

Using Comprehensive Family Assessments
to Improve Child Welfare Outcomes
Ramsey County Community Human Services &
University of Minnesota School of Social Work
St. Paul, Minnesota

Comprehensive Family Assessment Posttest Supervisor Study

Findings, Implications, and Recommendations

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Introduction

In 2007, Ramsey County Community Human Services Department received a Children's Bureau grant to adapt and implement their current child protection assessment process to incorporate the Comprehensive Family Assessment (CFA) guidelines developed by the Children's Bureau. Comprehensive Family Assessment as a practice model is based on a process in which a child protection worker, with an emphasis on establishing a relationship with the family as partners in the development of services, incorporates safety and risk assessments within a comprehensive framework that includes an entire family's strengths and needs and develops a service plan that addresses child permanency and well-being needs in addition to safety (Children's Bureau, 2005). As part of the Children's Bureau grant process, Ramsey County partnered with the University of Minnesota School Social Work to evaluate the implementation of the Comprehensive Family Assessment practice model.

Supervision plays an integral role in providing efficient and effective services to clients by offering oversight and support to frontline workers (Tsui, 2005). The Ramsey County CFA practice model relies on supervision as a cornerstone of child protection practice. The current version of Ramsey County's CFA practice model specifies that supervisors should be meeting with workers regularly (both formally and informally) at multiple, specific times throughout the life of the case. However, results of baseline studies indicated that there were substantial unit-level and individual differences among supervisor responsibilities in Ramsey County Child Protection. As CFA was being implemented, University evaluators conducted a preliminary supervisory study to assess the varied responsibilities of supervisors and to evaluate the potential "fit" of the current CFA practice model's supervisory responsibilities in Ramsey County Child Protection. Results of the first supervisor study revealed that supervisors varied greatly in terms of how they approached their work and how they structured their work week. Additionally, the first supervisor study revealed that the way supervisors' responsibilities were structured did not fully accommodate the requirements of the CFA supervisory practice model.

The current study, the *Posttest Supervisor Study*, was designed to reassess the varied responsibilities of supervisors following implementation of CFA across intake and case management units and to reevaluate the “fit” of the current CFA practice model’s supervisory responsibilities in Ramsey County Child Protection. This report highlights the responsibilities of Ramsey County supervisors as they are carried out across child protection units and present information gathered from supervisors regarding the implementation of CFA practice in Ramsey County Child Protection.

Methods

Sample

All seven case management supervisors in RCCSHD Child Protection were invited to participate in the supervisor observation process by University of Minnesota evaluation staff. All seven supervisors (and their corresponding units) were using Comprehensive Family Assessment at the time of the observation. All seven supervisors agreed to participate in the observation process after being presented with informed consent procedures by University of Minnesota evaluation staff. Supervisors were advised that they were free to elect not to participate and that neither participation nor non-participation would affect their employment status at RCCSHD. Supervisors were also told that if they chose to participate, their responses would be kept confidential and results would only be presented in aggregate form.

Observation Process

The observation process consisted of three phases – a pre-observation interview, a week-long observation, and a post-observation interview. In preparation for the observation process, University evaluation staff (who were acting as observers) each underwent approximately eight hours of training utilizing the observation instrument under the guidance of the Principal Investigators of the project. During the training, observers were instructed on observational methods (i.e., ethics and rapport-building in qualitative research, items to keep on hand during an observation, etc.) and use of the observation instrument. Observers were also given time to practice observing a staff member at the School of Social Work and then debrief about the experience as a team to agree upon responses and discuss questions that resulted from the trial observation.

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The first phase of the observation process, the pre-observation interview, occurred approximately two weeks prior to each supervisor's scheduled observation, during the months of November and December, 2011. During the pre-observation interview, two University of Minnesota evaluation staff (one acting as the interviewer and one acting as a note taker) met with each supervisor to inform the supervisor about the study and obtain consent to participate, clarify logistics for the observation week (i.e., supervisor's schedule, off-site meetings/trainings, preferred seating for the observer, etc.), and ask questions about supervision practices at RCCHSD based on *Building a Model and Framework for Child Welfare Supervision* (Hess, Kanak & Atkins, 2009). (See Appendix A for the pre-observation interview questions.)

Following the pre-observation interview, supervisors were observed for a one week period using a fixed interval instantaneous sampling method. During the observation week one observer (acting as part of a two- or three-person observer team) shadowed the supervisor and recorded the following information at five-minute intervals: the activity the supervisor was doing; the setting in which the activity took place; the people involved in the activity; the communication mode of the activity (e.g., in person or via telephone); whether the activity was unplanned; whether the activity involved culture; the consequence of any unplanned activity; and the type (or "aim") of supervision that was taking place (when appropriate) based on Kadushin and Harkness's (2002) aims of supervision. (See Appendix B for the observation instrument and key, as co-developed by University evaluators and Carol Hafford of James Bell and Associates.)

