SW
Social Work **Policy** Institute

Supervision:
The Safety Net for Front-Line Child Welfare Practice

NASW
National Association of Social Workers

NASW *foundation*

Supervision: The Safety Net for Front-Line Child Welfare Practice was planned in conjunction with the NASW Center for Workforce Studies & Social Work Practice and the National Child Welfare Workforce Institute (NCWWI), [a service of the Children's Bureau], with Casey Family Programs (CFP) as a contributing partner.

To view a video of the presentations from the symposium visit SocialWorkPolicy.org.

The opinions expressed in this monograph are those of the author.

For more information contact:

Joan Levy Zlotnik, PhD, ACSW
Director
Social Work Policy Institute
750 First Street NE, Suite 700
Washington, DC 20002
202.336.8393
jzlotnik@naswdc.org
SocialWorkPolicy.org

TABLE OF CONTENTS

PREFACE

Supervision: The Safety Net for Front-Line Child Welfare Practice was a think tank symposium that took place on Thursday, November 18, 2010 at the NASW National Office Conference Center. The Social Work Policy Institute (SWPI) of the National Association of Social Workers (NASW) Foundation planned this event in conjunction with NASW's Center for Workforce Studies & Social Work Practice and the National Child Welfare Workforce Institute (NCWWI), with Casey Family Programs (CFP) as a contributing partner. The expert presenters together with experienced child welfare practitioners, researchers, policy makers, trainers, technical advisors and social work faculty came together to examine the body of research that underscores the critical role that supervisors play in supporting and sustaining the workforce; underscores racial disparities that occur in child welfare practices, and examines initiatives that are underway to enhance supervisory practice. The symposium participants developed an agenda for future actions that address research, practice improvements, professional education, knowledge dissemination and policy enhancements.

I want to thank the speakers, Crystal Collins-Camargo, Assistant Professor, University of Louisville; Carol W. Spigner, Associate Professor Emerita, University of Pennsylvania; Mary McCarthy, Co-Principal Investigator, NCWWI, University at Albany; and Tracy Whitaker, Director of the NASW Center for Workforce Studies and Social Work Practice, NASW, for their detailed presentations that framed the current environment for supervision in child welfare. The discussants that followed were Agnes Leshner, Child Welfare Director, Montgomery County, MD; Peter Vaughan, Dean, Fordham University; Marva Hammons, Director of Strategic Consulting, Casey Family Programs; and Roxana Torrico Meruvia, Senior Practice Associate, NASW. They brought their real world perspective as consultants, agency directors, front-line workers and social work educators to the symposium, highlighting challenges that supervisors and front-line workers face in child welfare agencies every day and suggesting improvements that should occur.

So that a larger audience of child welfare workers, students, social work faculty and others can benefit from the information that was presented at the symposium, the presentations by the speakers and discussants were recorded and are available at **www.socialworkpolicy.org**. After viewing the two hour video, those who are interested can also receive continuing education credits.

In organizing this event, many people played important roles. My colleagues at the NASW Center for Workforce Studies and Social Work Practice, Tracy Whitaker and Roxana Torrico Meruvia were my partners in planning the symposium and in identifying relevant NASW resources and publications. Mary McCarthy, Nancy Dickinson, Sara Munson, Nancy McDaniel, Charmaine Brittain, Sue Ebertsen and Freda Bernatovicz of the NCWWI team pulled together invaluable background materials and helped to identify both speakers and participants. Casey Family Programs, served as a contributing partner, providing expert input as well as partial support for the symposium. Sara Munson of NCWWI and Lisa Hughes, an MSW student at Virginia Commonwealth University did an excellent job in capturing the symposium proceedings.

The NASW and NASW Foundation staff, Robert Arnold, Danielle Spears, Bonita Davis, Nou Vang and Jennifer Watt all undertook important functions in making this event a success. Elizabeth Clark, who serves both as the NASW Foundation President and NASW Executive Director, provided valuable leadership in ensuring that we focus on a critical challenge for both the social work profession and child welfare service delivery.

This report, *Supervision: The Safety Net for Front-Line Child Welfare Practice,* and the available video can serve as valuable resources for those who participated in the symposium. They will also be useful to administrators seeking to identify information and resources for improving supervisory practices and staff retention; to trainers and technical advisors who are working to improve child welfare agency performance and child and family outcomes; to social work educators who are teaching child welfare practice, administration, policy and research or management and supervision; to researchers studying child welfare organizational and workforce issues or supervisory functions; to policy-makers who are seeking to better understand the workforce issues that affect service delivery and outcomes; to current child welfare workers and supervisors wanting to better understand roles and functions, and to students who are planning to pursue a child welfare career.

The action agenda laid out in this report identifies steps that can be taken by many stakeholders at the national, state and local levels to enhance child welfare service delivery and to continue to keep the values, knowledge and skills of the social work profession aligned with child welfare practice.

Joan Levy Zlotnik, PhD, ACSW
Director, Social Work Policy Institute
February 2011

SUPERVISION: THE SAFETY NET FOR FRONT-LINE CHILD WELFARE PRACTICE
EXECUTIVE SUMMARY

ABOUT THE SYMPOSIUM

To further our understanding of the complex and crucial role of supervisors in child welfare, the Social Work Policy Institute (SWPI) of the National Association of Social Workers (NASW) convened an invitational symposium, *Supervision: The Safety Net for Front-Line Child Welfare Practice,* on November 18, 2010. It was planned in conjunction with the NASW Center for Workforce Studies & Social Work Practice and the National Child Welfare Workforce Institute (NCWWI), with Casey Family Programs (CFP) as a contributing partner.

The symposium highlighted the growing evidence that effective supervision is a critical ingredient in addressing child welfare staff retention, organizational culture and climate, culturally competent practice, transmission of evidence-based practices, and child and family outcomes. It also highlighted the broad array of challenges that today's child welfare supervisors face in performing their leadership, administrative, educational and supportive functions (Kadushin & Harkness, 2002; Hess, Kanak & Atkins, 2009; NCWWI-LAS, 2010).

There are expectations that supervisors be highly skilled practitioners who can implement ethical and culturally competent practices that result in improved outcomes for children and families; who can serve as mentors to front-line workers to help guide clinical practices; who engage with the community; who act as managers in transmitting agency policies and in evaluating performance; who demonstrate leadership qualities and who provide support to workers to help them deal with the stress and trauma of their work. However, real world service delivery suggests that it is difficult to actualize all of these roles simultaneously, and it may not be feasible to expect to find all of these attributes in one individual

CHALLENGES TO SUPERVISION

Challenges to quality supervision that were identified at the symposium addressed a broad array of issues related to *Knowledge Development* and *Training and Organizational Issues and Implementation of Child Welfare Practices.*

Training and Knowledge Development

- Lack of adequate training related to the roles, tasks and competencies for being a supervisor.

- Inadequate knowledge of the changing populations and communities being served.

- Over-focus on performance of administrative functions (managing staff and workloads) of the supervisor.

- Insufficient research-tested models of supervision (e.g., team models; identification of necessary education and training requirements and competencies; supervisor to supervisee ratios) and how these impact outcomes for children and families.

- Inadequate time to attend training programs or to remain current with the literature and research related to child welfare and supervisory practices.

- Absence of adequate dissemination tools and efforts to provide evidence-based information to supervisors and their staff.

- Insufficient timely use of data to inform and improve practice.

Organizational Issues and Implementation of Child Welfare Practices

- Experiences of trauma, lack of safety and vulnerability, both within the agency and in some communities.

- Dealing with frequent turnover of high-ranking leaders and administrators.

- Difficulty in retaining competent front-line workers.

- Potential ethical conflicts in how services are provided to families, how families' needs are assessed or regarding acceptable case plans.

- Addressing service and resource gaps.

- Potential conflicts between the need to be transparent in terms of services provided and confidentiality policies.

- Concerns about inadequacies in the built environment including lack of privacy for meetings, supervisory sessions and client interviews.

- Numerous oversight bodies that review practices and question how services are provided.

- Absence of available and adequate supervision, peer consultation and support for the supervisors.

- Problems in the organization's culture and climate that heighten potential for burnout and turnover and add to the difficulty of providing supervision.

- Over-emphasis on administrative functions in supervision that take away from educational and clinical aspects of supervision to improve practice and outcomes.

RECOMMENDATIONS FOR ACTION

Based on the research, practice, policy and professional preparation issues raised at the symposium, the participants developed an agenda for action that addresses:

- Areas for further research and enhanced use of data.

- Professional development and organizational supports for supervisory practice.

- Enhancing national, state, and community collaborations and partnerships.

- Recommendations for policy change and improvements.

Further Research and Enhanced Use of Data Are Needed

- Research is needed to examine how the following impact supervisory practice, child and family outcomes, and worker retention:

  ◇ Supervisor's education, professional preparation and training.

  ◇ Different models of supervision.

  ◇ Different practice models.

  ◇ Organizational climate and culture.

  ◇ Supervisor to supervisee ratios.

  ◇ Enhancement of agency practices to ensure that all children and families receive culturally appropriate and relevant services.

- Research on supervision should be systematically reviewed and synthesized and translated into evidence-based supervisory practices.

- National data should be gathered on the education and training of supervisors, as well as the minimum qualifications required for supervisors in different jurisdictions.

- Available administrative and case data should be regularly provided to supervisors to be utilized to enhance practice and child and family outcomes.

- Relevant research should be accessible to child welfare workers, supervisors and administrators through newsletters that provide synthesis of the evidence base.

Professional Development and Organizational Supports for Supervisory Practice Should Be Improved

- Greater attention should be given to the selection of supervisors.

  ◇ Minimum qualifications should be established for child welfare supervisors.

  ◇ Supervisory training should be a prerequisite to transitioning into supervisory positions.

  ◇ Effective models for recruiting and selecting child welfare supervisors should be gathered and disseminated.

◇ Civil service requirements should be reassessed and aligned with practice realities.

◇ Given that most supervisors are selected from the front-line child welfare workforce, recruitment of the "right" child welfare workers should be critically examined and enhanced.

◇ Recruitment of supervisors should include a combination of educational requirements and performance expectations.

• National competencies for child welfare supervisors should be developed.

◇ Develop national competencies for child welfare supervisors.

◇ Compare supervisory competencies to the education offered through an MSW program, including identifying best practice models for educating MSWs to become child welfare supervisors.

• The support, guidance and training of supervisors should be expanded.

◇ Create mentorship and peer consultation programs to support supervisors. This could be accomplished through agencies, through professional associations or through agency/university partnerships.

◇ Create quality improvement debriefing processes in agencies, like those used in medical settings, to review case outcomes and support learning for supervisors and their staff, including the identification of trends and gaps in performance.

◇ Create a learning organization culture at all levels of child welfare agencies.

◇ Develop agency processes to assist supervisors in applying knowledge to practice.

◇ Create a leadership track for promising front-line workers and develop incentives for highly competent, well performing workers with the necessary qualifications to stay in their jobs.

◇ Develop agency processes to provide support for middle managers to mentor and supervise the front-line supervisors.

• Front-line practice improvements should enhance the supervisor's role.

◇ Optimize the supervisor's quality assurance role by using data and records to review performance.

◇ Enhance workers' competencies through strengthening of Title IV-E training programs and other traineeship efforts.

◇ Minimize the number of required forms and paperwork.

◇ Develop incentives for highly competent, well performing workers.

◇ Reduce the extent to which child welfare practice serves only as an entry into the social work profession.

◇ Work to align values, ethics and understanding of diverse cultures with practice.

Enhancing National, State and Community Collaborations and Partnerships

- Attract new college graduates to child welfare.

- Recruit seasoned professionals into child welfare.

- Strengthen collaborations between social work education programs and public and private child welfare agencies.

- Engage governmental and professional associations in creating awards, incentives and recognition for exemplary supervisors.

- Pursue the development of a credential for supervisors.

- Enhance continuing education and certificate offerings on child welfare supervision.

- Engage entities involved in oversight and review of child welfare practices to work with supervisors and agencies for joint problem solving.

- Promote national collaborations among professional and provider organizations, the Children's Bureau and its Training and Technical Assistance (T/TA) network to identify and disseminate effective models of child welfare supervisory practice.

Recommendations for Policy Enhancements

- Engage policy makers in the development of minimum qualifications for child welfare supervisors.

- Ensure training of public and private agency child welfare supervisors through development, implementation and monitoring of training requirements.

- Consider a set-aside of Title IV-E training funds to be used to train supervisors.

- Promote career ladders for child welfare workers.

- Ensure that policies and the related practices account for the differing social contexts of diverse communities.

Supervision:

The Safety Net for Front-Line Child Welfare Practice

Report from a Think Tank Symposium
February 2011

I. GOALS FOR THE SYMPOSIUM

The quality of the direct services provided to children and families, the positive outcomes of service delivery, the successful recruitment and retention of workers, and the ability of child welfare organizations to function in times of change and stress depend on the recognition, development and affirmation of supervisors as crucial organizational and community leaders (National Child Welfare Workforce Institute [NCWWI] Leadership Academy for Supervisors [LAS], 2010). Supervisors must support and guide the front-line child welfare workforce, yet they face numerous challenges in attempting to do so. There is a need, therefore:

- To further our understanding of the complex and crucial role of supervisors in child welfare;

- To identify the road blocks that they encounter, which often include undertaking several roles simultaneously with limited resources, preparation and organizational support; and

- To develop actions to address these challenges.

To this end, on Thursday, November 18, 2010, the Social Work Policy Institute (SWPI) of the National Association of Social Workers (NASW) Foundation convened an invitational think tank symposium, *Supervision: The Safety Net for Front-Line Child Welfare Practice* (See Agenda, Appendix A). The symposium was planned in conjunction with the NASW Center for Workforce Studies & Social Work Practice and the National Child Welfare Workforce Institute (NCWWI), with Casey Family Programs (CFP) as a contributing partner.

This invitational symposium explored the critical role of supervisors in the delivery of quality child welfare services by bringing together representatives from child welfare research, policy, and practice; social work education; child welfare training; federal agencies; national organizations and foundations; and from the Children's Bureau Training and Technical Assistance (T&TA) Network (See Participant List, Appendix B). The goal was to develop an agenda for action that addresses areas for further research; enhancement of supervisory practice; training of front-line child welfare workers and supervisors; strengthening national, state and community collaborations and partnerships; policy implications; and recommendations for policy.

The impetus for the symposium combined NASW's commitments to enhancing the well-being of children, and to addressing workforce issues in the delivery of child welfare services. It also built on several imperatives from the 2010 Social Work Congress (See Imperatives, Appendix C) (www.socialworkers.org/2010congress/documents/2010Imperatives.pdf). The symposium highlighted the growing evidence of supervision as a critical component to addressing child welfare staff retention, enhancing organizational culture and climate, advancing culturally competent practice; and improving child and family outcomes. The symposium presenters and discussants (see Biographies, Appendix D) examined:

- Research on supervision in child welfare, including the relationship between supervision and staff retention, organizational climate and culture, culturally competent practice and child and family outcomes.

- Social work workforce trends and implications for child welfare supervision including how diverse models to educate and train supervisors may affect workforce trends.

