

WORKSHOP DIRECTORY PAGE

TITLE: 521: Supervisor Training Series: Remote
Module 3: The Middle/Work Phase of Supervision

COMP. #: 521

NO. HRS: 24

DATE: May 2020-Remote Version

COMPETENCY:

110-4: Planning: The child welfare professional facilitates the planning, development, and coordination of relevant information to a well-reasoned sequence of strategies and goals to achieve sustainable and beneficial results.

110-6: Monitoring and Adjusting: The child welfare professional continuously analyzes, assesses, monitors, and evaluations the effectiveness of strategies, goals, and outcomes and adapts accordingly in response to changing circumstances to achieve sustainable and beneficial results.

QUALITY SERVICE REVIEW PRACTICE PERFORMANCE INDICATORS

Practice Indicator 1a: Engagement Efforts

Practice Indicator 1b: Role and Voice

Practice Indicator 2: Teaming

Practice Indicator 3: Cultural Awareness and Responsiveness

Practice Indicator 4: Assessment and Understanding

Practice Indicator 5: Long-Term View

Practice Indicator 6: Child/Youth and Family Planning Process

Practice Indicator 7: Planning for Transitions and Life Adjustments

Practice Indicator 11: Tracking and Adjustment

LEARNING OBJECTIVES:

Participants will be able to:

- ✓ Describe organizational and time management methods to balance multiple priorities;
- ✓ Identify the steps in the Performance Management Cycle;
- ✓ Recognize methods to assess, support and enhance staff's commitment, confidence and competence;
- ✓ Discuss the importance of coaching when learning a new skill;
- ✓ Identify skills to provide culturally specific feedback to supervisees;
- ✓ Discuss the Interactional Helping Skills used in the Middle/Work Phase;

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- ✓ Identify the seven key strategies and associated skills from the Solution-Focused approach.
- ✓ Explain the importance of using reflective supervision techniques;
- ✓ Explain the supervisor's role in the learning cycle;
- ✓ Identify supervisor pre- and post training techniques that facilitate the transfer of learning process;
- ✓ Recognize the structure of "Foundations" as a Strength-Based, Solution-Focused method of training new Child Welfare Professionals;
- ✓ Recognize their supervisory responsibility to support and mentor new Child Welfare Professionals who are attending "Foundations"; and
- ✓ Identify the steps in a performance evaluation.

RELEVANT LAWS, REGULATIONS, AND BULLETINS, etc.

- Title 55, PA Code, Chapter 3490, Protective Services.
- Pennsylvania. (2002). *Child protective services law, domestic relations, title 23, chapter 63. PA.*
- United States Code. (1997). *Adoption and Safe Families Act of 1997.*

CALENDAR SUMMARY:

It is the job of child welfare supervisors to ensure that quality services are provided to children at-risk and their families to support the outcomes of Safety, Permanency, and Well-Being. In order to achieve this goal they must develop, motivate and maintain highly committed and skilled staff. This requires that supervisors build and maintain relationships with their staff characterized by mutual support, trust, commitment, and accountability. This course is designed to provide supervisors and managers with a basic level of awareness, knowledge, and skills to assist them with managing the day-to-day work of a child welfare supervisor in a culturally competent manner. It will identify methods to manage time. It will provide the opportunity to learn and apply Interactional Helping Skills in the Middle/Work phase of supervision to assess, support, and enhance staff's commitment, confidence, and competence. Reflective supervision and critical thinking skills will be discussed as elements of clinical supervision. The course also addresses the steps in the performance management cycle, including performance evaluations. Educational supervision will be explored by discussing learning styles, the learning cycle, transfer of learning, and the steps to coaching. Finally, an overview of Foundations to Child Welfare Practice and a discussion of the supervisor's role in training new staff will be provided.

