's model of practice evolves over time. This type of on-going training supports supervisors and the critical role they have in ensuring workers are well trained and able to implement the practice/service model of the agency or organization. Supervisors also need to be

involved in the process of developing initial and on-going supervisory training. Training needs to be transferred into practice, and effective, on-going supervisory training and support helps ensure transfer of learning occurs.

In summary, supervisory training was identified as important in Child Welfare organizations and agencies. A number of the participants identified that supervision over the last two decades has placed an over-emphasis on risk management and the administrative aspects of supervision. Effective supervision requires supervisors to integrate a variety of supervisory functions including administration, support, education, and mediation. Supervisory training needs to help supervisors become reflexive and flexible in the use of these functions.

The assumption that new supervisors promoted up through the ranks of Child Welfare will have the knowledge and skill required to be an effective supervisor was challenged. The key informants stated that supervisors needed to have practice knowledge and experience but also needed training to assist them in developing their management skills, group/team process skills, and their capacity to effectively support the on-going professional development of Child Welfare workers. Learning within an environment that is under on-going external scrutiny and criticism presents many challenges. However, as Dr. Marion Bogo emphasized, “There is a need for even adverse outcomes in practice to be treated as learning experiences rather than situations in which we determine who we can blame.” Finding a balance between the need to support on-going learning and the need to have supervision support and enhance high standards of service delivery requires a delicate point of equilibrium. Supervisors play a pivotal role in ensuring this delicate balance is addressed.

Discussion

The need for Child Welfare supervision to be effective in producing positive client, worker, and organization or agency outcomes was supported by those involved in this study. The need for supervisory training in Child Welfare was also clear. Nevertheless, a number of tensions were identified that need to be addressed by those involved in developing and implementing Child Welfare supervisory training. Firstly, the tension regarding what constitutes effective supervision needs to be considered. A number of participants emphasized that effective supervision involved the supervisor adeptly moving between different supervisory roles (i.e., team leader, manager, advocate, and educator) in order to fulfill the demands or tasks required to fulfill various supervisory functions (i.e., administration, education, support and mediation). The demands placed on a supervisor were seen to be affected by the nature and work of the organization or agency, the practice knowledge and level of competency of those being supervised, the rate of staff turn-over, and the nature and frequency of organizational change. External factors such as geographical location can also affect how a supervisor balances their involvement in the various supervisory functions. For example, a supervisor working in a remote Northern community may need to spend more time between Child Welfare workers and members of cultural groups within the community. Effective supervision in rural practice may also require supervisors to spend more time addressing educational functions and tending to administrative tasks relating to Human Resources than perhaps would be required of supervisors working in areas in which designated Human Resources personnel handle staff selection and orientation.

Political dynamics may also directly or indirectly affect demands placed on Child Welfare supervisors. A number of participants talked about the regulation of Child Welfare services within their jurisdiction, and how an emphasis on risk management resulted in Child Welfare supervision becoming focused on administrative tasks such as ensuring reporting was accurately completed and done in a

timely manner. Focusing on a risk management framework for supervision reportedly resulted in supervisees focusing their case reviews on crisis cases and not raising concerns that may exist in other cases. Supervision around a few high risk cases tended to dominate the supervision session leaving little time for the on-going education and support of front-line workers.

However, a number of participants referred to a multi-state study in which Child Welfare supervisors were challenged to integrate a more clinical approach in their supervisory process, and that the supervisors stated they had been trained under the risk-management paradigm and did not feel competent in providing what was being referred to as clinical supervision. Thus, on-going supervisory training was seen as being essential if supervisors were to be effective in integrating the full-range of supervisory functions.

The need for on-going supervisory training as discussed above raises a second tension confronting those involved in developing supervisory training. What should be included in the initial orientation for supervisors and what needs to be covered in some kind of on-going professional development program for supervisors? What training approaches are best used in supervisory training? A comprehensive answer to these questions lies outside this discussion. However, several ideas pertaining to these questions were presented by the participants engaged in this study. New supervisors, like new front-line workers, want to have a clear understanding regarding their responsibilities and the organization's or agency's expectations of them. Once supervisors understand what they are to do, they can develop a more comprehensive understanding of how to fulfill their job responsibilities.