- Research, practitioner, policy and academic connections that strengthen and promote the highest quality and most competent supervision in child welfare, including identification of diverse models to educate and train supervisors.

- Availability of resources related to supervision in child welfare, including standards, professional degree (MSW) education, continuing education and training, and strategies for their effective dissemination.

The symposium attempted to address the following questions:

- What do we know from research about the role of supervisors in improving child welfare practices and outcomes as well as in retaining and supporting front-line staff?

- What are areas that need further research and evidence?

- What professional and personal qualities do supervisors need?

- What are the competencies that supervisors need?

- What training strategies can be used to enhance and support supervisors' performance and role clarity?

- Are there linkages between social work education and the competencies of a "good" child welfare supervisor?

- What role should schools of social work play in preparing child welfare supervisors and what are current gaps?

- How do we achieve culture and organizational change to support supervisors to be the safety net for front- line practice?

- What resources can assist agencies in hiring and retaining the "right" supervisors?

- What can supervisors do to address issues of racial disproportionality that occurs in child welfare services?

- What are the multiple roles that supervisors play in child welfare practice?

- What, if any, policy enhancements are needed at the federal, state, and local levels?

- Are the issues related to supervision the same or different for private agencies that provide child welfare services?

The deliberations and discussions of symposium participants answered some of these questions and raised many new ones. It was clear to all participants that a one day meeting was insufficient to fully address the complex issues under consideration. NASW will continue to engage with multiple stakeholders and the symposium partners to further address this agenda and the resulting action steps that emerged from the symposium. The following provides an overview of the presentations, discussions and recommendations.

II. UNDERSTANDING THE ROLES AND FUNCTIONS OF SUPERVISORS IN CHILD WELFARE

Supervisors in child welfare have multiple roles. They are key socializing agents for the workforce, they are the keepers and transmitters of organizational culture; and they lead and support front-line practice. They can play a major role in managing staff workload as well as in imparting the agency and the program's vision and values to workers. Of critical importance is their role as the link between the front-line and senior management and leadership. Supervisors also help to create the climate for front-line practice and engagement with families and are considered the cornerstone of the workplace.

Identifying the Evidence Base of Child Welfare Supervision

The body of research on frontline supervision in child welfare has developed over time. One major area of focus is turnover and worker retention. The quality of supervision affects worker turnover in child welfare which is problematic because it is costly and creates stress and adds to burn-out (Dorch, McCarthy & Denofrio, 2008; Graef & Hill, 2000; Zlotnik, DePanfilis, Daining & Lane, 2005) and has been linked to undesirable outcomes for children and their families (Flower, McDonald, & Sumksi, 2005).

Evidence indicates that supervisors of front-line child welfare workers can play a role in reducing worker burnout and stress in this challenging field (Martin & Schinke, 1998; Ratfill, 1988), and increasing job satisfaction and worker retention (Yankeelov, Barbee, Sullivan, & Antle, 2009; Strand & Dore, 2009; Jacquet, et al., 2007; Landsman, 2007; Ellett & Millar, 2001). In addition, it has been demonstrated that supervision is associated with workers' perceptions of the organizational culture and climate in which they work (Collins-Camargo & Royse, 2010; Cohen & Austin, 1994). In bureaucratic agencies, supervisors help interpret the culture and can create a supportive learning environment. In child welfare and in related fields, over the past 20 years, we have seen a growing body of studies that demonstrate the relationship between frontline supervision and a number of worker practices that affect client outcomes, including assessment and engagement (Berkman & Press, 1993; Bibus, 1993; Young, 1994; DePanfilis, 1996; Banach, 1999); client satisfaction and goal attainment (Harkness & Hensley, 1991; Harkness, 1995); self-efficacy and child and family outcomes (Collins-Camargo & Royse, 2010).

A 2009 meta-analysis of recent research (1990 to 2007) that examined the impact of supervision on worker outcomes (Mor Barak, M.E., Travis, D.J., Pyun, H., & Xie, B., 2009) found that there are links between workers' perception of the quality of supervision, their feelings of receiving emotional support from supervision and the workers' sense of competence, personal accomplishment, organizational commitment, and job satisfaction. The meta-analysis also found that when supervisors provide tangible work-related advice and instruction, workers feel empowered, have greater job satisfaction and are also more likely to be retained (See NCWWI's summary of the meta-analysis, Appendix E).

A Framework for Supervisory Practice

In an effort to develop a baseline for expectations of supervision in child welfare, the National Resource Center for Family-Centered Practice and Permanency Planning and the National Child Welfare Resource Center for Organizational Improvement developed *Building a Model and*

Framework for Child Welfare Supervision (Hess, Kanak & Atkins, 2009). This comprehensive framework for child welfare supervision was developed through an extensive review of the literature and expert input. It reinforces the on-going validity and relevance of the three supervisory functions initially identified by Kadushin (1976) and further articulated by Kadushin and Harkness (2002) and Shulman (1993; 2010). These three functions of supervision are *administrative supervision, educational supervision* and *supportive supervision*. Hess, et al., also note that **this framework is grounded in the values, knowledge, skills and competencies of the social work profession.**

The responsibilities associated with a supervisor's **administrative function** that ranked most important in the *Model and Framework* are:

- Identify/manage/evaluate caseworker performance

- Recruit, select, train (or arrange for training), and retain staff

- Facilitate communication and collaboration

- Build and maintain working relationships with other units within agency

- Manage caseloads

- Manage time and workflow for supervisor

- Monitor caseworker responsibilities to supervisor

- Provide leadership to unit

- Provide leadership within organization

- Provide leadership within community

- Anticipate/address/manage change within the unit

- Interpret and influence the organizational culture within the unit

- Manage time and workflow for caseworkers

- Influence agency

- Anticipate/address/manage change within agency

- Use management information systems (MIS)

The job responsibilities associated with the **educational function** of supervisors that were ranked most important in the *Model and Framework* are:

- Case staffing/case reviews

- Address ethics in caseworker practice

- Address ethics in supervision

- Provide ongoing professional development for supervisor

- Develop/monitor caseworkers' family-centered practice competence

- Promote caseworkers' self-reflective practice, critical thinking and case decision-making

- Develop/monitor caseworkers' cultural competence

- Provide ongoing professional development for caseworkers

- Promote evidence-informed practice

- Assist caseworkers in applying learning from training, workshops, etc.

The job responsibilities associated with the **supportive function** of supervisors that were ranked most important in the *Model and Framework* are:

- Prevent/address stress/secondary traumatic stress/burnout for supervisor

- Anticipate/manage risk (safety)

- Prevent/address stress/secondary traumatic stress/burnout for caseworker

- Enhance caseworkers' job satisfaction/build and maintain morale

Connecting Research and Practice

A survey of six states by the Southern Regional Quality Improvement Center (SRQIC) found that supervisors indicated that most of their time was spent on administrative tasks rather than on clinical supervision. Follow-up intervention in four states focused on enhancing the organizational culture and the sense of self-efficacy of the supervisors and their workers in order to also support the staffs' intention to remain at the agency.

To further enhance supervisors' performance of their education and support functions, the SRQIC also worked to facilitate supervisor's use of and transmission of evidence-informed practices. It found that it is important to provide a supportive learning organization culture; to encourage the modeling of best practices; to promote an orientation to outcomes; to enhance the workers' perception of feeling safe and being valued as part of a team and to encourage adjustments to practice that will help to achieve the practice model and vision put forth by the agency (Collins-Camargo & Millar, 2010; Collins-Camargo, 2006, 2007).

Supervising for Racial Equity

The disproportionate number of children of color in the child welfare system is the result of numerous practices that do not necessarily take into account racial, cultural and ethnic diversity. It is important to understand the organizational factors that might lead to these disparities and the role that child welfare supervision can play in addressing them.

Workers' behavior is guided by a host of different factors, including organizational mission, policies and procedures, accountability structures, theories and concepts, resources, training, external and internal linkages and perceptions of what are understood to be acceptable practices. All of these can be shaped by supervisors' behaviors and skills. Based on findings from a qualitative assessment that included interviews, focus groups and case reviews carried out through

the Center for the Study of Social Policy (CSSP, 2009; 2010) an expanded understanding was developed about how an organization's tacit policies can impact the practices of individual workers and their supervisors, resulting in insufficient and culturally incongruous services being provided to some families.

The study found that labeling and fear of families and communities can impede services, including the existence of unspoken decisions to not provide in-home services in some communities. In addition, there are myths about expectations for African-American children and differential applications of policy that result in improper termination of parental rights; and inappropriate age or housing size requirements for kinship caregivers.

Most striking were the pervasiveness of inadequate assessments and the absence of the appreciation for and utilization of families' strengths in service planning. There were instances in which risk assessment protocols were used to justify decisions rather than to make decisions. In addition, it was shown that team decision-making processes were misused by making decisions in advance of the meeting rather than engaging the family in problem-solving. These issues can create ethical dilemmas for staff that follow the tacit practices of the agency. However, the normative nature of these practices tended to mute the ethical concerns. The strengths and resources of the families of color and of the communities are not being adequately valued or accessed.

An example of decision-making that occurred was when a mother who had a previous termination of parental rights (TPR), has another child who comes into care. The agency often will pursue a TPR action without a thorough assessment of changes in the mother's current circumstances. Another example might be a family who is denied a kinship placement because of the size or number of bedrooms available, although the size of housing is in keeping with what is acceptable in the neighborhood and the family's culture.

In addition, families sometimes experience services as irrelevant, difficult to access and inadequate, with services not tailored to the individual's needs, or perceived as surveillance rather than service. However, a community or faith-based program might not be approved as "appropriate" by the agency, resulting in the agency not recognizing the changes a mother has made, further extending services and delaying reunification.

The implication of these issues for supervisors begins with the proposition that the supervisor is the bridge between front-line workers and the agency's management and policy functions. Supervisors need to look carefully at their unit's caseload and identify where there are problems in service delivery and policy and be able to provide this information to the agency's decision-makers. Supervisors are also the standard bearers of good practice and should be participating in the development and implementation of policies and trainings that support good and ethical practice. This includes being cognizant of policies, practices and decisions that may have a disparate impact and acting to address these disparities.

Supervisors experience competing priorities – they must support change and keep order; ensure that cases are adequately covered and that forms, reports and files are kept up to date, as well as nurture their staff; they must be accessible to and informed about the community as well as manage internal operations. In addition, to the education, administrative and support functions previously noted, supervisors are also expected to play a leadership role.

Figure 1. NCWWI Leadership Model

Workers often become supervisors without adequate training and/or understanding as to their role. Many supervisors do not have an MSW or other advanced degree, and may have never taken a course in supervision. Even those with a social work degree may have never taken a supervision course. In addition, while many stakeholders have a perception that a social work degree should be a prerequisite for supervision in child welfare, such an assumption has not been fully tested. These realities underscore the need for specific supervisory training programs to be made available to supervisors.

Leadership Academy for Supervisors (LAS)

To meet this need, the National Child Welfare Workforce Institute (NCWWI), a service of the Children's Bureau, has developed training for supervisors as one of its cornerstone programs. The Leadership Academy for Supervisors (LAS) is an on-line, 5 module curriculum for which supervisors can receive continuing education credits (CEUs). The curriculum is designed around a Leadership Competency Framework (www.ncwwi.org/docs/LeaderCompFrame_latest.pdf) that was developed for child welfare. Modules parallel the competency framework and focus on *leading in context, leading people, leading for results and leading change*. These four quadrants are supported by five principles or pillars – *adaptive, collaborative, distributive, inclusive* and *outcome focused* (see Figure 1). Brief descriptions of the five principles can be found in Table 1. Additional information about the LAS program and opportunities to participate in the training can be found at www.ncwwi.org/las.html.

Table 1: NCCWI LEADERSHIP PILLARS

Adaptive (Heifetz & Linsky, 2002)	Collaborative	Distributive (Spillane, 2006)	Inclusive (Ryan, 2006)	Outcome Focused
Learning new ways for dealing with challenges	Community engagement	Leadership encouraged and enacted at all organizational levels	Collective process to promote inclusion	Meeting organizational and professional goals
Challenging our own and other people's habits, beliefs, and values	Creates opportunities for collaboration outside agency	Distribution of decision-making and leadership responsibilities	Advocates for a full range of participants in the process (diverse participation)	Applies technical knowledge

Although this on-line competency-based training is easily accessible and provides valuable foundation knowledge, it has been difficult for supervisors to find the time to complete the modules. Supervisors are interested in learning, but find that the self-paced format is isolating. In addition, workload and other time demands make it difficult to participate and there is little time to reflect on what they are learning. Supervisors taking the course may also find that some of what is being learned might be out of synch with actual agency practices, which creates dissonance.

NCWWI is working with several states to develop a supervisory leadership initiative, where the LAS will be used as the training content and the state will set aside time for the workers to complete the training curriculum. Time will also be set aside for coaching and to build a network among the trainees. Although anyone who completes the LAS modules can become part of a national peer network of supervisors, it is difficult to build this network with people spread all across the country in different situations. NCWWI continues to evaluate and adapt the training.

Other NCWWI efforts also include a face to face Leadership Academy for Middle Managers (LAMM), the provision of traineeships through projects at 12 social work education programs and extensive knowledge management, dissemination, and information exchange including webinars and facilitation of peer networks. One product of NCWWI is the extensive resource listings related to supervision in child welfare that can be found in Appendix F. For more information about NCWWI visit www.ncwwi.org.

IV. PROFESSIONAL SOCIAL WORKERS IN CHILD WELFARE:
IMPLICATIONS FOR SUPERVISION FROM THE *2004 NATIONAL STUDY OF LICENSED SOCIAL WORKERS*

In 2004, the National Association of Social Workers (NASW) Center for Workforce Studies undertook a survey that included a stratified, random sample of 10,000 licensed social workers from across the country. With a response rate of about 50%, this first of its kind survey of the social work profession resulted in five reports, including one that specifically addressed social workers serving children and families. The findings from the survey, especially in relationship to what can be gleaned about professional social workers working in child welfare has implications for recruiting, retaining and supporting child welfare supervisors and front-line workers.

Mental Health is the most common area of practice for social workers (37%). Child Welfare/Family is the second most common practice area for licensed social workers, tied with Health at 13% (see Figure 2).