All observations took place during the last week of November and the first two weeks in December (2011) in an attempt to avoid end-of-year celebrations and vacations. Four supervisors were observed for a full, five-day work week; however, due to illness or other family obligations, three supervisors were observed for a total of 4-8 hours less than their peers. The observation plan was for supervisors to be observed from the moment they started their work day until the moment they finished their workday, including lunch and smaller break periods. Supervisors were observed for a range of 32 – 47 hours, which included both paid and unpaid break time as well as standard working time. One of the seven supervisors chose to have a half-an-hour of time (unobserved) each morning as she

settled into her daily routine - this period of time was not counted in the total observed hours for this supervisor. During the observation period, observers discussed issues that arose (e.g., updated supervisor schedules, coding concerns, etc.) with at least one additional observer on a regular basis and completed reflection sheets which were regularly read by the other member of the two-person (and occasionally three-person) observation team, thus helping to ensure consistency of coding across the observers.

The post-observation interview occurred approximately two to three weeks after the observation period. During the post-observation interview, two University of Minnesota evaluation staff (one acting as the interviewer and one acting as a note taker) met separately with each supervisor to share preliminary findings from the observations and pre-observation interviews, clarify any questions the observers had about the observation week, clarify the perceived accuracy of the preliminary findings, and ask questions about the CFA model and its implementation at RCCHSD. (See Appendix C for the post-observation interview questions.)

Results

Supervisor Interviews

Demographic characteristics of supervisors

Case Management supervisors in Ramsey County Child Protection all worked under the job description of “Social Worker 4/Child Protection Supervisor.” Supervisors were in their current positions ranging from one to ten years and supervised between eight and 15 staff members, including case aides and clerical staff. Supervisors estimated they oversaw, on average, between 45 and 120 cases at any given time. (At the time of the interview, no supervisors were directly serving any cases themselves). Additionally, supervisors reported they spent between one- and one-and-a-half -hours in formal monthly supervision with each of their workers. The details of the time spent in both formal and informal (unplanned) supervision will be covered, in detail, below.

Obstacles to supervision

The primary obstacles that supervisors identified as hindering their ability to carry out their jobs effectively included staff recruitment and retention, coupled

with a high volume of cases. Other obstacles mentioned included inequity of case volume among workers and units, disruption caused by restructuring of units, and the lack of clear direction and consistent messages around upper management's investment in CFA practice. Additionally, supervisors expressed experiencing difficulties in finding a balance between the increased time needed to implement CFA practice and the need for the quick processing and turn-around of cases to meet State and Federal benchmarks. Supervisors also mentioned that agency politics and required meetings continue to serve as obstacles to carrying out their responsibilities. Supervisors mostly felt their feedback and suggestions (re: the obstacles mentioned above) were not acknowledged or implemented, although there was consistent agreement that the number of required administrative meetings had been reduced from previous years. Supervisor observations confirmed that required administrative meetings were reduced from approximately 10% to 6% (a 60% reduction) since the last observation period in 2009.

Supports for supervision

Supervisors identified managers, peers, and workers as being their greatest supports in managing their job tasks. Specifically, supervisors indicated that these supports have been helpful in establishing more consistent policies and practice guidelines within and across units; that they offered consultation on practice; and that they provided moral support (offering a place to vent or a sympathetic ear). Specifically, supervisors identified collaboration with peers as a way to address the change in practice expectations for front-line workers (re: CFA), since they did not feel that there have been consistent messages from upper management about how to balance conflicting demands of a time-intensive assessment process (CFA) with State and Federal timelines that are more oriented toward the number of cases served. Supervisors also named the CFA trainer as a resource although they noted that they were in need of more intensive, on-site support around CFA in order to ensure consistent delivery of the service model that will be most beneficial for the clients being served.

Supervisors were mixed in their assessment of whether or not there were other supports that they felt were needed and were unable to access. Supervisors who felt that

there was a need for further support, identified the following needs: 1) Support around technology (e.g., CFA/SSIS integration as well as wanting access to items such as printers or smart phones to be used off-site); 2) Support and training regarding how to most effectively supervise staff (e.g., how to deal with “tough” workers); and 3) Wanting to be more involved and have more transparent access to decisions as they are being made in the organization, to be kept in closer communication about what is happening across the organization, and to have more shared knowledge and access to resources that might be available to supervisors and workers.

Supervisor expectations of workers

Supervisors identified the greatest expectations for their workers as understanding their own job expectations and ensuring that workers are responsible in meeting those expectations in an efficient manner (i.e. maintaining child safety, seeing their clients on a monthly basis, providing competent assessments, following up with clients’ needs and referrals, and documentation). Additionally, supervisors indicated that they expected workers to be accountable for their time and to follow proper procedures and documentation guidelines.

Supervisors also mentioned the importance of being respectful, knowledgeable and inclusive of client’s needs, along with maintaining independence and making good decisions in the field (balanced with knowing their limits and communicating effectively with their supervisor when help is needed). Finally, supervisors indicated that accountability to the team and to RCCHSD is also expected of their workers.

Obstacles for Workers

Supervisors felt that most of their caseworkers were, in fact, able to balance the needs and expectations associated with their jobs; the biggest supports in helping caseworkers achieve these expectations came from supervisors themselves, peers, team case consultations, and trainings. A common theme regarding obstacles revolved around the number of practice changes that accompanied the introduction of CFA and changes to Family Assessment simultaneously. Supervisors indicated that the aftereffects of some of those changes included increased volume of caseloads and

difficult balancing the expectations of quality CFA assessment and practice with State and Federal requirements around timelines, reports, and documentation.