TARGET AUDIENCE:

Newly appointed child welfare supervisors and managers

EXPECTATIONS OF THE INSTRUCTOR:

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The instructor must have experience as a child welfare supervisor, manager, and/or administrator and as an approved instructor with the Pennsylvania Child Welfare Resource Center who has met the requirements to train this particular curriculum. The instructor must be culturally competent and knowledgeable; and skilled in issues and concepts of child welfare practice, supervision, and administration. This includes an awareness of current trends in social services and current knowledge of child welfare issues that have an impact on children, youth, and families as well as the child welfare system.

The instructor must have experience in effectively conducting training workshops, including facilitating small and large groups, guiding and processing activities, and delivering lecture material.

The instructor must have an understanding of the Pennsylvania Child Welfare Resource Center and all workshops included in the Supervisory Training Series so that links connect the courses.

The instructor must have a working knowledge of the laws, regulations, and other mandates that dictate child welfare practice, including the Child and Family Services Review and the Adoption and Safe Families Act, and resources that guide best practice, including Lawrence Shulman's Interactional Skills and Berg and Kelly's Strength Based Solution-Focused approach. A familiarity with Pennsylvania's Continuous Quality Improvement (CQI) process, including the DAPIM™ framework and the Quality Service Review protocol is necessary.

MATERIALS NEEDED FOR WORKSHOP:

- Sign-in sheets
- **Skype or Zoom**
- **Wi-Fi connection**
- **Laptop or computer**
- **Headphones/earbuds**
- **Email**
- **Handouts**
- **Posters**
- **Videos**
- **Table Resources**
- **PowerPoint Presentation: 521: The Supervisory Training Series: Module 3: The Middle/Work Phase of Supervision (139 slides)**
- **Supervisor Training Series (STS) Trainer Resource Manual**
- *Enhancing Critical Thinking: A Supervisor's Guide (Supervisor's Guide) (one for each participant)*
- *"Quick Tool" (one for each participant)*
- Pre-work

LIST OF HANDOUTS:

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NOTE: Please print Pre-work and Handout #38 (Action Plan to Facilitate Learning and Transfer of Learning) on colored paper.

A PDF of the following handouts should be included with registration materials sent to participants: #7, #8, #11, #12, and #38.

1. 521: The Supervisory Training Series: Module 3: The Middle/Work Phase of Supervision (PowerPoint Presentation) (47 pages)
2. A Preview of *The Middle/Work Phase of Supervision* (1 page)
3. Review (7 pages)*
4. Agenda (1 page)
5. Learning Objectives (1 page)
6. Idea Catcher (4 pages)
7. Urgency Index (3 pages)
8. Managing Time Based on Priorities (3 pages)
9. Time Management Matrix: Stephen R. Covey (1 page)
10. Performance Management Cycle (1 page)
11. At-a-Glance Summary of QSR Indicators (8 pages)
12. Sophia's Performance Standards (1 page)
13. Diagnostic Matrix for Challenging Employee (1 page)
14. Role and Voice and Assessment and Understanding (8 pages)
15. Coaching (1 page)
16. Characteristics of an Effective Coach (3 pages)
17. Steps to Coaching (2 pages)
18. Feedback (1 page)
19. High Achievers (1 page)*
20. Coaching Strategies (2 pages)
21. Identifying Coaching Strategies (3 pages)
22. Supervisory Conferences: How Often? (2 pages)
23. Sample Coaching Note (1 page)
24. Middle/Work Phase Skills of Supervision (8 pages)
25. Moving from General to Specific (2 pages)
26. Empathy Skills (3 pages)
27. Expressing Anger (1 page)
28. Seven Key Solution-Focused Strategies (1 page)
29. Solution-Focused Questions (3 pages)
30. Strength-Based, Solution-Focused Supervisor/Worker Conference Dialogue (4 pages)
31. List of Skills Demonstrated in the Strength-Based, Solution-Focused Supervisor/Worker Conference (2 pages)
32. Best Practice Guidelines for Reflective Supervision (3 pages)
33. Ten Questions to Foster a Journey Towards Self-Reflection (1 page)
34. Process Recording Format (1 page)
35. In-Home Safety Assessment Quality Assurance Toolkit (17 pages)
36. Pedagogy vs. Andragogy (1 page)
37. Characteristics of Adult Learners (2 pages)