Figure 2: Child Welfare/Family is the Second Most Common Practice Area for LSWs
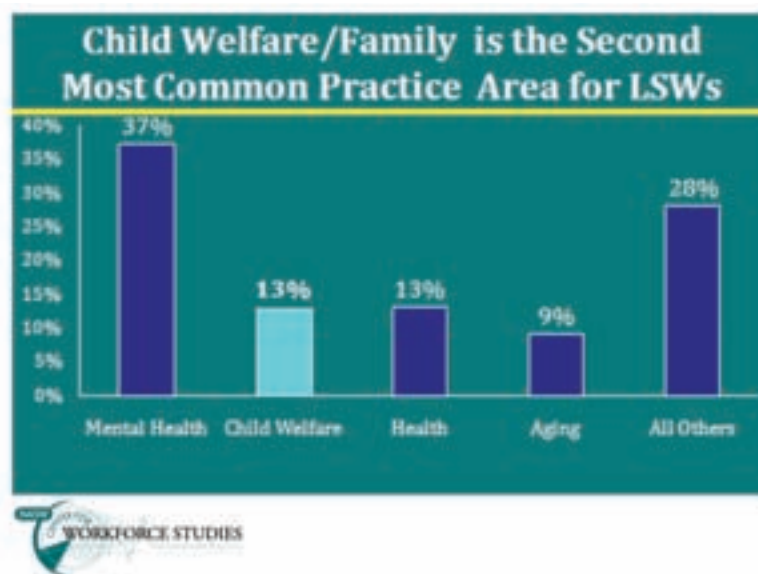
The survey found that 78% of all social workers have children and families in their caseload, and of that group, 11% specifically indicated that they work in the Child Welfare/Family area. In comparing those social workers who specifically work in child welfare to social workers serving children in all other practice areas, the median age and years of experience from those social workers in child welfare were lower. In addition, social workers in child welfare were more likely to have a BSW degree, less likely to have an MSW degree, and more likely to not have any social work degree[1] when compared to other practice areas. Almost a quarter (22%) of those in Child Welfare/Family practice were recent graduates, indicating that child welfare is a key entry route into the profession for new graduates. Child welfare licensed social workers were about twice as

likely to work in the public sector and were slightly less likely to work in a non-profit or for-profit agency and were significantly less likely to be in private practice, than social workers serving children in other practice areas (see Figure 3).

Figure 3: Practice Sector
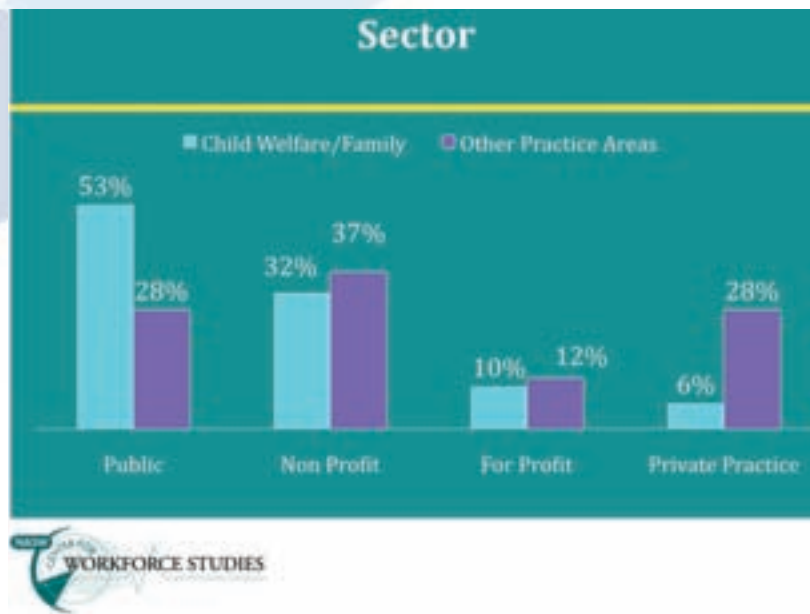
Regarding issues of job stress and safety, 60% of those in child welfare said that they faced safety issues and that their employers were less likely to adequately address these concerns (see Figure 4).

Figure 4: Job Stress-Safety
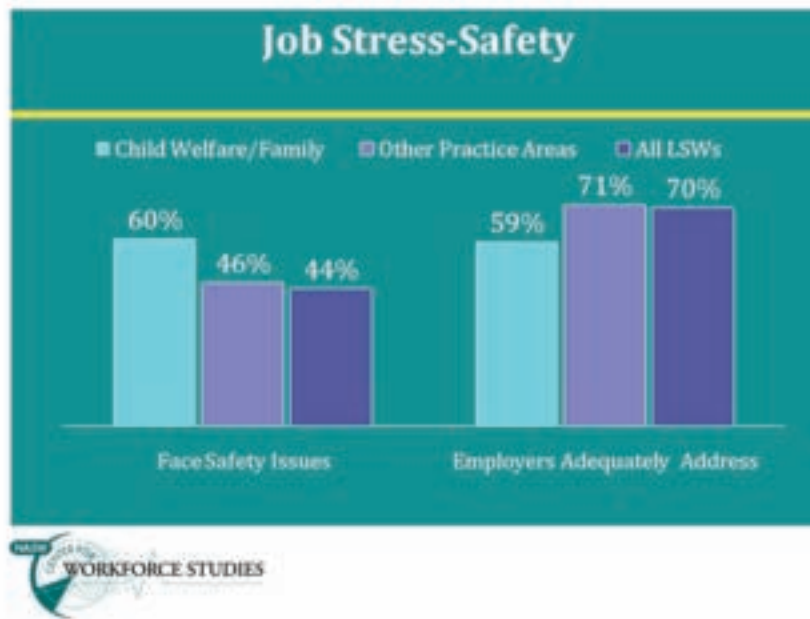
On the positive side, survey responses indicate that those in child welfare were more likely to be supervised by a professional social worker than those in other fields of practice (see Figure 5).

---

[1] Several states license persons without a social work degree as licensed social workers, especially when grandparenting in persons performing social work functions at the time that the licensing laws passed.

Figure 5: Supervision by a Social Worker
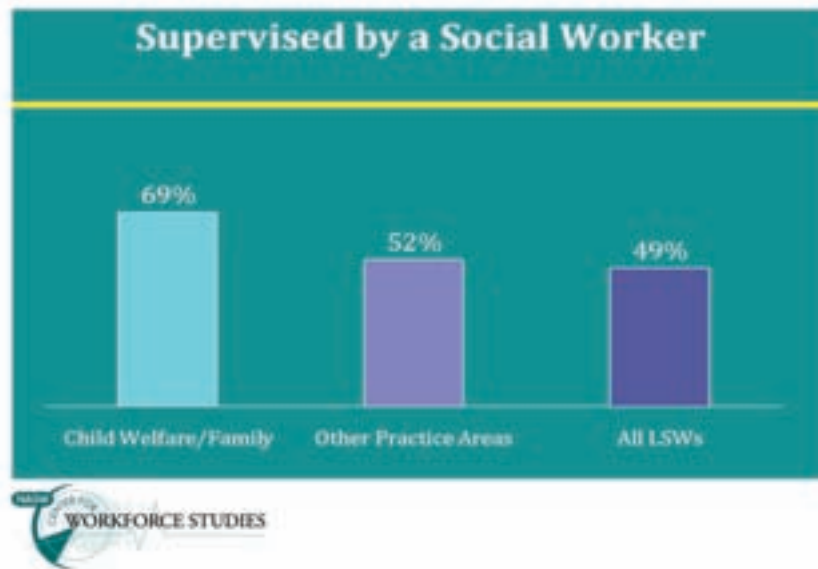
In terms of changes in the service environment, child welfare social workers were more likely to indicate that in the past two years, social worker staffing had decreased, and that the number of eligible clients had increased, as had the number of court-mandated clients and the level of external oversight of the services delivered.

Survey respondents noted that supervision, organizational support, caseload size and the amount of paper work (see Figure 6) were important factors to their job, with the size of caseload being the biggest factor influencing job efficacy.

Figure 6: Important Factors Impacting Job Efficacy
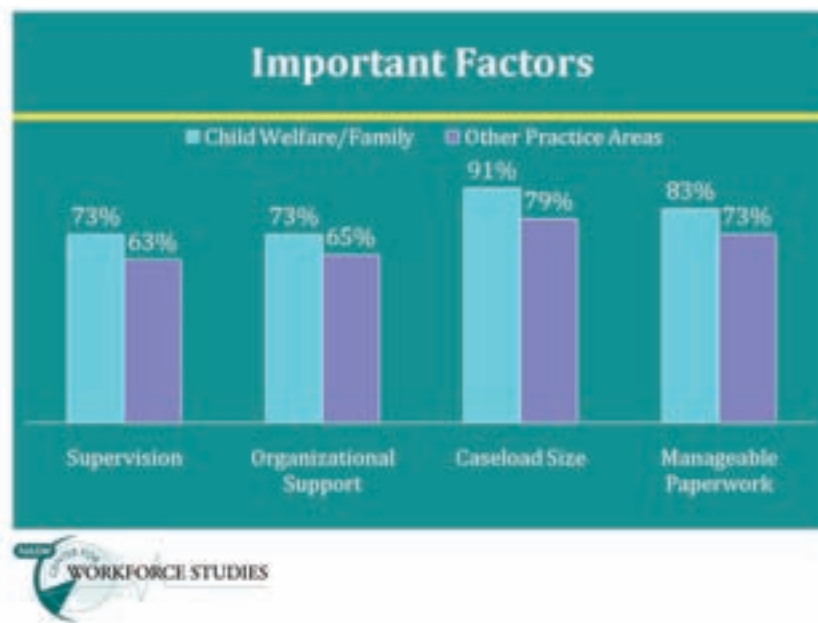
Finally, those in child welfare were less likely to consider staying in their current position than social workers serving children in other practice areas and were more likely to say that they were considering leaving social work altogether.

Ultimately, this study indicated that:

- Child welfare/family practice is a key entry route into the profession for new graduates.

- Child welfare/family practice social workers report feeling less positive about their ability to intervene effectively in the lives of their clients than other social workers who work with children.

- Child welfare/family practice social workers report that they are more likely to exit the profession than other licensed social workers.

- Child welfare/family practice social workers consideration of job changes is most frequently due to seeking higher salaries, more interesting work and less job stress.

The findings from this survey should serve as a catalyst for enhancing supervisory performance and outcomes since research stresses the supervisor's role as critical in influencing intent to remain employed, and as a transmitter of the organizational culture and climate and the agency's practice model and vision.

V. CHALLENGES TO QUALITY SUPERVISION

Supervisors are expected to be highly skilled practitioners who support front-line workers in their implementation of effective, ethical and culturally competent practices that result in improved outcomes for children and families. Supervisors should serve as mentors to their staff and should provide support to help front-line workers and their fellow supervisors with the stress and trauma of the work. Supervisors also serve as guides in the provision of front-line clinical practice; act as managers in transmitting agency policies and evaluating performance; and should demonstrate leadership qualities and skills.

Supervisors are also expected to nurture a work environment that values the strengths of each child and family and respects diversity of individuals, families and communities. Supervisors should be instrumental in ensuring timely access to the most effective services and work to integrate agency vision and values with a model of supervisory practice that is responsive to workers' needs. Supervisors must also balance the need for transparency with confidentiality.

However, real world service delivery suggests that it is difficult to actualize all of these roles simultaneously and that it may be difficult to find all of these skills in one person. As one of the symposium presenters stated, "being a child welfare supervisor might be analogous to kayaking in whitewater rapids."

Based on the presentations, the input from four expert discussants and the participant dialogue, a number of challenges to quality supervision were identified. The following delineates many of the challenges that were identified.

Training and Knowledge Development

- Lack of adequate training related to the roles, tasks and competencies for being a supervisor.

- Inadequate knowledge of the changing populations and communities being served.

- Over-focus on performance of administrative functions (managing staff and workloads). Insufficient research-tested models of supervision (e.g., team models; identification of necessary education and training requirements and competencies; supervisor to supervisee ratios) and how these impact outcomes for children and families.

- Inadequate time to attend training programs or to remain current with the literature and research related to child welfare and supervisory practices.

- Absence of adequate dissemination tools and efforts to provide evidence-based information to supervisors and their staff.

- Insufficient timely use of data to inform practice.

Organizational Issues & Implementation of Child Welfare Practices

- Experiencing trauma, lack of safety and vulnerability, both within the agency and in some communities.

- Balancing multiple levels of external oversight, review processes and accountability that can impact service delivery, including state and federal regulations, community advisory groups and review boards.

- Dealing with frequent turnover of high-ranking leaders and administrators.

- Difficulty retaining competent front-line workers.

- Difficulty in communicating due to generational differences between supervisors and front-line workers and between administrators and front-line workers.

- Potential ethical conflicts relating to how services are provided to families, how families' needs are assessed or regarding acceptable service plans.

- Addressing resource and service gaps.

- Potential conflicts between the need to be transparent in terms of services provided and confidentiality policies.

- Concerns about inadequacies in the built environment including lack of privacy for meetings, supervisory sessions and client interviews.

- Absence of available and adequate supervision, peer consultation and support for the supervisors.

- Problems in the organization's culture and climate that heighten potential for burn-out and turnover and add to the difficulty of providing supervision.

- Over-emphasis on administrative functions in supervision that take away from educational and clinical aspects of supervision to improve practice and outcomes.

VI. RECOMMENDATIONS FOR ACTION

Being a supervisor is considered one of the most difficult and under-supported positions in a child welfare agency. Supervisors must develop good relationships with the front-line staff and value their workers' contributions to the agency's mission and focus. To effectively service children, youth and families, there must be a strong commitment to hiring the best and brightest workers and to supporting those staff as they do their jobs.

Supervisors need organizations to provide the resources that they need to be effective in their roles and that support their demands for good practice in every aspect of child welfare service delivery. This includes clear policy and job descriptions, training, performance appraisal and professional education, as well as consistent feedback loops to gain supervisory input on the adequacy, quality and accessibility of services for children, youth and families. In addition, agencies should engage with the families served to evaluate how services are delivered. There is also a need to have a serious conversation about stigma, race and ethnicity, class, structural and institutional racism and its impact on child welfare for the purpose of minimizing the impact of stigma on the families and children that are served.

The growing body of evidence supports the important role of supervision as a linchpin for creating a sustainable workforce, an organizational culture based on continuous learning and evidence-informed practice and improved outcomes for children and families. The following are the recommended action steps that can be taken to strengthen supervision in child welfare. Included are several examples of existing resources or initiatives already underway that might serve as models for future actions.

Further Research and Enhanced Use of Data Are Necessary

- Research studies are needed to address the following questions:

  ◇ How does the supervisor's education, professional preparation and training impact supervisory practice, worker retention and child and family outcomes?

  ◇ How do different models of supervision (e.g. teaming; division of clinical and administrative supervisory roles) impact supervisor effectiveness and sense of self-efficacy and worker, child and family outcomes?

  ◇ How might different practice models (e.g. differential response; out-stationing of supervisors in communities) impact supervisory self-efficacy and ability to perform the diverse supervisory functions?

  ◇ What are the tools that can be used to develop adequate supervisor to supervisee ratios?

  ◇ How might efforts to enhance organizational culture and climate improve supervisory practice?

  ◇ What agency practices can be revised to ensure that all children and families receive culturally appropriate and relevant services to best address their needs and to eliminate racial and class disparities and inequities?

Findings from the Evaluation of Differential Response Impact Worker and Supervisors Job Efficacy

The American Humane Association works with states and counties to implement Differential Response, a strategy that allows child protective services agencies to respond differently to child abuse and neglect based on the level of risk and needs of the family without compromising child safety. An evaluation of the Ohio Alternative Response Pilot Project found that workers and supervisors who performed work related to alternative response noted that the adjustments they made to their approach to families and their practice enhanced family engagement and also produced positive changes within the agency (www.americanhumane.org/assets/docs/advocacy/ child-welfare-policy-1.pdf).