Expectations of supervisors, themselves, under CFA

Supervisors indicated that they fulfilled many different functions under CFA, including providing oversight for child safety, ensuring that workers are trained, and understanding and using the components of the CFA model properly in practice. Additionally, supervisors felt that they have a responsibility to create a climate that is conducive to thinking about families comprehensively, in a way that upholds and strengthens the principles of the CFA model. Supervisors largely spoke about the CFA fit being a good one, as the model is family centered, strength-based and culturally focused (and in accordance with “good social work practice”). However, supervisors reiterated that although the conceptual fit was nicely matched – there were significant conflicts between maintaining the CFA model (that requires thorough attention to detail and increased time spent with each family) and meeting Federal and State benchmarks and timelines.

Job priorities for supervisors

When asked to respond to a four-point likert scale questionnaire regarding the perceived importance of various supervisory responsibilities, the items that were endorsed as being most important centered around providing leadership and support to front-line workers in their direct practice with clients (e.g., case staffing and reviews, developing family-centered practice, cultural competence, maintaining ethical practice and managing risk), and in the promotion of worker well-being (e.g., promotion of good boundaries, preventing stress and secondary trauma, and managing job performance). Also important – but secondary to the above listed priorities, was the recruitment and training of staff; the management of professional development; managing one’s own time and stress levels as well as supervisory professional development; and providing leadership, communication and collaboration within the larger organization and within the community.

Supervisor Observations

Supervisory styles

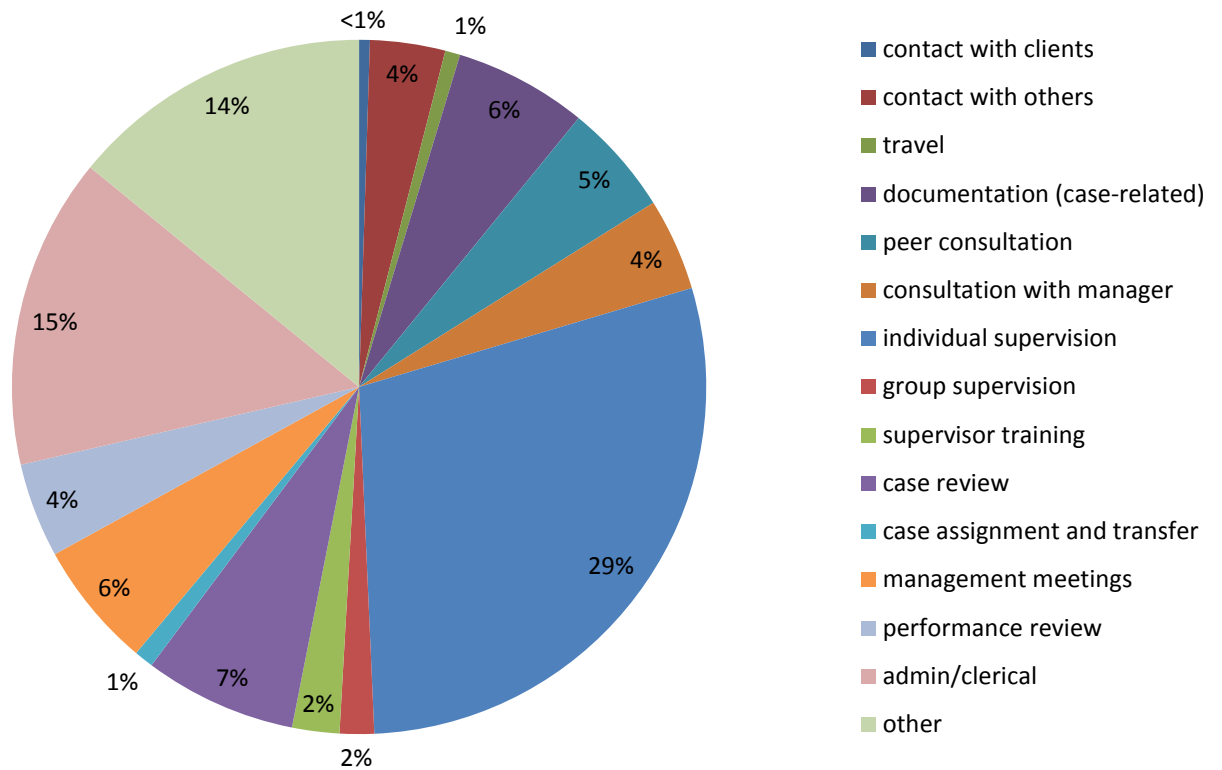
The goal of the supervisor observation was to better understand the responsibilities and expectations of supervisors in RCCHSD Child Protection case management units as a means of better assessing the potential “fit” of CFA within the supervision role. University evaluators were interested in understanding how supervisors structured their work week to accommodate current RCCHSD supervisory responsibilities and expectations. It was important to observe all seven supervisors, across units, because the current model of CFA requires intensive supervision and may present differing strengths and challenges depending on supervisory styles and the prioritization of supervisor responsibilities.