However, trainers must not assume supervisory knowledge and skill will occur automatically over time. Rather, as Dr. Potter stated during her interview

QUOTE: We need to train supervisors in management basics. These include developing their ability to be self-reflective, to listen and communicate effectively, and to plan because they will have administrative responsibilities as well. They need to be good at time management and decision-making and know how they are going to lead people in these areas. Workers don't always have to do these tasks but supervisors do. Training is not always provided in these skills when clinical supervision is the focus of supervisory training. Don't assume that everyone will pick up these skills, sometimes you have to help people develop them. (CP)

The tension regarding the content to be covered and the approach to be used during supervisory training can be addressed in part if the Child Welfare organization or agency has clear standards for practice and guidelines for the competencies expected of their front-line workers and their supervisors. These guidelines can be used by new supervisors and their trainers and/or mentors in conducting a collaborative learning needs assessment. Once a person's areas for professional development are identified, this information can be used to inform a professional development plan for the supervisor which would include initial and on-going training.

The third tension evident in this study centers on the overall utilization of a supervisor's time. Direct supervision of workers is only one area of supervisory responsibility. Several participants addressed the need for supervisors to also be involved within the community and in the development of the overall service array available within the community. Balancing this type of demand with the needs of team/unit members can be challenging. In rural practice, this is particularly challenging as the services available outside of Child Welfare may be more limited. Supervisors and workers are frequently required to deliver a broader range of services and helping supervisors determine how to handle the complexity of the demands confronting them is reported to be an important aspect of supervisory training.

The fourth and final tension identified centers around supervisors integrating evidence into their supervision of Child Welfare practice. The ideal of having Child Welfare practice informed by sound research was upheld by those interviewed. However, in reality, this ideal presents a number of challenges that need to be addressed in supervisory training. Supervisors need to be knowledgeable regarding how to access data available from sources within Child Welfare. This often requires supervisors to have a fairly sophisticated understanding of technology and knowledge regarding how to access and effectively utilize data that is available to them.

Supervisory training also needs to address how supervisors will keep informed of evidence available from other sources. Accessing professional journals can be difficult, expensive, and time-consuming. In order to ensure these obstacles are addressed, supervisors need to be encouraged to stay abreast of evidenced informed approaches to practice in their areas of service delivery. Their on-going learning plans should include how and when they will access training that addresses critical areas of Child Welfare practice that is informed by sound research.

In conclusion, supervisory training within Child Welfare is important and while multiple tensions surround this type of training, the need for comprehensive, on-going training for supervisors is strongly supported by those interviewed as part of this research project. In light of this need, a number of recommendations are provided in the following section of this report.

Recommendations & Links to the Literature Review

Based on the information gathered during the interviews outlined above, the following five recommendations are provided for consideration by those reviewing the current supervisory materials used by Human Services: Child Intervention in Alberta.

Recommendation #1: Focus supervisory training on preparing supervisors to integrate a balance of administration, education, support and mediation functions into their practice. Help supervisors identify factors that will influence how and when they will utilize each supervisory dimension and what they can do to help ensure all functions are effectively utilized within the context of their supervisory practice.

Recommendation #2: Identify Human Services: Child Intervention's model and standards of practice to be upheld in supervision. Specify the competencies required of workers, how these competencies are evaluated, and how areas for growth are to be addressed. Ensure a performance management process is in place and that supervisors are familiar with its implementation.

Recommendation #3: In developing supervisory training consider contextual and cultural factors that need to be addressed in supervision and in supervisory training.

Recommendation #4: Whenever possible engage supervisors in the development of supervisory training programs and identify transfer of learning processes during all phases of program development and implementation.

Recommendation #5: Develop and implement an evaluation process for the initial and on-going supervisory training program. Whenever possible engage people from as many positions as possible in the evaluation process (i.e., supervisors, supervisees, managers, trainers and clients).

The five recommendations identified above clearly link to those provided in the literature review for this project. In the key informant interviews all of the participants mentioned that the supervisory functions identified by Kadushin and Harkness (2002) and Shulman (2010) were identified as being critical in effective supervision. The fact that these functions take on their meaning within the specific organization or agency context was also emphasized. In both the literature review and the key informant interviews concern was expressed that Child Welfare supervision over the last several years has become overly focused on administrative matters and that more attention needs to be given to the balance of the full-range of supervisory roles and functions.