- Research on child welfare supervision should be systematically reviewed and synthesized (For an example see Appendix E). Relevant, brief practice and policy reports and strategies implemented to translate research findings into practice should be broadly disseminated.

NCCWI RESOURCE LIST #13: Child Welfare Supervision

As part of its knowledge management and information dissemination roles, NCWWI developed an extensive listing of on-line resources, projects and initiatives, training curricula, tools, guides, monographs and journal articles related to child welfare supervision. (see Appendix F).

- Research on supervisory practices outside of child welfare should be reviewed in an effort to identify findings that can be translated into child welfare practices.

- National data should be gathered on the education and training of supervisors, as well as the minimum qualifications required for supervisors in different jurisdictions.

The December 2010 Reauthorization of the Child Abuse Prevention and Treatment Act (P.L. 111-320) includes a provision under Basic State Grants: annual state data reports (Sec. 106(d) "to include data on numbers of CPS personnel, average caseloads, education and training requirements, demographic information, and workload requirements."

- Available administrative and case data should be more effectively utilized to enhance practice and child and family outcomes.

  ◊ Supervisors should receive easily accessible and user-friendly reports to help identify practice patterns and to inform their work with their staff. This information can also help to make adjustments in practice and worker performance or inform efforts to address resource issues and gaps with the administrators.

Supervisors Can Use Data to Guide Child Welfare Practice

The California Department of Social Services (CDSS) and University of California at Berkeley are involved in a collaboration, funded by the CDSS and the Stuart Foundation, to provide county level child welfare outcome data and reports through the Child Welfare Dynamic Report System, http://cssr.berkeley.edu/ucb_childwelfare/. This use of data gives supervisors information that they can use to both assess workers' performance and client outcomes.

The University of Minnesota's Center for Advanced Studies in Child Welfare is the home to Minn-Link (www.cehd.umn.edu/SSW/ cascw/research/minnlink/default.asp), an initiative that uses state administrative data from multiple agencies to answer questions about the impacts of policies, programs, and practice on the well being of children in Minnesota.

- Relevant research should be accessible to child welfare workers, supervisors and administrators through short overviews or newsletters that provide synthesis of evidence.

Children's Services Practice Notes (www.practicenotes.org/) is a newsletter designed to enhance the practice of North Carolina's child welfare workers by providing them with information about research and practice models. Practice Notes is sponsored by the North Carolina Division of Social Services and the Family and Children's Resource Program, part of the Jordan Institute for Families, School of Social Work, University of North Carolina at Chapel Hill. In summarizing recent research, it gives workers new ideas for refining practice. Practice Notes is not intended to replace regular supervision and peer consultation—only to enhance them.

Professional Development and Organizational Supports for Supervisory Practice Should Be Improved

- Greater attention should be paid to the selection of supervisors.

  ◇ Minimum qualifications should be established for child welfare supervisors. An MSW degree, with a child welfare specialization and knowledge of supervision, might be most closely aligned with the required knowledge, skills, values and abilities. However, insufficient availability of adequately prepared MSWs and the fact that the majority of current child welfare workers, (which make up the major pool of potential supervisors), do not have social work degrees, suggest that minimum qualifications for child welfare supervisors might include MSWs and others with relevant masters' education and experience.

  ◇ Supervisory training should be a prerequisite for transitioning into supervisory positions.

  ◇ Effective models for recruiting and selecting child welfare supervisors should be gathered and disseminated. This should include identification of strategies that provide incentives for workers to become supervisors.

  ◇ Civil service requirements should be re-assessed to ensure that selected candidates have the necessary knowledge, skills and abilities for the supervisory role.

  ◇ Given that most supervisors are selected from the front-line child welfare workforce, recruitment of the "right" child welfare workers should be critically examined and enhanced.

  ◇ Recruitment of supervisors should include a combination of educational requirements and performance expectations.

- National competencies for child welfare supervisors should be developed.

  ◇ Develop minimum competencies to include critical thinking, clinical skills, ability to understand and engage with agency staff, families, and neighborhoods; knowledge of federal, state and local child welfare policies; changing demographics of communities; and special issues such as immigration, domestic violence; mental health and substance abuse, orientation to trauma-informed practice, and communication strategies for a multi-generational workforce.

Child Welfare Education and Training Efforts Target Worker and Supervisory Competencies

Over the past 20 years numerous professional education efforts, many of them funded through the Title IV-E training entitlement or Title IV-B 426 discretionary grants, have focused on training supervisors and providing BSW and MSW education, including to persons who are already working in child welfare. These efforts enhance the competency of workers and supervisors and also open up opportunities for advancement. For information on current initiatives, visit www.ncwwi.org/othercwprojweb.html. Persons involved in education and training partnerships between schools of social work and child welfare agencies also meet annually at the Council on Social Work Education Annual Program Meeting, and participant on the IV-E Listserv. Information to participate is available at http://louisville.edu/kent/projects/iv-e.

◊ Supervisory competencies should be compared to the education offered through an MSW program, including the identification of best practice models for educating MSWs to become child welfare supervisors. (This is especially important since some Title IV-E or other traineeship efforts target current child welfare workers who receive an MSW with the goal of moving into a supervisory position upon completion of an MSW degree.)

Trauma-Informed Practice in Child Welfare

The Substance Abuse and Mental Health Services Administration (SAMHSA) has funded a number of projects through its National Child Traumatic Stress Network (www.nctsn.org).

The National Center for Social Work Trauma Education and Workforce Development is a collaboration between the Fordham University Graduate School of Social work and the Hunter College School of Social Work. Its mission is to increase the ability of schools of social work to provide trauma-informed education and training and to work with community-based agencies and field instructors to use evidence-based trauma treatment (EBTT) in their agency practices.

Western Michigan University received a SAMHSA grant to promote a trauma informed child welfare practice model into existing Michigan county systems and two Native American tribal courts. This project is the first to design a collaborative implementation of the trauma informed Child Welfare Curriculum and Essential Elements of Trauma Informed child welfare practice (www.wmich.edu/hhs/unifiedclinics/ctac/ctac_grants.htm).

• The array of resources, supports, and training offered to supervisors should be expanded.

   While agencies may take the lead in accomplishing many of the following recommendations, several of them could best be fulfilled through the establishment of collaborations and partnerships with universities and professional and provider associations.

   ◊ Create mentorship and peer consultation programs to support supervisors. This could be accomplished through agencies, through professional associations or through agency/university partnerships.

   ◊ Create quality improvement debriefing processes in agencies, like those used in medical settings, to review case outcomes and support learning for supervisors and their staff, including the identification of trends and gaps in performance.

   ◊ Create an organizational culture that focuses on learning at all levels of child welfare agencies.

   ◊ Develop agency processes to assist supervisors in applying knowledge to practice.

◇ Create a leadership track for promising front-line workers and develop incentives for highly competent, well performing workers with the necessary qualifications to stay in their jobs.

◇ Develop agency processes to provide support for middle managers to mentor and supervise the front-line supervisors.

Federal Resource Centers Work to Improve Supervisory Practice

The National Resource Centers on Organizational Improvement (NRC-OI) and on Child Welfare Data and Technology (NRC-CWDT) have developed a seven step process for helping child welfare jurisdictions improve their supervision systems. The process requires a minimum of six-to-eight months to develop a comprehensive strategic plan to strengthen child welfare supervision and better support child welfare supervisors, and a minimum of two years to implement. This process requires intensive commitment and work on the part of agency leadership, staff, and stakeholders, and it should not be undertaken without this capacity, readiness, and commitment (http://muskie.usm.maine.edu/helpkids/rcpdfs/Strengthening%20Supervision%20Fact%20Sheet%202010.pdf).

• Front-line practice improvements are needed

◇ Break down barriers by engaging parents in teaching and training of supervisors and front-line practitioners.

◇ Work to align values, ethics and understanding of diverse cultures with practice.

◇ Ensure that agencies commit to supervisor's training and application of new learning, including setting aside of adequate time to accomplish both learning and translating new knowledge into practice behaviors.

◇ Review and streamline paperwork to minimize the number of forms supervisors must complete or approve.

◇ Enhance Title IV-E training programs and other traineeship programs as well as staff training in an effort to effectively prepare child welfare workers for the intensity and volume of their caseloads.

Implementation Centers Address Supervisory Practices

In 2009 the Children's Bureau funded five regionally-based Implementation Centers (www.acf.hhs.gov/programs/cb/tta/ index.htm#centers) that are working over a five year period to implement strategies to achieve sustainable, systemic change that result in greater safety, permanency, and well-being for children, youth, and families. Several of the implementation centers are using research-based solutions to address issues of supervision in child welfare agencies including a project of the Northeast and Caribbean Child Welfare Implementation Center (NCIC) working with New York State to build a system of supports for child welfare supervisors at the line, operational and administrative levels in order to increase the stability and effectiveness of the workforce, improve casework practice and statewide level of achievement of safety, permanency and well-being for children and families (http://ncic.muskie.usm.maine.edu/ncicNY.html).

National, State, and Community Collaborations and Partnerships should be Enhanced and Broadened

- Key stakeholders should be convened to develop and implement multi-dimensional strategies to enhance supervisory practice.

  ◊ Create a child welfare track at the International Conference on Clinical Supervision (http://socialwork.adelphi.edu/clinicalsupervision/).

  ◊ Pursue a conference on effective models of supervision including educating and training supervisors.

  ◊ Explore engaging a broader audience in a dialogue about enhancing child welfare supervisory practice by potentially convening a think tank session through the 18th National Child Abuse and Neglect Conference and other venues.

  ◊ Strengthen collaborations between social work education programs and public and private child welfare agencies regarding the implementation of research and data collection and analysis strategies.

Toolkit Provides Guidance on Strengthening University/Agency Research and Data Partnerships

With funding support and guidance from Casey Family Programs, in 2008, the Institute for the Advancement of Social Work Research undertook a collaborative endeavor that resulted in Strengthening University/Agency Research partnerships to Enhance Child Welfare Outcomes: A Toolkit for Building Research Partnerships (www.socialworkpolicy.org/wp-content/uploads/2007/06/9-IASWR-CW-Research-Partners.pdf.) The Toolkit can be a resource to agencies that are seeking to enhance their use of data to guide practice and child welfare outcome improvements.

- Key stakeholders should work together to attract competent, committed child welfare workers who can not only be effective workers, but also become prepared to be the next generation of child welfare supervisors and leaders.

  ◊ Attract new college graduates to child welfare through a Teach for America-like model.

  ◊ Recruit seasoned professionals into child welfare.

  ◊ Strengthen collaborations between social work education programs and public and private child welfare agencies regarding the education and training of front-line workers and supervisors.

  ◊ Enhance educational preparation, training and workplace supports to reduce the extent to which child welfare practice becomes just an entry into the social work profession.

- Engage national and state governmental and professional associations in creating awards, incentives and recognition for exemplary supervisors.

   ◇ Pursue the development of a credential for supervisors and training of supervisors through NASW.

   ◇ Enhance and expand continuing education and certificate offerings on child welfare supervision, offered through schools of social work, through professional associations, and through consortia of social work education programs.

NASW Standards, Credentials and Resources for Professionals

Several NASW Standards and Credentials can help guide practice expectations for child welfare workers and supervisors. In addition, NASW has available an array of relevant publications and practice resources and offers training, both on-line and in person. For information on resources that are available through www.socialworkers.org see Appendix G.

- Engage entities involved in oversight and review of child welfare practices to work with supervisors and agencies to problem solve together to develop enhanced models of practice.

- Forge national collaborations among professional and provider organizations, the Children's Bureau and its Training and Technical Assistance (T/TA) Network to identify and disseminate effective models of child welfare supervisory practice.

Federal and State Policy Enhancements should be Considered

- Engage policy makers in the development of minimum qualifications for child welfare supervisors.

- Ensure training of public and private agency child welfare supervisors through development, implementation and monitoring of training requirements.

- Consider a set-aside of Title IV-E training funds to specifically target supervisory training.

- Create and promote career ladders for child welfare workers.

- Ensure that policies and the related practices account for the differing social contexts of diverse communities.

VII. CONCLUSIONS

The initial intention in planning *Supervision: The Safety Net for Front-Line Child Welfare Practice* was to highlight the growing evidence-base that demonstrates that supervisors serve as a safety net for front-line workers in child welfare. While that goal was accomplished, as the presentations were made and the dialogue progressed, the absence of a safety net for the supervisors themselves was underscored. The diverse group of participants, many drawing from their own experiences, addressed the perils and challenges that child welfare supervisors face, and questioned what it would take to make the job more manageable, especially when there are so many competing supervisory functions and workplace demands that need to be fulfilled.

It is clear that while professional education and preparation for the job are essentials, focusing on just education and training of front-line workers and supervisors will not be a sufficient remedy. Issues of organizational climate and culture also need to be addressed, as do workload, safety, racial and economic disparities, and the supervision and support for the supervisors themselves.

The agenda for action will require that many stakeholders at the national, state and local levels be involved in enhancing the quality of supervision, in making workforce improvements overall, in increasing the use of data and research to inform practice and policy, and in enhancing child welfare outcomes of safety, permanence and well-being. This will require partnerships between agencies and communities, engaging with the families receiving services and listening to their voices, creating a learning culture in organizations, and promoting leadership at every level, and recognizing that trauma is experienced not only by the children and families but by the workers and supervisors as well.

Now more than ever we understand that supervisors are critical to achieving retention of the "right" front-line workers, in promoting workers' sense of competence and job satisfaction and in improving outcomes for children and families. The agenda for action is developed. This is an opportunity to work collaboratively to identify what works, to build on the strengths of families, workers, supervisors, agencies and communities and to develop a cohort of supervisors that are able to both have a safety-net under them and to be the safety-net for front-line child welfare workers.

REFERENCES

Banach, M. (1999). The workers' view: Strategies and coping skills in a family preservation program. Child & Adolescent Social Work Journal, 16(3), 237-249.

Berkman, K. & Press, M. (1993). Process notes: Two candidates consider their training. Journal of Clinical Psychoanalysis, 2(3), 367-377.

Bibus, A. (1993). In pursuit of a missing link: The influence of supervision on social workers' practice with involuntary clients. *The Clinical Supervisor,* 11(2), 7-22.

Center for the Study of Social Policy (2009). Race Equity Review: Findings from a Qualitative Analysis of Racial Disproportionality and Disparity of African American Children and Families in Michigan's Child Welfare System. Retrieved from http://cssp.trilogyinteractive.com/ publications/child-welfare/institutional-analysis/race-equity-review-findings-from-a-qualitative-analysis-of-racial-disproportionality-and-disparity-for-african-american-children-and-families-in-michigans-child-welfare-system.pdf?1288385009.

Center for the Study of Social Policy, (2010) Positive Outcomes for All: Using an Institutional Analysis to Identify and Address African American Children's Low Reunification Rates and Long Term Stays in Fresno County's Foster Care System. Retrieved from http://cssp.trilogyinteractive.com/pdfs/positive_outcomes_fresno_co_institutional_ analysis.pdf.