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38. Action Plan to Facilitate Learning and Transfer of Learning (4 pages)
39. Index of Learning Styles (4 pages)
40. ILS Scoring Sheet (2 pages)
41. Learning Styles and Strategies (4 pages)
42. Video Script: Sophia's Supervisory Conference (9 pages)
43. Before-During-After: Commitments (1 page)*
44. The Responsibilities of the Members of the Learning Partnership (4 pages)*
45. Levels of Competence (1 page)
46. Comparison: Charting the Course and Foundations (3 pages)
47. Sequence, Spacing, and Summaries (20 pages)
48. Engagement Skills (1 page)
49. Common Performance Evaluation Pitfalls (1 page)
50. Conducting Performance Evaluations (2 page)
51. Types of Plans (1 page)
52. Transfer of Learning Plan (1 page)
53. References (8 pages)

LIST OF VIDEOS

1. The Interactive Skills of Helping CD-ROM (embedded in Content)
 - Practice Vignette (beginning to 6:48)
 - Blooper (6:50 to 9:18)
 - Debrief (9:19 to 15:41)
2. Nova Science Now (Mirror Neurons episode) *Available via web link:*
<http://www.pbs.org/wqbnova/body/mirror-neurons.html>
3. Child Welfare Supervision: Putting it All Together *Available via web link:*
<http://www.pacwrc.pitt.edu/Curriculum/STSRemoteModule3.html>
 - Sophia's 1st Interview
 - Sophia's Supervisory Conference
 - Sophia's 2nd Interview
4. Foundations of Child Welfare Practice (embedded in PowerPoint)
5. TBL/Sim Video (embedded in PowerPoint)

LIST OF POSTERS

1. Clinical Supervision
2. Performance Management Cycle
3. DAPIM™ (Already in contracted training rooms)
4. Getting to Positive Outcomes (Already in contracted training rooms)

LIST OF INSTRUCTOR-PREPARED WORD DOCUMENTS

1. WIIFM and Parking Lot
2. My Concerns/My Employees' Concerns
3. Diagnostic Matrix
4. Results Dip

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LIST OF INSTRUCTOR RESOURCES

1. Answer Key (5 pages)
2. Video Script: Sophia's Supervisory Conference Answer Key (10 pages)

LIST OF APPENDIX

1. Review (one copy)
2. Focused Listening
3. Reflective Thinking Questions (five copies)
4. Memory Work (four copies)

LIST OF TABLE RESOURCES

*A PDF of Table Resources #2 and #3 should be included among registration materials sent to participants.

1. Table Resource #1: DAPIM™ (1 for each table)
2. *Table Resource #2: Pennsylvania Quality Service Review (QSR) Protocol-Version 4.0
([http://www.pacwrc.pitt.edu/Curriculum/521%20SupervisorTrainingSeries-Module3-TheMiddleWorkPhase/TbIRsrc/TbIRsrc2_PA%20QSR%20Protocol%20Version%204.0%20\(FINAL\).pdf](http://www.pacwrc.pitt.edu/Curriculum/521%20SupervisorTrainingSeries-Module3-TheMiddleWorkPhase/TbIRsrc/TbIRsrc2_PA%20QSR%20Protocol%20Version%204.0%20(FINAL).pdf))
3. *Table Resource #3: The Pennsylvania Enhancing Assessments Toolkit
(http://www.pacwrc.pitt.edu/Curriculum/521%20SupervisorTrainingSeries-Module3-TheMiddleWorkPhase/TbIRsrc/TbIRsrc3_PA%20Enhancing%20Assessments%20Toolkit.pdf)
4. Table Resource #4: *Child and Adolescent Development Resource Book*
(<http://www.pacwrc.pitt.edu/Curriculum/CTC/MOD9-OLD/RsrcBk/RsrcBk.pdf>)

LIST OF PRE-WORK

1. Pre-work (3 pages) (send with Confirmation Letter in addition to one copy per participant in the trainer box)

CE CREDITS ASSIGNED:

CE Credit: 24 hours