Results of the observations showed that there was varied emphasis across supervisors in terms of how they spent their time on documentation (reading reports and reviewing cases), the amount of individual and group supervision they provided, the type of supervision (formal vs. informal) most often provided, and their physical activity level in the office (roaming amongst workers’ offices vs. spending most time occupied in the supervisor’s personal office).

Supervisory tasks

Although supervisors varied in style from one another, results of the supervisor observations revealed that supervisors spent the most time on the following three activities: 1) Individual supervision (face-to-face or remote – email or telephone); 2) Administration/clerical tasks (e.g., signing off on time sheets, reading and writing reports, etc.); and 3) Other - non-work related activities (e.g., lunch breaks, coffee breaks, etc.). During the observation week, these three activities, combined, accounted for approximately 58% of total supervisor time (with ranges of 17-40%, 6-19% and 14-16% for each of the three tasks, respectively). (See Figure 1 for a depiction of time spent on various tasks.)

Figure 1: Supervisor time (n=7)

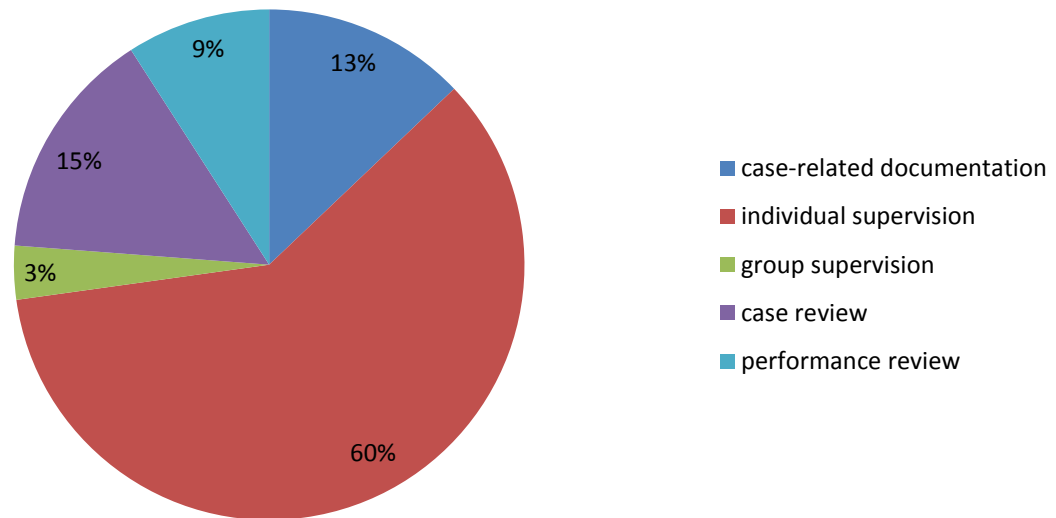


As per supervisor interviews, providing supervision to workers was one of the most highly prioritized tasks by supervisors. In the supervisor observations, several tasks were collapsed to determine the amount of time supervisors actually spent in supervision with workers. These tasks included completing case-related documentation (e.g., entering case notes), providing individual and group supervision to workers, reviewing case records, and completing performance reviews. **In total, these supervision tasks accounted for 48% of supervisors’ total time over the course of the week (ranging from 37-64% across individual supervisors).**

Results of the supervisor observations revealed that of the total supervision time utilized, supervisors dedicated most (60%) of that time to providing individual supervision to workers, whether this was provided face-to-face or remotely (via email or telephone), formally or informally. (Even though Ramsey County had implemented a telecommuting policy prior to the supervisor observation study only 14%

of individual supervision was held remotely.) Supervisors also spent a large portion of their supervision time reviewing cases (15%) and completing case-related documentation (13%). Other supervision tasks – providing group supervision, and completing performance reviews accounted for the smallest amount of supervision time. (See Figure 2 for a depiction of each supervision task in comparison to total supervision time).

Figure 2: Supervisory tasks (n=7)



It is important to note that the amount of time supervisors spent on these tasks varied substantially from supervisor to supervisor – by as much as 38% of supervisor’s total time. (See Table 1. for more information.)

Table: 1. Variability of time spent on supervisory tasks as compared to supervisor’s total time (n=7)

	Average	Minimum	Maximum
Case review	13%	5%	41%
Individual supervision	60%	42%	80%
Group supervision	3%	1%	9%
Case record review	15%	1%	31%
Performance review ¹	9%	1%	14%

¹ Performance reviews are a point-in-time task and are only completed once per year for each worker.
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Formal and informal supervision

The CFA practice model requires a balance of both formal and informal opportunities for supervision across the life of a case. The current practice model of CFA requires workers to meet with supervisors prior to the first meeting with the family, and then again within five days of the first meeting with the family; and twice per month during the case review process, including at the point of case plan development, anytime the worker is struggling with the case, when making placement/permanency, court intervention, reunification, or case closure decisions, or when deciding what assessments to request. In order to better understand current supervision in RCCHSD Child Protection case management units, observers noted whether activities of supervisors were unplanned and what the consequences of unplanned activities were. This method of was used to determine whether supervision was formal (planned) or informal (unplanned) as a means of assessing the potential “fit” of the CFA practice model with the current responsibilities and expectations of case management supervisors.