The need for supervisory processes to be differentiated from performance management processes was highlighted in the key informant interviews. Several of the key informants addressed the need for supervisors to be familiar with the professional competencies expected of those they supervised. The need for clear learning goals to be established, and for an agreement on how the supervisor and supervisee would work together were identified as critical aspects of effective supervision. The importance of supervisors being able to identify when a concern for a supervisee required performance management strategies to be put into place was emphasized by a number of the key informants.

Finally, the importance of developing an organizational culture that acknowledges the significance of supervision in Child Welfare and the need for on-going supervisory training in Child Welfare was clearly identified in the literature review and during the key informant interviews. The literature review revealed that workers, supervisors and managers tended to define effective supervision differently. However, the need for effective supervision and supervisory training in Child Welfare was clearly identified in both the literature review and during the key informant interviews.

References

- Anderson, G. R. (2009). Supervisors as leaders: A critical dimension for organizational success. In C. C. Potter & C. R. Brittain (Eds.), *Child Welfare supervision: A practical guide for supervisors, managers and administrators* (pp. 44-60). New York, NY: Oxford University Press.
- Amodeo, M., Bratitotis, C., & Collins, M. E. (2009). Examining perceptions of the impact of child and family services reviews on training: Reports from state training administrators. *Administration in Social Work, 33*, 423-438. Doi: 10.1080/03643100903173032
- Baglow, L. (2009). Social Work supervision and its role in enabling a community visitor program that promotes and protects the rights of children. *Australian Social Work, 62*(3), 353-368. Doi: 10.1080/03124070902964632
- Barth, R. P., Chapman, M. V., Christ, S. L., Dickinson, N. S., & Lloyd, E. C. (2008). Child welfare worker characteristics and job satisfaction: A national study. *Social Work, 53* (3), 199-209.
- Bogo, M., & Dill, K. (2008). Walking the tightrope: Using power and authority in Child Welfare supervision. *Child Welfare, 87*(6), 141-157.
- Brittain, C. (2005). *Supervisory training: Putting the pieces together*. Denver, CO: Butler Institute for Families, Graduate School of Social Work, University of Denver. Retrieved from <http://muskie.usm.maine.edu/helpkids/pubstext/supervisorytraining.zip>
- Collins-Camargo, C. (2006). Clinical supervision in public Child Welfare: Themes from findings of a multisite study. *Professional Development: The International Journal of Continuing Social Work Education, 9*(2), 100-110. Retrieved from <http://www.profdevjournal.org/articles/92100.pdf>

- Collins-Camargo, C. (2007). *Southern Regional Quality Improvement Center for Child Protection structured clinical casework supervision projects: Final Report*. Retrieved from <http://library.childwelfare.gov/cwig/ws/library/docs/gateway>
- Collins-Camargo, C. & Royse, D. (2010). A study of the relationships among effective supervision, organizational culture promoting evidence-based practice, and worker self-efficacy in public Child Welfare. *Journal of Public Child Welfare, 4*, 1-24. Doi: 10.1080/15548730903563053
- Dill, K., & Bogo, M. (2009). Moving beyond the administrative: Supervisors' perspectives on clinical supervision in Child Welfare. *Journal of Public Child Welfare, 3*(1), 87-105.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work* (4th ed.). New York, NY: Columbia University Press.
- Lietz, C. A., & Rounds, T. (2009). Strengths-based supervision: A Child Welfare supervision training project. *The Clinical Supervisor, 28* (2), 124-140. Doi: 10.1080/0732522090334065
- Mor Barak, M.E., Travis, D. J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Services Review, 83* (1), 3-32.
- Morse, J. M., & Field, P. A. (1995). *Qualitative research methods for health professionals* (2nd ed.). Thousand Oaks, CA: Sage.
- Potter, C. C. (2009). Child Welfare supervision: An overview. In C. C. Potter & C. R. Brittain (Eds.), *Child Welfare supervision: A practical guide for supervisors, managers and administrators* (pp. 3-22). New York, NY: Oxford University Press.
- Potter, C. C. & Brittain, C. R. (Eds.). (2009), *Child Welfare supervision: A practical guide for supervisors, managers and administrators*. New York, NY: Oxford University Press.

Schmidt, G. (2008). Geographic location and social work supervision in Child Welfare. *Journal of Public Child Welfare, 2*(1), 91-108.

Sprang, G. Craig, C., & Clark, J. (2011). Secondary traumatic stress and burnout in Child Welfare workers: A comparative analysis of occupational distress across professional groups. *Child Welfare, 90* (6), 149-168.