Collins-Camargo, C., & Royse, D. (2010). A study of the relationships among effective supervision, organizational culture, and worker self-efficacy in public child welfare. *Journal of Public Child Welfare*, 4(1), 1-24.

Cohen, B.J. & Austin, M.J. (1994). Organizational learning and change in a public child welfare agency. *Administration in Social Work*, 18(1), 1-19.

DePanfilis, D. (1996). Implementing child mistreatment risk assessment systems: Lessons from theory. *Administration in Social Work*, 20(2), 41-59.

Dorch, E., McCarthy, M., & Denofrio, D. (2008). Calculating child welfare separation, replacement and training costs. *Social Work in Public Health*, 23(6), 39-55.

Ellett, A. & Millar, K. (2001). A multi-state study of professional organizational culture: Implications for employee retention and child welfare practice. Paper presented at Society for Social Work Research 5th Annual Conference, Atlanta, GA.

Flower, C., McDonald, J. & Sumski, M. (2005). *Review of Turnover in Milwaukee County Private Agency Child Welfare Ongoing Case Management Staff.* Retrieved from http://louisville.edu/kent/projects/iv-e/turnoverstudy.pdf.

Graef, M.I., & Hill, E.L. (2000). Costing child protective services staff turnover. *Child Welfare.* 79 (5), 517-533.

Harkness, D. (1995). The art of helping in supervised practice: skills, relationships and outcomes. *The Clinical Supervisor*, 13(1), 63-76.

Harkness, D. & Hensley, H. (1991). Changing focus of SW supervision: Effects on client satisfaction and generalized contentment. Social Work, 36(6), 506-12.

Hess, P., Kanak, S., & Atkins, J. (2009) *Building a Model and Framework for Child Welfare Supervision.* Accessed at http://muskie.usm.maine.edu/helpkids/rcpdfs/BuildingAModel andFrameworkforCWSupervision.pdf.

Jacquet, S.E., Clark, S.J., Morazes, J.L., & Withers, R. (2007). The role of supervision in the retention of public child welfare. Journal of Public Child Welfare, 1(3), 27-54.

Kadushin, A. (1976). *Supervision in social work*. New York, NY: Columbia University Press.

Kadushin, A. & Harkness, D. (2002). *Supervision in social work* (4th Ed.) New York: Columbia University Press.

Landsman, M. (2007). Supporting child welfare supervisors to improve worker retention. Child Welfare, 86(2), 105-124.

Martin, U. & Schinke, S. (1998). Organizational and individual factors influencing job satisfaction and burnout of mental health workers. Social Work in Health Care, 28(2), 51-62.

Mor Barak, M.E., Travis, D.J., Pyun, H. & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Service Review,* 83(1), 3-32.

National Child Welfare Workforce Institute. (2010). Leadership Academy for Supervisors. Retrieved from www.ncwwi.org/las.html.

Ratfill, N. (1988) Stress and Burnout in the helping professions. Social Casework, 69(3), 147-54.

Shulman, L. (1993). Interactional Supervision, 2nd Edition. Washington, DC: NASW Press.

Shulman, L. (2010). Interactional Supervision, 3rd Edition. Washington, DC: NASW Press

Strand, V., & Dore, M. (2009). Job satisfaction in a stable state child workforce: Implications for staff retention. Children & Youth Services Review, 31(3), 391-397.

Whitaker, T., Weismiller, T. & Clark, E. (2006). Assuring the Sufficiency of a Frontline Workforce: A National Study of Licensed Social Workers - Special Report: Social Work Services for Children & Families. Retrieved from http://workforce.socialworkers.org/studies/children/children_families.pdf.

Yankeelov, P.A., Barbee, A.P., Sullivan, D.J., & Antle, B.F. (2009). Individual and organizational factors in job retention in Kentucky's child welfare agency. Children and Youth Services Review, 31, 547–554.

Young, T. (1994). Collaboration of a public child welfare agency and a school of social work: A clinical group supervision project. Child Welfare, 73(6), 659-671.

APPENDIX

APPENDIX A: SYMPOSIUM AGENDA

SUPERVISION: THE SAFETY NET FOR FRONT-LINE CHILD WELFARE PRACTICE
Thursday, November 18, 2010

A Think Tank Symposium Sponsored by the NASW Social Work Policy Institute in collaboration with NASW's Center for Workforce Studies & Social Work Practice and the National Child Welfare Workforce Institute with Casey Family Programs as a Contributing Partner

NASW National Office: 750 First Street, NE, Suite 700, Washington, DC
7th Floor Conference Center – A, B, C • 202 408 8600

I.   REGISTRATION AND CONTINENTAL BREAKFAST

II.   GREETINGS & INTRODUCTIONS
Joan Levy Zlotnik, Director, Social Work Policy Institute
Elizabeth J. Clark, Executive Director, National Association of Social Workers

III.   PRESENTATIONS
Highlighting the Evidence-Base for Enhancing Supervision in Child Welfare Practice
Crystal Collins-Camargo (University of Louisville)

Supervising for Racial Equity
Carol W. Spigner (University of Pennsylvania)

Social Workers in Child Welfare: Implications for Supervision
Tracy Whitaker (NASW Center for Workforce Studies & Social Work Practice)

Supervisors as Leaders: Strategies to Support Knowledge Development and Competence
Mary McCarthy (National Child Welfare Workforce Institute; University at Albany, SUNY)

IV.   DISCUSSANT PANEL
Marva Hammons, Managing Director, Casey Family Programs
Agnes Leshner, Director, Child Welfare Services, Montgomery County, MD
Peter Vaughan, Dean, Graduate School of Social Service, Fordham University
Roxana Torrico Meruvia, Senior Practice Associate, National Association of Social Workers

V.   GUIDED DISCUSSIONS

VI.   GROUP ACTION PLANNING

VII.   WRAP-UP and NEXT STEPS

VIII.   ADJOURN

APPENDIX B: PARTICIPANT LIST

Robert Arnold, MPS
Director
Fund Development
National Association of Social Workers Foundation

Wendy Blome, PhD, MSW
Associate Professor
National Catholic School of Social Service
Catholic University of America

Katharine Briar-Lawson, PhD, MSW, BA
Co Principal Investigator, NCWWI,
Dean, School of Social Welfare
State University of New York at Albany

Sheryl Brissett-Chapman, EdD, ACSW
Executive Director
National Center for Children and Familes

Charmaine Brittain, PhD, MSW
Program Manager
Butler Institute for Families
University of Denver

Annie Brown, DSW
Associate Professor
School of Social Work
Howard University

Janet Burton, DSW, MSW
Professor and Director
Social Work Program
University of the District of Columbia

Christine Calpin, MS
Senior Policy Consultant
Children and Family Futures

Stephanie Chambers, ACSW
Manager
Professional Development
National Association of Social Workers

Elizabeth J. Clark, PhD, ACSW, MPH
Executive Director
National Association of Social Workers

Crystal Collins-Camargo, PhD, MSW
Assistant Professor
Kent School of Social Work
University of Louisville

Diane Connolly, PhD, MSW
Assistant Commissioner, Quality Improvement
NYC Administration for Children's Services

Bonita Davis, BA
Executive Assistant
National Association of Social Workers Foundation

Pamela Day, MSW
Co-Director
Child Welfare Information Gateway
ICF International

Susan Ebersten, MPA, BA
Director
Capital Center
Edmund S. Muskie School of Public Health
University of Southern Maine

Joy Ernst, PhD, MSW
Associate Professor and Director
Social Work Program
Hood College

Rowena Fong, EdD, MSW
President, Society for Social Work & Research
Professor, School of Social Work
The University of Texas

Sarah Gesiriech, BA
Director
Federal Relations
Casey Family Programs

Ruby Gourdine, DSW, MSW
Professor
School of Social Work
Howard University

Marva Hammons, MSW
Managing Director
Strategic Consulting
Casey Family Programs

Gail Haulenbeek, MSW
Director
Division of Child Welfare and Community Service
NYS Office of Children and Family Services

Lisa Hughes, BSW
MSW Student
Virginia Commonwealth University

Rutledge Hutson, MPH, JD
Director of Child Welfare Policy
Center for Law and Social Policy (CLASP)

Sondra Jackson, LCSW
Executive Director
Black Administrators in Child Welfare

Caren Kaplan, MSW
Director
Child Protection Reform
American Humane Association

Mary LeBeau, LICSW
Senior Associate
Annie E. Casey Foundation

Agnes Leshner, MS
Child Welfare Director
Montgomery County, MD Child Welfare Services
Department of Health and Human Services

Allison Lowry, MPA
Quality Assurance Manager
Children, Youth & Families Division
Fairfax County Department of Family Services

Mary McCarthy, PhD, LMSW
Co- Principal Investigator
National Child Welfare Workforce Institute
School of Social Welfare
University at Albany, SUNY

Nancy McDaniel, MPA
Program Administrator
Butler Institute for Families
University of Denver

Heidi McIntosh, MSW
Senior Policy Advisor
Administration for Children, Youth and Families

Judy Meltzer, MA
Deputy Director
Center for the Study of Social Policy

Roxana Torrico Meruvia, MSW
Senior Practice Associate
Center for Workforce Studies and Practice
National Association of Social Workers

Sara Munson, MSW
National Dissemination Coordinator
National Child Welfare Workforce Institute
School of Social Welfare
University at Albany

R. Ann Myers, MSW
Head
Social Work Department
James Madison University

Catherine Nolan, MSW
Director
   Office of Child Abuse and Neglect
   Children's Bureau

Bekki Ow-Arhus, LICSW, ACSW
Senior Practice Associate
Professional Development
National Association of Social Workers

Lisa Pion-Berlin, PhD, MSW
President/CEO
Parents Anonymous

Steve Preister, PhD, MSW
Associate Director
University of Southern Maine
National Child Welfare Resource Center
   for Organizational Development

Leslie Rozeff, LCSW-C
Director
Child Welfare Academy
School of Social Work, University of Maryland

Susan Russell-Smith, MPA
Senior Standards Associate
Council on Accreditation

Andrew Safyer, PhD, MSW
Dean
School of Social Work
Adelphi University

John Sciamanna, MSW
Director
Children's Policy and Government Affairs
American Humane Association

Danielle Spears, BA
Executive Assistant
Executive Office
National Association of Social Workers

Linda Spears, BA
Vice President
Policy & Public Affairs
Child Welfare League of America

Carol Wilson Spigner, DSW
Emerita Associate Professor & Clinician Educator
School of Policy and Practice
University of Pennsylvania

Virginia Strand, DSW, MSW
Professor
Graduate School of Social Service
Fordham University

Peter Vaughan, PhD, MSW
Dean
Graduate School of Social Service
Fordham University

Colette Walker-Thomas, LCSW-C
Deputy Director
Prince George's County Department of Social Services

Gail Woods Waller, MS
Director
Communications
National Association of Social Workers

Randi Walters, PhD, MSW
Child Welfare Program Specialist
Children's Bureau

Jennifer Watt, BA
Assistant Director
National Association of Social Workers Foundation

Rita Webb, MS
Senior Practice Associate
Center for Workforce Studies and Practice
National Association of Social Workers

Peg Whalen, PhD, MSW
Director
Evaluation and Research Services
Alliance for Children and Families

Tracy Whitaker, DSW, ACSW
Director
Center for Workforce Studies and Practice
National Association of Social Workers

Ruth White, MSSA, LSW
Executive Director
National Center on Housing and Child Welfare
Professor
Catholic University

Millicent Williams, MSW
Child Welfare Consultant
NRC for Permanency and Family Connections

Kimberly Yancy, LCSW-C
Director
Title IV-E Public Child Welfare Program
Morgan State University

Joan Levy Zlotnik, PhD, ACSW
Director
Social Work Policy Institute
National Association of Social Workers Foundation

APPENDIX C: 2010 SOCIAL WORK CONGRESS IMPERATIVES

2010 Social Work Congress: Reaffirm, Revisit & Reimagine the Profession
Social Work Imperatives for the Next Decade

Adopted at 2010 Social Work Congress, April 23, 2010
www.socialworkers.org/2010congress/documents/2010Imperatives.pdf

Business of Social Work
> Infuse models of sustainable business and management practice in social work education and practice.

Common Objectives
> Strengthen collaboration across social work organizations, their leaders, and their members for shared advocacy goals.

Education
> Clarify and articulate the unique skills, scope of practice, and value added of social work to prospective social work students.

Influence
> Build a data-driven business case that demonstrates the distinctive expertise and the impact and value of social work to industry, policy makers, and the general public.

Influence
> Strengthen the ability of national social work organizations to identify and clearly articulate, with a unified voice, issues of importance to the profession.

Leadership Development
> Integrate leadership training in social work curricula at all levels.

Recruitment
> Empirically demonstrate to prospective recruits the value of the social work profession in both social and economic terms.

Retention
> Ensure the sustainability of the profession through a strong mentoring program, career ladder, and succession program.

Retention
> Increase the number of grants, scholarships, and debt forgiveness mechanisms for social work students and graduates.

Technology
> Integrate technologies that serve social work practice and education in an ethical, practical, and responsible manner.

APPENDIX D: SPEAKER BIOGRAPHIES

Crystal Collins-Camargo, PhD, MSW
Assistant Professor, University of Louisville Kent School of Social Work

Crystal Collins-Camargo teaches in the masters program at the University of Louisville Kent School of Social Work, specializing in child welfare, supervision and social policy. Dr. Collins-Camargo directed the Southern Regional Quality Improvement Center for Child Protection, which worked in a ten state region to promote knowledge development through research and demonstration projects focusing on the impact of clinical supervision on agency and client outcomes in child welfare as well as forge public agency/university partnerships. She conducts applied research in child welfare and juvenile court systems using collaborative, participatory approaches to engage practitioners in social work and other fields in developing knowledge to promote practice improvement. She was formerly program director for Prevent Child Abuse Kentucky, and worked in the public child protection system as a worker, supervisor and statewide specialist. Dr. Collins-Camargo holds a BSW degree from Cornell University and MSW and PhD degrees from the University of Kentucky.

Marva Hammons, MSW
Managing Director of Strategic Consulting, Casey Family Programs

Marva Hammons joined Casey Family Programs in 2007 as its first Managing Director of Strategic Consulting. She is one of the leads for the organization's consulting work designed to support and partner with state and local child welfare jurisdictions to improve outcomes for child victims of abuse or neglect. Casey Family Programs strategic consulting service proactively seeks ways to assess and support systems improvement in organizations and agencies providing child welfare services throughout the United States. Before joining Casey Family Programs, Hammons was executive director of the Colorado Department of Human Services, executive director of the Family Independence Agency for the State of Michigan, Commissioner for New York City's Human Resources Administration Manager of the Denver, Colorado Department of Human Services. Hammons also served in the administration of Denver Colorado Mayor Federico Pena and on the policy staff of Colorado Governor Richard Lamm. Hammons has served as president of the Board of Directors for the American Public Human Services Association (APHSA), holds a Master's Degree in Social Work from the University of Utah, Salt Lake City. She is a graduate of the Harvard University John F. Kennedy School of Government's program for senior government executives and has taught at the University of Denver, Graduate School of Social Work and Denver's Metropolitan State College.