Results of supervisor observations revealed that supervisors spent about the same amount of their supervision time in informal (51%) and formal supervision (49%), with a wide range across supervisors (range = 15-36% for informal supervision and 21-86% for formal supervision). When informal (unplanned) supervision occurred, it mostly took place in the supervisor’s own office (81%). However, a small amount of informal supervision occurred in common spaces (e.g., hallways, mailroom, etc.) (5%), worker’s offices (7%), meeting or conference rooms (4%), the manager’s office (1%), or other unspecified spaces either on-site or off-site (e.g., transit) (2%). Most formal supervision also took place in the supervisor’s office (84%) while some utilized worker offices (6%), meeting or conference rooms (4%), other common spaces, or other unspecified spaces either on site or off site (e.g., in transit) (6%).

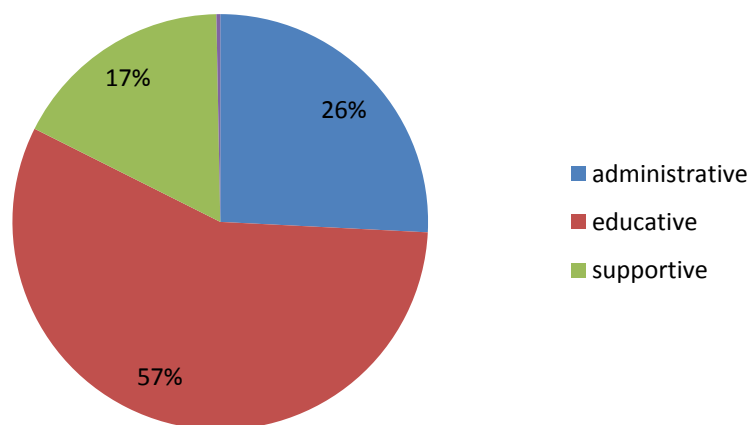
Aims of Supervision

In addition to understanding the amount of supervision that took place during the observation weeks and how it occurred (formally vs. informally), evaluators also wanted to recognize what type (or “aims”) of supervision were happening during this time. Kudushin and Harkness (2002) emphasize a balance of aims as necessary for effective supervision, Traci LaLiberte, Ph.D. lali0017@umn.edu or Jenny Gordon Jenny.Gordon@co.ramsey.mn.us
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including providing administrative oversight, education, and support to frontline workers. The priorities of administrative oversight are to adhere to agency policies and procedures and to implement them effectively. Educational supervision addresses the worker's level of professional knowledge and skills, and aims to improve workers' competence in practice. The supportive-expressive function of supervision is fulfilled by taking care of workload, stress, and morale, in order to improve job satisfaction and motivation of workers.

The results of the supervisor observations revealed that supervisors utilized all three aims when providing supervision to workers, though supervisors generally focused most of their time on providing educative (57%; range = 24-76%) and administrative oversight (26%; range = 11-64%) over providing support to workers (17%; range 3-32%). (See Figure 3). Although the aim of supervision was largely educative, supervisors varied greatly in the focus of their supervision time with workers (as evidenced by the range between workers). This variability can largely be explained by differences among supervisory styles, as well as by the varied needs of workers at the time of the observations (e.g., if a worker was struggling with the details of working through a difficult case they might require more educative supervision, while a worker struggling with a career transition might require more supportive supervision).

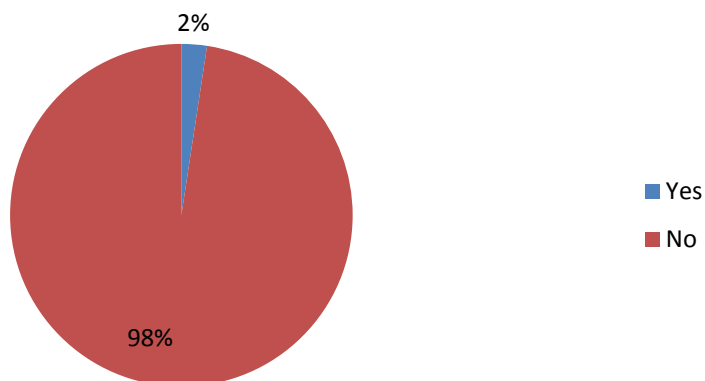
Figure 3: Aims of supervision (n=7)



Use of Culture

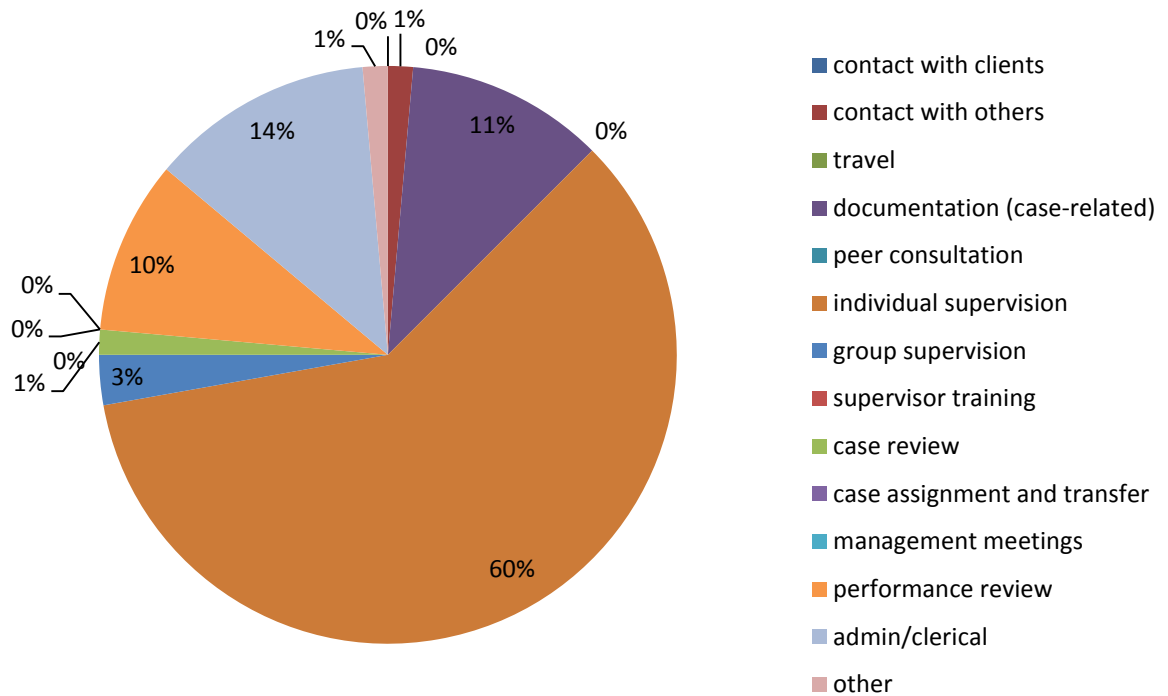
At the time of the supervisor observation, Ramsey County's CFA Steering Committee was beginning to engage in conversations that would ultimately result in a refinement of the CFA practice model to include a more specific focus on family culture. Thus, evaluators assessed the extent to which culture was a focus of supervisory activities to aid in the refinement of the CFA practice model. As can be seen in Figure 4, **culture was largely not incorporated into supervisory activities; only 2% of all observations documented a focus on culture.** However, it should be noted that this is most likely an underestimate of the inclusion of culture in supervisory activities as it was more difficult to discern whether non-verbal activities focused on culture than verbal activities.

Figure 4: Inclusion of Culture (n=7)



When culture was a part of supervisory activities, it tended to be included as part of supervision with workers; 60% of all inclusions of culture occurred during individual supervision. (See Figure 5.) Culture was also included during case-related documentation (11%), performance reviews (10%), and other administrative/clerical tasks (14%).

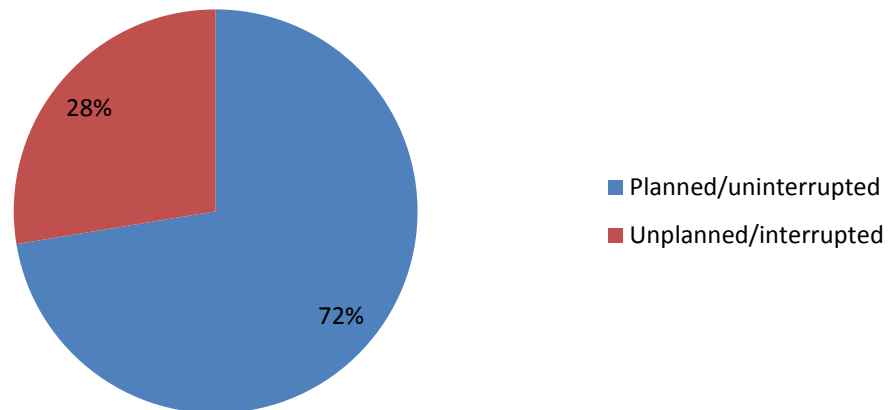
Figure 5. Inclusion of culture by activity (n=7)