Agnes Leshner, MS
Director, Child Welfare Services, Montgomery County, Maryland

Agnes Leshner has been director of Montgomery County Maryland's Child Welfare Services for 20 years. Her staff of over 160 social workers provides an array of services to children and families, including investigations of reported child abuse and neglect, family preservation, kinship care, foster care, adoption, and foster home finding. Previously, Ms. Leshner served as the Director of Research, Development and Training for the Montgomery County Department of Social Services. Before coming to the County, Ms. Leshner was the director of a partial hospitalization program for severely mentally ill adults at Geisinger Mental Health Center, and a consultant trainer of family therapists. Ms. Leshner holds a Masters degree in Psychology from Bucknell University and trained in family therapy through the Philadelphia Child Guidance Clinic. Throughout her tenure in Montgomery County, Ms. Leshner has focused on developing partnerships with other agencies and service providers. She has been recognized formally through awards from agencies concerned with housing, mental health services, and child protection, and from a variety of community commissions and task forces.

Mary L. McCarthy, PhD, LMSW

Co-Principal Investigator, National Child Welfare Workforce Institute, University at Albany

Mary McCarthy is the Co-Principal Investigator for National Child Welfare Workforce Institute (NCWWI), a service of the Children's Bureau's TTA Network and is the Director of the Social Work Education Consortium in New York State. The Consortium is New York's Child Welfare University-Community partnership program. NCWWI is designed to build the capacity of the nation's child welfare workforce and improve outcomes for children and families through activities that support the development of skilled child welfare leaders. A faculty member at the University at Albany, School of Social Welfare since 1988 she worked in the child welfare field for 11 years both before and after receiving her MSW from the University at Albany in 1982. She completed her PhD in 2003 at Memorial University in Newfoundland Canada. Her dissertation topic focused on supervision in public child welfare systems. Mary currently serves on the NASW Board of Directors as the Region III representative.

Roxana Torrico Meruvia, MSW
Senior Practice Associate, National Association of Social Workers

Roxana Torrico Meruvia is a Senior Practice Associate with the National Association of Social Workers. Ms. Torrico Meruvia conducts research and develops written products on issues related to children, youth and families. Prior to joining NASW, Ms. Torrico Meruvia worked at The Finance Project where she co-authored several publications including *Financing Housing Supports for Youth Transitioning Out of Care*. Ms. Torrico Meruvia has also worked as the Director of the Housing and Homelessness department at the Child Welfare League of America (CWLA). There she provided direction and technical assistance specific to the development and knowledge regarding the intersection of foster care and homelessness. Through the coordination of regional, state and local efforts, Ms. Torrico Meruvia facilitated the integration and collaborations of child welfare and housing/homeless systems. In addition, Ms. Torrico Meruvia worked closely with CWLA's National Foster Youth Advisory Council. She also has several years experience working with diverse, low-income youth and families in the non-profit and public systems. Ms. Torrico Meruvia holds a Master of Social Work degree from Virginia Commonwealth University and a Bachelor's Degree from Marymount University.

Carol Wilson Spigner, DSW
Emerita Associate Professor/Clinician Educator, University of Pennsylvania School of Social Policy & Practice

Carol W. Spigner retired from the University of Pennsylvania School of Social Policy and Practice in June of 2010 after having served as associate professor/ clinician educator for a decade. At Penn, Spigner directed the social policy program and taught policy and macro practice. Prior to her arrival at Penn, Dr. Spigner had been the Associate Commissioner of the Children's Bureau at the U.S. Department of Health and Human Services' Administration for Children and Families (ACF) and was responsible for the administration of federal child welfare programs. Most recently Spigner has served on: the Pew Commission for Children in Foster Care; the Mayor's Child Welfare Review Panel for the City of Philadelphia; and the Workgroup for the Michigan Racial Equity Task Force. She also chairs the Board of the Center for the Study of Social Policy. Dr. Spigner has served as a senior associate at the Center for the Study of Social Policy, Washington, DC and as the director of the National Child Welfare Leadership Center, University of North Carolina at Chapel Hill. Dr. Spigner has published a variety of articles in the areas of cultural competency, permanency planning and relative care. Dr. Spigner has received numerous awards including: the Black Administrators in Child Welfare's 2008 George Silcott Award for Lifetime Achievement; University of Southern California's award for "Lifetime Contributor to the Development of Policies and Programs for Underserved Populations;" the National Association of Black Social Workers', "Outstanding Contributors Award," and the National Association of Public Child Welfare Administrators', "Award for Leadership in Public Child Welfare." A native of Los Angeles Dr. Spigner began her career working for the Los Angeles County Departments of Adoption and Probation and received her undergraduate degree from the University of California at Riverside and her graduate degrees from the University of Southern California.

Peter B. Vaughan, PhD, MSW
Dean, Fordham University Graduate School of Social Service

Peter B. Vaughan is dean at the Fordham University Graduate School of Social Service. Until October 2000, he was the associate dean for academic programs and associate professor at the University of Pennsylvania School of Social Work. Prior to joining that faculty in 1981, he was an associate professor of social work at Wayne State University and Chief of the Life Stress Center at University Health Center/Detroit Receiving Hospital in Detroit, Michigan. His teaching has been primarily in the areas of social work practice, interdisciplinary collaboration in health care settings, and human behavior. Recent research is concerned with enhancing health, social health, and life chances of African American boys. He has been a member of a number of boards of community organizations and agencies, and he also served in several capacities with local chapters of NASW, the Council on Social Work Education and as a member on several national advisory boards. He is a Social Work Pioneer. He received a BA in Sociology from Temple University, an MSW in Group Work from Wayne State University, an MA in Psychology and a PhD in Social Work and Psychology from the University of Michigan.

Tracy Whitaker, DSW, ACSW
Director, NASW Center for Workforce Studies and Social Work Practice

Tracy Whitaker is the Director of the NASW Center for Workforce Studies & Social Work Practice. Dr. Whitaker directed the 2004 national benchmark study of licensed social workers and was the lead author of five reports emanating from that study. She also led the first compensation and benefits study of the social work profession in 2009 and has conducted multiple studies of the NASW membership. In 2003, Dr. Whitaker conducted a study of NASW members in child welfare practice, resulting in the publication, *If You're Right for the Job, It's the Best Job in the World.* Recent publications include: *Child Welfare Social Workers' Attitudes Towards Mobile Technology Tools: Is There a Generation Gap?; The Results are In: What Social Workers Say About Social Work; and Workforce Trends Affecting the Social Work Profession 2009.* Dr. Whitaker's Bachelor's Degree, MSW and DSW are all from Howard University in Washington, DC.

Joan Levy Zlotnik, PhD, ACSW
Director, Social Work Policy Institute

Joan Levy Zlotnik became Director of the Social Work Policy Institute in the National Association of Social Workers (NASW) Foundation in October 2009 having previously served as the Executive Director of the Institute for the Advancement of Social Work Research (IASWR). She is a nationally recognized expert on child welfare staffing issues, and served as the principal investigator of the Annie E. Casey Foundation supported examination of research and outcome studies of retention in child welfare workers and was an expert resource to the GAO on their 2003 report on recruitment and retention of child welfare workers. She has examined the history of federal support for child welfare training and served as a consultant to the U.S. Children's Bureau and several of its contractors. She is the co-editor of several special journals on child welfare workforce issues including the 2009 Special Issue of *Child Welfare.* Dr. Zlotnik has been active in promoting partnerships between universities and the practice community. From 1995 to 2000 she served as Director of Special Projects and Special Assistant to the Executive Director at the Council on Social Work Education and was previously at the National Association of Social Workers as Staff Director for the Commission on Families and Government Relations Associate. Dr. Zlotnik has a BA from the University of Rochester, an MSSW from the University of Wisconsin-Madison and a PhD in Social Work from the University of Maryland.

APPENDIX E: NCWWI BRIEF ON META-ANALYSIS OF SUPERVISION RESEARCH

WORKFORCE RESOURCE SUMMARY SERIES

Resource #1: Mor Barak, M.E., Travis, D.J., Pyun, H., & Xie, B. (2009). The Impact of Supervision on Worker Outcomes: A Meta-analysis. *Social Service Review, 83*(1), 3-32.

What is this resource?

This resource provides a *meta-analysis of research articles regarding the impact of supervision on worker outcomes.* Published between 1990 and 2007, the 27 articles reviewed include a combined sample of more than 10,000 workers in child welfare, social work, and mental health settings.

What are its critical findings?

Workers who receive effective supervision reciprocate with positive feelings and behaviors toward their jobs and organizations. Three supervisory dimensions act as protective, proactive, or preventive factors in ensuring a positive work environment that can contribute to worker effectiveness and quality service delivery: *task assistance; social and emotional support; and interpersonal interaction.*

- *Empowerment, organizational citizenship behavior, job satisfaction, and retention* are realized when supervisors provide tangible, work-related advice and instruction to workers.
- *Workers' well-being, organizational commitment, and job satisfaction* improves when they receive support of their emotional needs and job-related stressors from their supervisors.
- There is a link between a worker's perception of the quality of the supervisory relationship and worker outcomes such as *sense of competence, sense of personal accomplishment, organizational citizenship behavior,* and *job satisfaction.*

What are its critical findings?

Of the three dimensions, task assistance had the greatest impact on positive worker outcomes, while supportive supervision and quality supervisory relationships were associated with reduced worker *anxiety, stress, depression, somatic complaints, burnout, intention to leave,* and *turnover.*

*Limitations include a small number of available studies for inclusion, and in each worker outcome category; lack of research regarding the relationship of task assistance to detrimental worker outcomes; lack of consistency in the studies' measurement of various predictor and outcome variables; and reliance solely on study respondents' reporting.

What are its implications for our work?

- Organizations should *stress the importance of effective supervision* and develop an organizational climate that supports *positive supervisor-supervisee relationships* and allows for *frequent, mandatory supervisory sessions.*
- Organizations should *provide supervisory training on providing effective task assistance, building strong supervisory relationships and increasing supervisory support for workers.*

APPENDIX F: NCWWI SUPERVISION RESOURCE LIST
NCWWI RESOURCE LIST #13: CHILD WELFARE SUPERVISION

ONLINE RESOURCE LISTS	
Organization	**Relevant Webpage**
Child Welfare Information Gateway	• Supervising Child Welfare Services
National Child Welfare Workforce Institute	• Supervision
National Resource Center for Permanency and Family Connections	• Child Welfare Administration and Supervision

PROJECTS & INITIATIVES	
Agency/Organization	**Relevant Webpage/Product**
American Public Human Services Association	• Positioning Public Child Welfare Guidance: 　○ Strategy 　○ Workforce 　○ Change Management 　○ Administrative Practices 　○ Public Policy
National Child Welfare Workforce Institute	• Leadership Academy for Supervisors • Leadership Academy for Middle Managers
Northeast and Caribbean Implementation Center	• Massachusetts Implementation Center Project: Enhancing Supervisory Capacity to Support and Sustain the New DCF Integrated Casework Practice Model • New York Implementation Center Project: Building a System of Sustainable Supports for Child Welfare Supervisors
Southern Regional Quality Improvement Center for Child Protection	• Program Summary: Testing the Impact of Structured Clinical Supervision in Frontline Public Child Welfare on Organizational, Worker Practice and Case Outcomes • Research and Demonstration Projects Regarding Structured Clinical Casework Supervision in Frontline Child Welfare: Unique Features, Findings and Program Impacts in Brief • Summary of the Results of the Needs Assessment • Summit on Child Welfare Supervision: Proceedings

TRAINING CURRICULA	
Agency/Organization	**Related Online Resource(s)**
Academy for Professional Excellence, Public Child Welfare Training Academy, San Diego State University School of Social Work &	• Key to Success: Transfer of Learning: A Tool for Child Welfare Supervisors

TRAINING CURRICULA	
Agency/Organization	Related Online Resource(s)
California State University - San Bernardino Department of Social Work	
Butler Institute for Families, University of Denver	• [Advanced Secondary Trauma for Child Welfare Supervisors](#) • [Making the Most of Supervision](#) • [Supervisory training: Putting the pieces together](#)
California Social Work Education Center	• [California Common Core Curricula for Child Welfare Supervisors - Supervisor Core: Child Welfare Policy and Practice for Supervisors (Trainer's Guide)](#) • [Workplace Management and Child Welfare Policy, Planning, and Administration](#)
Center for Adoption Research	• [Supervisory Training to Enhance Permanency Solutions (STEPS)](#)
Center for Development of Human Services, Research Foundation of SUNY/BSC	• [OCFS Common Core: Supervisor's Guide](#)
Child Welfare Training Academy at the University of South Florida	• [Supervising for Excellence Trainer Certification Curriculum](#)
Child Welfare Training Institute, Muskie School of Public Service, University of Southern Maine	• [Child Welfare Caseworker Competency Based Screening Curriculum](#) • [Performance management: Linking individual performance to agency outcomes (Training Curriculum)](#) • [Supervising for Comprehensive Relative Identification and Exploration (Trainer Curriculum)](#) • [Tips for Using Data to Measure Success (Trainer's Guide)](#)

Family Violence Prevention Fund	• Team Decision making and Domestic Violence: An Advanced Training for TDM Facilitators and Child Protection Supervisors
	  o [PowerPoint Presentation for Trainers](#)
	  o [Trainer's Guide](#)

Georgia Department of Human Resources	• [Tools of the Trade: Preparation for Supervision, Facilitator's Handbook](#) • [Tools of the Trade: Preparation for Supervision, Participant's Guide](#)
Institute for Child and Family Policy, Muskie School of Public Service, University of Southern Maine	• [Action Planning: A Problem Solving Tool (Trainer's Guide)](#)

TRAINING CURRICULA	
Agency/Organization	**Related Online Resource(s)**
National Child Welfare Workforce Institute	• [Leadership Academy for Supervisors](#)
National Resource Center for Family Centered Practice, University of Iowa School of Social Work	• [Critical Thinking for Safe Case Closure](#) • [Committed to Excellence Through Supervision](#) • [Designing In-Service Programs](#) • [Employment Interviewing for Success in Public Child Welfare](#) • [Managing a Diverse Workforce](#) • [Managing Underperforming/Impaired Workers](#) • [Professional Writing for the Child Welfare Professional](#) • [Supervising Intergenerational Dynamics](#) • [Supervising Culturally Competent Practice](#) • [Understanding Learning Styles](#)
National Resource Center for Family-Centered Practice and Permanency Planning	• [Training of Child Welfare Agency Supervisors in the Effective Delivery and Management of Federal Independent Living Service for Youth in Foster Care: Developing a Supervisory Training Curriculum [Program Evaluation]](#)
Pennsylvania Child Welfare Training Program, University of Pittsburgh	• [Living the Mission of Child Welfare](#) • [Preparatory and Beginning Phases of Child Welfare Supervision](#) • [Strength-Based, Solution-Focused Supervision](#) • [Supervisory Issues in Child Sexual Abuse](#) • [Supervisory Skills and Knowledge Related to Substance Abuse](#) • [The Preparatory and Beginning Phases of Child Welfare Supervision](#)
Portland State University, Child Welfare Partnership	• [Supervising for Excellence in Oregon](#)
Protective Services Training Institute of Texas	• [Developing worker competency](#)
Southern Regional Quality Improvement Center for Child Protection	• [Promoting Structured Clinical Casework Supervision in Child Welfare: Curriculum Outlines and Selected Materials](#)
Tennessee Department of Children's Services, University of Tennessee, College of Social Work, Office of Research and Public Service	• [CPS Supervisor Development Trainer's Manual](#)