Unplanned (a.k.a. “interrupted”) time

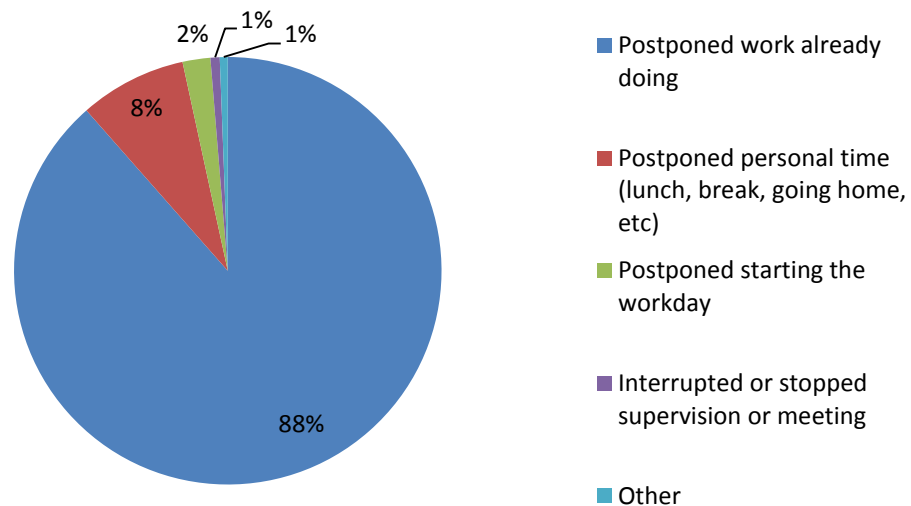
One facet of supervision that evaluators sought to document was the proportion of planned versus unplanned, or interrupted, time supervisors experienced during the observation period. As noted earlier, approximately half of supervisors’ supervision time with workers was a result of unplanned or interrupted activities (see formal vs. informal supervision). However, only **a quarter of supervisors’ total time was comprised of interrupted time.** (See Figure 6.)

Figure 6. Unplanned, or interrupted, time (n=7)



The effect of experiencing these interruptions to supervisory activities was largely (9 times out of 10) a postponement of work activities in which the supervisors were already engaged. However, supervisors also postponed (or relinquished) taking time for themselves throughout the day in order to respond to interruptions. (See Figure 7.)

Figure 7. Consequences of interrupted activities (n=7)



Supervisor Reflections on CFA

Strengths

In terms of strengths of the CFA model, each supervisor indicated at least three different strengths. Four main themes emerged overall:

- 1. CFA is aimed at empowering and joining with families, in a way that addresses significant issues for each unique family, and is not just focused on the most recent incident that brought them in (moving away from a “cookie cutter” model where we have the same expectations for all families);**
- 2. CFA focuses on specific behavior change and not just on compliance;**
- 3. CFA provides objective tools and templates that help workers keep personal biases out of their assessment (the tools are aimed at creating consistent practice in order to guide decision-making);**
- 4. Adherence to the CFA model helps keep kids safe in their own homes, with their own families.**

Challenges

Each supervisor indicated a number of challenges in utilizing CFA in practice. Five separate but interrelated themes emerged:

- 1. It was difficult to have CFA and One Worker One Family (i.e., changes to Family Assessment) “rolled out” at the same time since the number of simultaneous changes created confusion among the staff;**
- 2. Workers are being asked to manage large caseloads and are overwhelmed by the intensive demands of CFA while trying to uphold Federal and State timelines;**
- 3. There have been some inconsistencies in the CFA trainings across units, which has resulted in confusion between workers from different units;**
- 4. There have been inconsistent messages from management around the priorities for the units (indicating, once again, that there are conflicting**

messages from management as how to balance Federal and State benchmarks with CFA priorities and that the lack of transparency and communication from management about priorities makes it hard to implement decisions);

5. **In the climate of multiple changes and mixed messages from management, workers continue to show resistance to CFA and have not yet established buy-in from staff which influences how the work is done**

Training

Overall, there was a mixed reaction from supervisors about the CFA training process. Supervisors indicated that the content of the trainings was largely helpful but that after the trainer leaves, they felt it was hard to get day-to-day, hands-on support around CFA practice. Supervisors also indicated that there was an initial struggle in how to develop and implement the CFA model that they felt was largely due to changes in management and not securing “buy-in” prior to introducing the new model. Supervisors felt as though the lack of “buy-in” resulted in some confusion and resistance to CFA. In addition, supervisors suggested that there was confusion around the order of trainings (e.g., how they were unfolded and how staff members were engaged across units). It was suggested that perhaps mixing groups of workers across units would keep the workers engaged with the process as it flows within and across units. Supervisors also suggested that it was unnecessary to duplicate portions of trainings where workers had already shown proficiency.

CFA guides and tools

Largely supervisors found the CFA guides and tools to be helpful, indicating that they provided a format to use in supervision in order to make good decisions and to ask workers relevant questions (e.g., in order to obtain necessary information to identify safety threats and concerns). Supervisors indicated that the current guides offer a format that is conducive to clarifying what is happening within a family. Supervisors added that at first they were given drafts of the guide (prior to the finalized copy) and that was very confusing for workers. Supervisors indicated that

confusion could have been avoided by finalizing the guides before distributing them to the staff.

Supervisors' Wish List

When asked if there was anything they'd like to see added or changed about CFA, supervisors suggested the following:

- 1. Include more context and examples in the guides;**
- 2. Provide regular in-person consultations with an on-site CFA "expert" so workers and supervisors can ask questions relevant to the most current practice challenges;**
- 3. Provide supervisors and workers with a more explicit understanding about how CFA fits into the larger focus of the County.** One supervisor stated, "We have had Casey, anti-racism, CFA, strength-based planning, CSFR, FA, CWTCM billing, anything and everything. There needs to be some sort of understanding about what the 'bigger picture' is and what our philosophy is."
- 4. Upper management should solicit worker and supervisor feedback, as it will offer true insights as to how the model works in day-to-day practice.** One supervisor stated, "[Workers] don't feel like they can offer input and make it theirs. Take ownership. It would be helpful for staff to be able to 'own' the model."