University of Michigan School of Social Work	• Essentials of Supervisory Skills for Child Welfare Managers
	  o [Website with Modules](#)
	  o [Manual](#)

University of North Carolina School of Social Work, Jordan Institute for Families	• [Staying Power! A Supervisor's Guide to Retention](#)

TRAINING CURRICULA	
Agency/Organization	**Related Online Resource(s)**
University of Wisconsin-Green Bay, Northeast Wisconsin Partnership for Children and Families	• [Developing the Supervisor's Capacity to Assist Staff in Transforming Learning Into Practice (Trainer's Guide)](#)
Utah Division of Child and Family Services, Professional Development Team	• [Substance Abuse Training - Understanding Substance Use Disorders, Treatment and Family Recovery: A Guide for Child Welfare Professionals (Supervisor Handbook)](#)

TOOLS, GUIDES, MANUALS & OTHER STATE/LOCAL EXAMPLES	
Agency/Organization	**Related Online Documents**
Arkansas Department of Health and Human services, Division of Children and Family Services	• [Arkansas Mentoring Supervisors Project: Final Report](#)
Butler Institute for Families, University of Denver	• [SMARRT Manual](#)
California Social Work Education Center	• [Survey of Supervisory Practices and Roles](#) • [Working Toward an Independent Caseload: A Continuum of Responsibility and Level of Supervision for New Caseworkers](#)
Center for Development of Human Services, Research Foundation of SUNY/BSC	• [A Supervisor's Guide to Assessing Practice](#)
Child Welfare Training Institute, Muskie School of Public Service, University of Southern Maine	• [Child Welfare Caseworker Competency Based Screening Resource Guide](#) • [Maine Child Welfare Supervisory Academy Competency Model](#) • [Office of Child and Family Services Recruitment Resource Guide](#) • [Recruitment Resource Guide](#) • [Standards for Supervision in Child Welfare](#)
Georgia Department of Human Resources	• [Social Services Supervisor's Handbook](#) • [Tools of the Trade: Preparation for Supervision, Facilitator's Handbook](#)
Idaho Department of Health and Welfare	• [Children and Family Services Training Standard: Caseload Responsibility and Level of Supervision Continuum for New Child Welfare Social Workers](#)

Michigan State University School of Social Work	• [Staff Retention in Child and Family Services](#)
	  o [Workbook 1: The Role of Leaders in Staff Retention](#)
	  o [Workbook 2: The Practice of Retention-Focused Supervision](#)
	  o [Workbook 3: Working with Differences](#)
	  o [Workbook 4: Communication Skills](#)
	  o [Workbook 5: The First Six Months](#)

TOOLS, GUIDES, MANUALS & OTHER STATE/LOCAL EXAMPLES	
Agency/Organization	**Related Online Documents**
	o Workbook 6: Recruiting and Selecting the Right Staff in Child and Family Service
Minnesota Department of Human Services	• Safety, Permanency and Well-Being Quality Assurance Toolkit
Mississippi Division of Family and Children's Services	• Supervisor's Guide to Implementing Family Centered Practice
National Resource Center for Family Centered Practice, University of Iowa School of Social Work & the Iowa Department of Human Services	• Child Welfare Supervision Manual: Template Forms for Use in Individualized Supervision Programs • Supervisor Developmental Planning and Support Toolkit
New York State Office of Children and Family Services, New York State Office of Alcoholism & Substance Abuse Services and New York State Office of Court Administration	• Gearing Up to Improve Outcomes for Families: New York State Collaborative Practice Guide for Managers and Supervisors in Child Welfare, Chemical Dependency Services, and Court Systems
Oklahoma DHS Child Welfare Training Program	• Supervisor & Mentor Guide FY 2008
Partners for Our Children & Washington State Department of Social and Health Services, Children's Administration	• SBC Evaluation Highlights Survey of Social Work Supervisors • Evaluation of Washington Department of Social and Health Services Children's Administration's Solution Based Casework practice model, Interim Report Part II: Supervisors' baseline survey results
Results Oriented Management in Child Welfare, University of Kansas	• Training Managers on ASFA and Results Based Management
State of Mississippi, Division of Children and Family Services	• Supervisor's Guide to Implementing Family Centered Practice
University of Wisconsin-Green Bay, Northeast Wisconsin Partnership for Children and Families	• Report on Pilot Offering of Developing the Supervisor's Capacity to Assist Staff in Transforming Learning Into Practice • Transfer of Learning Strategies for Child Welfare Supervisors • Supervision and Mentoring in Child Welfare Services: Guidelines & Strategies
Utah Department of Human Services, Division of Child and Family Services	• Workload Study: Part B - Supervisor/Staff Ratios

ONLINE REPORTS, ARTICLES & OTHER PUBLICATIONS

Resource Title

ACTION for Child Protection. (2004). *Supervising the safety intervention process: Part 1.* Charlotte, NC: Author. Available at: www.actionchildprotection.org/documents/2004/pdf/November2004SupervisingSafetyInterventionProcess.pdf

ACTION for Child Protection. (2004). *Supervising the safety intervention process: Part II.* Charlotte, NC: Author. Available at: www.actionchildprotection.org/documents/2004/pdf/December2004SupervisingTheSafetyInterventionProcesseditedbyKay.pdf

ACTION for Child Protection. (2010). *Supervisors can develop workers' interpersonal skills.* Charlotte, NC: Author. Available at: www.actionchildprotection.org/documents/2010/pdf/March_Supervisors_develop_worker_interpersonal_skills.pdf

Antle, B., & Barbee, A. (2003). Training transfer: Variables that predict and maximize transfer. *NRC-CWTE Training Working Paper 1.* Available at: www.kentcareteam.org/documents/monographfiles/Trainingtransferfinal.pdf

Center for Advanced Studies in Child Welfare (2009) Supervision: The key to strengthening practice in child welfare. *Practice Notes, Winter, 22.* Available at: www.cehd.umn.edu/SSW/cascw/attributes/PDF/practicenotes/practicenotes22.pdf

Center for the Study of Social Policy (n.d.). *Self-assessment workbook for building a stable and quality child welfare workforce.* Washington, DC: Author. Available at: www.cssp.org/uploadFiles/ChildWelfare.pdf

Collins-Carmago, C. Sundet, P., Preister, S., & Schwach, L. *(2007).* Strengthening Supervision. *National Child Welfare Resource Center for Organizational Improvement Teleconference,* May 3, 2007. Available at: http://muskie.usm.maine.edu/helpkids/tele_pastdetail.htm#may3

Community Partnerships for Protecting Children, (2003). Frontline supervision: Where the action is. *Safekeeping, 7*(1). Available at: http://calswec.berkeley.edu/CalSWEC/Articles_Winter03.pdf

CPS Human Resource Services & the Center for the Study of Social Policy. (2006). Using a competency model to increase frontline supervisor effectiveness in child welfare agencies. *Hired for Good: Quality Human Services Through Innovative Human Resource Management, 3*(1). Available at: www.cssp.org/uploadFiles/11627_HiredforGood_V4.pdf

Franklin, S., Savage, S., Collins, C., & Ingram, D. (2007). Supervisory case reviews: Tools to monitor and improve practice. *National Child Welfare Resource Center for Organizational Improvement Teleconference,* November 8, 2007. Available at: http://muskie.usm.maine.edu/helpkids/tele_pastdetail.htm#november8

Hess, P., Kanak, P., & Atkins, J. (2009). *Building a model and framework for child welfare supervision.* New York, NY & Portland, ME: National Resource Center for Family-Centered Practice and Permanency Planning & National Child Welfare Resource Center for Organizational Improvement. Available at: http://muskie.usm.maine.edu/helpkids/rcpdfs/BuildingAModelandFrameworkforCWSupervision.pdf

Institute for the Advancement of Social Work Research. (2005). *Factors influencing retention of child welfare staff: A systematic review of research.* Washington, DC: Author. Available at: www.socialworkpolicy.org/wp-content/uploads/2007/06/4-CW-SRRFinalFullReport.pdf

National Child Welfare Resource Center for Organizational Improvement. (2007). Strengthening child welfare supervision. *Child Welfare Matters*, Fall. Available at: http://muskie.usm.maine.edu/helpkids/rcpdfs/cwmatters6.pdf

National Child Welfare Resource Center for Organizational Improvement. (2010). Strengthening supervision: A participatory design process. *NRCOI Fact Sheet*. Available at: http://muskie.usm.maine.edu/helpkids/rcpdfs/Strengthening%20Supervision%20Fact%20Sheet%202010.pdf

NC DSS Children's Services Statewide Training Partnership. (2001). Supervisor's role in training is critical. *Training Matters, 2*(3). Available at: www.trainingmatters-nc.org/tm_assets/tmv2_3.pdf

North Carolina Division of Social Services & the Family and Children's Resource Program. (2010). Striving for excellence in supervision. *Children's Services Practice Notes, 15*(3). Available at: www.practicenotes.org/v15n3/cspnv15n3.pdf

Salus, M. (2004). *Child Abuse and Neglect User Manual Series: Supervising child protective services caseworkers*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Office on Child Abuse and Neglect. Available at: www.childwelfare.gov/pubs/usermanuals/supercps/supercps.pdf

United States Government Accountability Office. (2006). *Improving social service program, training, and technical assistance information would help address long-standing service-level and workforce challenges*. Washington, DC: Author. Available at: www.gao.gov/new.items/d0775.pdf

JOURNAL ARTICLES, BOOKS & BOOK SECTIONS

Resource Title

Alwon, F., Steib, S., & Schmidt, B. (2009). *On the job in child welfare: Recruiting, retaining, and supporting a competent workforce*. Washington, DC: Child Welfare League of America.

Aquavita, S.P., Pittman, J., Gibbons, M., Castellanos-Brown, K. (2009). Personal and organizational diversity factors' impact on social workers' job satisfaction: Results from a national internet-based survey. *Administration in Social Work, 3*, 151–166.

Austin, M.J., & Hopkins, K.M. (Eds). (2004). *Supervision as Collaboration in the Human Services*. Thousand Oaks, CA: Sage Publications, Inc.

Barth, R.P., Lloyd, E.C., Christ, S., Chapman, M. & Dickinson, N.S. (2008). Child welfare worker characteristics and job satisfaction: A national study. *Social Work, 53*, 199-209.

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

Bride, B.E., & Jones, J.L. (2006). Secondary traumatic stress in child welfare workers: Exploring the role of supervisory culture. *Professional Development: The International Journal of Continuing Social Work Education, 9*(2), 38-43.

Burkard, A.W., Johnson, A.J., Madson, M.B., Pruitt, N.T. (2006). Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision. *Journal of Counseling Psychology, 53*(3), 288-301.

Caringi, J.C., Strolin-Goltzman, J., Lawson, H.A., McCarthy, M., Briar-Lawson, K., & Claiborne, N. (2008). Child Welfare Design Teams: An intervention to improve workforce retention and facilitate organizational development. *Research on Social Work Practice, 18*(6), 565-574.

Cearley, S. (2004). The power of supervision in child welfare services. *Child & Youth Care Forum, 33*(5), 313-327.

Chen, S., & Scannapieco, M. (2010). The influence of job satisfaction on child welfare worker's desire to stay: An examination of the interaction effect of self-efficacy and supportive supervision. *Children and Youth Services Review, 32*, 482–486

Chenot, D., Benton, A.D., & Kim, H. (2009). The influence of supervisor support, peer support, and organizational culture among early career social workers in child welfare services. *Child Welfare, 88*(5), 129-147.

Chernesky, R.H., & Israel, M.K. (2009). Job expectations and intention to leave in a state child welfare agency. *Journal of Public Child Welfare, 3*, 23–39.

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.

Collins-Camargo, C. (2006). Clinical supervision in child welfare: Themes from findings of a multisite study. *Professional Development: The International Journal of Continuing Social Work Education, 9(*2), 100-110.

Collins-Camargo, C., & Kelly, M. (2007). Supervisor as informal mentor: Promoting professional development in public child welfare. *The Clinical Supervisor, 26*(1/2), 127-146.

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), 1-24,

Collins-Camargo, C., Sullivan, D.J., Washeck, B., Adams, J., & Sundet, P. (2009). One state's effort to improve recruitment, retention, and practice through multifaceted clinical supervision interventions. *Child Welfare, 88*(5), 87-107.

Curry, D., McCarragher, M., & 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*(8), 931-948.

DePanfilis, D., & Zlotnik, J.L. (2008). Retention of front-line staff in child welfare: A systematic review of research. *Children and Youth Services Review, 30*, 995–1008

Dickinson, N.S., & Perry, R. E. (2002). Factors influencing the retention of specially educated public child welfare workers. *Evaluation Research in Child Welfare, 15*(3/4), 89-103.

Dill, K. (2007). Impact of stressors on front-line child welfare supervisors. *The Clinical Supervisor, 26*(1/2), 177-193.

Dill, K., & Bogo, M. (2009). Moving beyond the administrative: Supervisors' perspectives on clinical supervision in child welfare. *Journal of Public Child Welfare, 3*, 87–105.

Ellett, A., Collins-Camargo, C., & Ellett, C. (2006). Personal and organizational correlates of outcomes in child welfare: Implication for supervision and continuing professional development. *Professional Development: The International Journal of Continuing Social Work Education, 9*(2), 44-53.

Ellett, A.J., Ellett, C.D., Westbrook, T.M., & Lerner, B. (2006). Toward the development of a research-based employee selection protocol: Implications for child welfare supervision, administration, and professional development. *Professional Development: The International Journal of Continuing Social Work Education, 9*(2), 111-121.

Faller, K.C., Grabarek, M., & Ortega, R.M. (2010). Commitment to child welfare work: What predicts leaving and staying? *Children and Youth Services Review, 32,* 840–846

Farber, J., & Munson, S. (2010). Strengthening the child welfare workforce: Lessons from litigation. *Journal of Public Child Welfare, 4*(2),132-157.

George, J.M., & Jones, G.R. (2001). Towards a process model of individual change in organizations. *Human Relations, 54*(4), 419-444.

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.

Gilson, S., Cornet, B., & Ralph, C. (2009). *Workplace management and child welfare policy, planning, and administration.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Glisson, C., Dukes, D., & Green, P. (2006). The effects of the ARC organizational intervention on caseworker turnover, climate, and culture in children's services systems. *Child Abuse and Neglect, 30*(8), 855-880.

Gonzalez, R.P., Faller, K.C., Ortega, R.M., & Tropman, J. (2009). Exit interviews with departed child welfare workers: Preliminary findings. *Journal of Public Child Welfare, 3*(1), 40–63.

Graef, M.I., & Potter, M.E. (2002). Alternative solutions to the child protective services staffing crisis: Innovations from industrial/organizational psychology. *Protecting Children, 17*(3), 18-31.

Jacquet, S.E., Clark, S.J., Morazes, J.L., & Withers, R. (2007). The role of supervision in the retention of public child welfare workers. *Journal of Public Child Welfare, 1*(3), 27-54.

Jones, J.L. (2006). The impact of organizational culture on intention to remain in public child welfare. *Professional Development: The International Journal of Continuing Social Work Education,9*(2), 78-90.

Jones, J.L., Washington, G., & Steppe, S. (2007). The role of supervisors in developing clinical decision-making skills in child protective services (CPS). *Journal of Evidence-Based Social Work, 4*(3/4), 103-116.

Kelly, M.J., & Sundet, P. (2007). Using 360 degree evaluation to improve clinical skill development by first line child protective services supervisors. *Journal of Evidence-Based Social Work, 4*(3/4), 145-161.

Kleinpeter, C., Pasztor, E.M., & Telles-Rogers, T. (2003). The impact of training on worker performance and retention: Perceptions of child welfare supervisors. *Professional Development: The International Journal of Continuing Social Work Education, 6*(3), 39-49.

Landsman, M. (2008). Supporting child welfare supervisors to improve worker retention. *Child Welfare, 86(*2), 105-124.

Lietz, C.A. (2009). Critical theory as a framework for child welfare decision-making: Some possibilities. *Journal of Public Child Welfare, 3*(2), 190-206.

Lietz, C.A. (2010). Critical thinking in child welfare supervision. *Administration in Social Work, 34*, 68–78.

Lietz, C.A., & Rounds, T. (2009). Strengths-based supervision: A child welfare supervision training project. *The Clinical Supervisor, 28*(2), 124-140.

MacEachron, A.E., Gustavsson, N., LAvitt, M., & Bartle, E. (2009). Supervisor preference for the design and delivery of training. *Journal of Public Child Welfare, 3*, 173–189.

Maertz Jr, C.P., Griffeth, R.W., Campbell, N.S., Allen, D.G. (2007). The effects of perceived organizational support and perceived supervisor support on employee turnover. *Journal of Organizational Behavior, 28*, 1059-1075.

Martinez, C. (2004). Job stress and job satisfaction in child welfare: An analysis of the impact of group supervision. *Envision: The Manitoba journal of child welfare, 3*, 36-54.

Mason, S.E., LaPorte, H.H. & Frankel, A. (2003). The importance of including supervisors when evaluating child welfare workers' training. *Professional Development: The International Journal of Continuing Social Work Education, 6*, 20-28.

McGowan, B., Auerbach, C., & Strolin-Goltzman, J. (2009). Turnover in the child welfare workforce: A different perspective. *Journal of Social Service Review, 35*(3), 228-235.

Moore, T.D., Rapp, C.A., Roberts, B. (2000). Improving child welfare performance through supervisory use of client outcome data. *Child Welfare, 79*(5), 475-497.

Mor Barak, M.E., Levin, A., Nissly, J.A., Lane, C.J. (2005). Why do they leave? Modeling child welfare workers' turnover intentions. *Children and Youth Services Review, 28*, 548-577.

Mor Barak, M.E., Nissly, J.A., Levin, A. (2001). Antecedents to retention and turnover among child welfare, social work, and other human service employees: What can we learn from past research? A review and metanalysis. *Social Service Review, 75(4),* 625-661.

Mor Barak, M.E., Travis, D.J., Pyun, H., & Xie, B. (2009) The impact of supervision on worker outcomes: A Meta-analysis. *Social Service Review, 83*(1), 2-32.

Mulroy, E.A. (2004). Theoretical perspectives on the social environment to guide management and community practice: An organization-in-environment approach. *Administration in Social Work, 28*(1), 77-96.

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.

Nissly, J.A., Mor Barak, M.E., Levin, A. (2004). Stress, social support, and workers' intentions to leave their jobs in public child welfare. *Administration in Social Work, 29*(1), 79-100.

Potter, C.C. & Brittain, C.R. (2009). *Child welfare supervision: A practical guide for supervisors, managers and administrators.* New York, NY: Oxford University Press.

Preston, M.S. (2004). Mandatory management training for newly hired child welfare supervisors: A divergence between management research and training practice. *Administration in Social Work, 28*(2), 81-97.

Renner, L.M., Porter, R.L., & Preister, S. (2009). Improving the retention of child welfare workers by strengthening skills and increasing support for supervisors. *Child Welfare, 88*(5), 109-127.

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

Shackelford, K., Sullivan, K., Harper, M., & Edwards, T. (2006). From isolation to teamwork : Mississippi's story of cultural change in child welfare. *Professional Development: The International Journal of Continuing Social Work Education, 9*(2), 65-77.

Smith, B.D. (2005). Job retention in child welfare: Effects of perceived organizational support, supervisor support, and intrinsic job value. *Children and Youth Services Review, 27*, 153– 169.

Strand, V.C., & Badger, L. (2005). Professionalizing child welfare: An evaluation of a clinical consultation model for supervisors. *Children and Youth Services Review, 27*, 865-880.

Strand, V.C., & Badger, L. (2007). A clinical consultation model for child welfare supervisors. *Child Welfare, 86*(1), 79-96.

Strand, V., & Bosco-Ruggiero, S. (2010). Initiating and sustaining a mentoring program for child welfare staff. *Administration in Social Work, 35*, 49–67.

Strand, V., & Dore, M. (2009). Job satisfaction in a stable state child welfare workforce: Implications for staff retention. *Children and Youth Services Review, 31*, 391–397.

Strand, V.C., Spath, R., & Bosco-Ruggiero, S. (2010). So you have a stable child welfare workforce: What's next? *Children and Youth Services Review, 32*, 338–345.

Strolin, J.S., McCarthy, M., & Caringi, J. (2006). Causes and effects of child welfare workforce turnover: Current state of knowledge and future directions. *Journal of Public Child Welfare, 1*(2), 29-52.

Yankeelov, P.A., Barbee, A.P., Sullivan, D., & Antle, B.F. (2009). Individual and organizational factors in job retention in Kentucky's child welfare agency. *Children and Youth Services Review, 31*, 547–554.

Please visit www.ncwwi.org/pubs.html to locate an online version of this and other resource lists.

APPENDIX G: NASW STANDARDS, CREDENTIALS AND PUBLICATIONS

NASW Standards for Social Work Practice in Child Welfare

www.socialworkers.org/practice/standards/NASWChildWelfareStandards0905.pdf

The National Association of Social Workers has sixteen standards for professional practice for practitioners working in child welfare:

1. Ethics and Values. "Social workers in child welfare shall demonstrate a commitment to the values and ethics of the social work profession, emphasizing client empowerment and self-determination, and shall use the NASW *Code of Ethics* (1999) as a guide to ethical decision-making."

2. Qualifications. "All social workers practicing in child welfare should hold a BSW or MSW degree from an accredited school of social work."

3. Continuing Education. "Social workers are responsible for their continued professional development in accordance with the NASW Standards for Continuing Education (2002) and state licensing requirements."

4. Advocacy. "The professional social worker in child welfare practice is expected to advocate for resources and system reforms that will improve services for children and their families, as appropriate, within the context of their job."

5. Knowledge Requirements. "Social workers in child welfare shall demonstrate a working knowledge of current theory and practice in child welfare to include compliance with state and federal child welfare laws."

6. Confidentiality of Client Information. "Social workers in child welfare shall maintain the appropriate safeguards for the privacy and confidentiality of client information."

7. Supervision. "Social workers who act as supervisors in child welfare shall work to develop and advance the social workers' skills and ensure quality service delivery to clients."

8. Cultural Competence. "Social workers in child welfare are expected to be knowledgeable about cultural competency practices and standards as described in the NASW Standards for Cultural Competence (2001)."

9. Collaboration. "Social workers in child welfare shall have demonstrated competence in collaborating with child welfare agencies and other relevant entities in the provision of services to children and families."

10. Focus on Prevention. "Social workers in child welfare shall identify and promote the use of supportive and preventive services to strengthen and enhance family functioning in order to avoid the need for protective services."

11. Engagement. "Social workers in child welfare shall engage families as partners in the process of assessment and intervention."

12. Comprehensive Service Planning. "Social workers in child welfare shall develop, in collaboration with the family, a comprehensive service plan to strengthen the family's ability to care for their children, with specific attention to their developmental needs, and to enhance the

overall functioning of its members. It must include a system for documenting progress and case closings."

13. Child Protection. "The social worker must be able to assess imminent risk and ensure that arrangements are made to protect the child in accordance with state and federal laws, agency policies, and administrative directives governing child protection. The assessment must take into account the child's best interests."

14. Out-of-Home Care. "When children are unable to remain in their homes, social workers in child welfare shall place children in out-of-home care that meets the needs for safety, permanency, and well-being."

15. Permanency. "Social workers in child welfare shall strive to achieve permanency and well-being for children in out-of-home care."

16. Social Work Administrators in Child Welfare. "Social work administrators in child welfare shall ensure appropriate, effective service delivery to children and families. The administrator, in accordance with legal mandates, shall establish the policies, procedures, and guidelines necessary for effective social work practice in child welfare."

Other Relevant NASW Standards

- **NASW Code of Ethics**
  www.socialworkers.org/pubs/code/code.asp
- **NASW Standards for the Practice of Social Work with Adolescents**
  www.naswpress.org/publications/standards/adolescents.html
- **NASW Standards for Clinical Social Work in Social Work Practice**
  www.naswpress.org/publications/standards/clinical.html
- **Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice**
  www.naswpress.org/publications/standards/indicators.html

NASW Credentials For Child Welfare Social Workers
http://careers.socialworkers.org/professionaldev/default.asp#cred

The following NASW certifications are relevant to child welfare social workers:

- **Certified Advanced Children, Youth and Family Social Worker (C-ACYFSW)** - The C-ACYFSW is designed for social workers who promote the well-being of children and families.
- **Certified Advanced Social Work Case Manager (C-ASWCM)** - The C-ASWCM establishes social workers as professionals in a range of settings.
- **Certified Children, Youth and Family Social Worker (C-CYFSW** - The C-CCYFSW is a specialty credential for the BSW, gives credibility to professionally trained children, youth and family social workers.
- **Academy of Certified Social Workers (ACSW)** - The ACSW represents leadership of the profession from direct service to research and systems analysis for individuals, families, groups, and communities.

NASW Reports

- **Assuring the Sufficiency of the Front-Line Workforce: A National Study of Licensed Social Workers**
  http://workforce.socialworkers.org/studies/nasw_06_execsummary.pdf
- **Child Welfare Report: If You Are Right for the Job It is the Best Job in the World**
  www.socialworkers.org/practice/children/NASWChildWelfareRpt062004.pdf
- **Child Welfare Social Workers Attitudes Toward Use of Mobile Technology**
  http://workforce.socialworkers.org/studies/2010/Child%20Welfare%20Technology%20Tools.pdf
- **Meeting the Needs of Immigrant Children and Youth in Child Welfare**
  www.socialworkers.org/assets/secured/documents/practice/clinical/WKF-MISC-45510.ChildrenPU.pdf
- **From Poverty to Child Welfare Involvement – The Critical Role of Housing**
  www.socialworkers.org/practice/children/2009/sept2009.pdf
- **Youth Aging Out of Care: Supporting their Transition to Adulthood**
  www.socialworkers.org/assets/secured/documents/practice/children/children_families_practice_update7-2010.pdf
- **Supporting the Child Welfare Workforce to Reduce Child Maltreatment**
  www.socialworkers.org/assets/secured/documents/practice/children/child_maltreatment.pdf

Social Work Policy Institute

Available Publications

- **Overview of the Social Work Policy Institute**
  www.socialworkpolicy.org/about-the-social-work-policy-institute
- **High Caseloads: How do they Impact Delivery of Health and Human Services?**
  www.socialworkpolicy.org/research/high-caseloads-how-do-they-impact-delivery-of-health-and-human-services.html
- **Social Work and Child Welfare: A National Debate** (Zlotnik's Fauri Lecture 2010)
  http://ssw.umich.edu/events/fauri/faurilecture_childwelfare.pdf
- **Factors Influencing Retention of Child Welfare Staff: A Systematic Review of Research** (IASWR, 2005)
  www.socialworkpolicy.org/wp-content/uploads/2007/06/4-CW-SRRFinalFullReport.pdf
- **Strengthening University/Agency Research Partnerships to Enhance Child Welfare Outcomes: A Toolkit for Building Child Welfare Research Partnerships** (IASWR, 2009)
  www.socialworkpolicy.org/wp-content/uploads/2007/06/9-IASWR-CW-Research-Partners.pdf

APPENDIX H: ABOUT THE SPONSORS

Social Work Policy Institute (www.socialworkpolicy.org)

- The mission of the Social Work Policy Institute (SWPI), a think tank established within the National Association of Social Workers (NASW) Foundation, is:
  ◇ To strengthen social work's voice in public policy deliberations.
  ◇ To inform policymakers through the collection and dissemination of information on social work effectiveness.
 ◇ To create a forum to examine current and future issues in health care and social service delivery.

NASW Center for Workforce Studies (http://workforce.socialworkers.org/)

The NASW Center for Workforce Studies has a three-fold mission:

- To conduct studies of the current social work labor force as well as collect information from other sources in order to serve as a unique clearinghouse for educators, policy makers, social workers, and public and private work force planners;
- To enhance social work professional development through innovative training programs in emerging practice areas; and
- To disseminate timely information and resources on evidence-based practices.

National Child Welfare Workforce Institute (www.ncwwi.org)
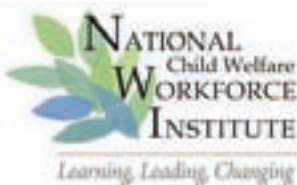
The National Child Welfare Workforce Institute (NCWWI) is a service of the Children's Bureau's Training and Technical Assistance (T/TA) Network, and is a collaboration among nine universities. The goals are to derive promising practices in workforce development, deliver child welfare leadership training for middle managers and supervisors, facilitate BSW and MSW traineeships, engage national peer networks, support strategic dissemination of effective and promising leadership and workforce practices, and advance knowledge through collaboration and evaluation. NCWWI's workforce development activities promote…

- **Learning:** Fostering continuous learning that is interactive, reflective and relevant
- **Leading:** Cultivating diverse leadership at multiple levels within child welfare systems
- **Changing:** Supporting change through workforce development and organizational capacity building

Casey Family Programs (www.casey.org)

Casey Family Programs is the nation's largest operating foundation focused entirely on foster care and improving the child welfare system. Casey works to provide and improve and ultimately prevent the need for foster care in the United States. As champions for change, it is committed to its 2020 Strategy for America's Children – a goal to safely reduce the number of children in foster care and improve the lives of those who remain in care. Casey has decades of front-line experience in foster care and is committed to helping states, counties and tribes implement effective child welfare practices. Nonpartisan research and technical expertise is provide to child welfare system leaders, members of Congress and state legislators so they may craft laws and policies to better the lives of children in foster care, children at risk of entering the system and their families. The foundation, established by United Parcel Service founder Jim Casey, is based in Seattle.