Conclusion

Interviews with supervisors about their supervisory role, supervisor observations, and interviews with supervisors regarding the implementation of CFA provide a multi-faceted view of supervision at Ramsey County and will help determine the "fit" of CFA. **The supervisor observation process revealed that although supervisors have differing work styles, they also share similarities as a group. In particular, supervisors devote relatively large chunks of their time to the same three tasks (individual supervision, administrative/clerical tasks and other non-work tasks - as seen in Figure 1, above). Additionally, supervisors prioritize direct supervision and assisting their workers in their work with families over many other types of tasks.**

During the pre-and post-observation interviews, supervisors shared a number of thoughts about CFA. **Supervisors appeared very invested in the CFA process and wanted to understand more about how it is working within RCCHSD as well as elsewhere. They reiterated that the process of bringing CFA into the units seemed problematic due to the number of changes happening (e.g., roll out of CFA and changes in Family Assessment simultaneously, and also changes in staff at the management level), coupled with that was the lack of consistent messaging from management about the importance and investment in CFA as a practice. Supervisors also reiterated that the way the training was rolled out – involving different units at different times and not knowing about how the plan was set before starting created extra challenges for supervisors and workers.**

In looking forward, supervisors shared their own thoughts (requests and observations) about components in three different domains (guides, trainings, and communication with upper management) that they would label as important but not currently part of CFA practice:

1. Additions to the CFA guides:

- Request: to have a short, three page CFA reference guide;
- Request: to have a component that addresses how to interview under CFA (It is hard to translate the model into direct techniques in working with families - e.g., how to engage difficult clients or deal with the cultural aspects of the practice);
- Request: an explicit outline that shows what documentation should look like under CFA if it is done well (e.g., how a court report should be written, or what service plans should look like);
- Request: to have access to a supervisory guide that would help supervisors train workers in each unit. (To sustain the model, it would be helpful to articulate the skill sets workers should have to work a case from the beginning to the end. The current model talks about process but does not offer specific skill training).

2. Considerations for future trainings:

- Observation: it is still unclear how to integrate CFA into the screening process (more training for screeners is needed since they are “the front door” and questions could be asked from the very beginning of the process to create more consistency);
 - Request: to learn how to reassess when interventions aren’t working or families aren’t making progress (workers aren’t currently thinking about revising or reassessing what changed);
 - Request: to incorporate all staff (including case aides and screeners) in CFA training;
 - Request: to learn how to work with tough cases that keep returning (i.e., how to serve hard-to-serve families differently in CFA);
 - Request: to learn how to balance the demands of CFA practice with other competing demands (e.g., SQA) and how to document within the current SSIS system (that is posing its own set of challenges)
3. The need for improved communication with upper management around CFA practice priorities:
- Request: to receive consistent messages from management so that there is a clear sense of the priorities and vision of the agency outside of CFA training;
 - Observation: that SQA and One Worker One Family are not part of CFA and that in some ways they are contradictory, so workers receive mixed messages and are uncertain about how to sort out priorities;
 - Observation: that many workers are “burned-out” and with a large caseload and many other competing responsibilities, there is a high emotional-toll that CFA doesn’t currently address.

Notable changes in supervisory practice over time

Results of supervisor interviews and observations indicate that supervisors are supportive of CFA practice and that they are providing support and oversight to their

workers in a way that represents the intent of the CFA model. There are a number of supervisory practice changes that have occurred since the last observation period.

Observers were able to record a number of changes as follows:

1. There was an increase in time spent in direct contact with workers, as well as an increase in consultation with peers and outside community partners directly related to provision of services for families, and a decrease in time spent engaged in administrative tasks, management meetings and other non-work related time. (See Table 2).

Table: 2. Supervisor weekly tasks – change over time (*n=4, **n=7)

Supervisor Task	Percent of Total Time		Absolute Difference	Relative Difference	Direction of change
	Observation 1*	Observation 2**			
	2009	2011			
contact with others (collaterals)	1%	4%	3%	300%	↑
peer consultation	3%	5%	2%	67%	↑
consultation with manager	3%	4%	1%	33%	↑
individual supervision	20%	29%	9%	45%	↑
case review	3%	7%	4%	133%	↑
group supervision	4%	2%	-2%	-50%	↓
documentation (case-related)	8%	6%	-2%	-25%	↓
travel	2%	1%	-1%	-50%	↓
supervisor training	5%	2%	-3%	-60%	↓
case assignment and transfer	2%	1%	-1%	-50%	↓
management meetings	10%	6%	-4%	-40%	↓
admin/clerical	20%	15%	-5%	-25%	↓
other (non-work time)	16%	14%	-2%	-13%	↓
contact with clients	1%	1%	0%	0%	=
performance review	4%	4%	0%	0%	=

2. Of the time spent in the five supervisory tasks observed (i.e., case related documentation, individual supervision, group supervision, case review, and performance review), there was a decrease in the amount of time spent in group

supervision, case related documentation and performance review and an increase in time spent in individual supervision and case review. (See Table 3.)

Table: 3. Supervisory tasks – change over time (*n=4,n=7)**

Supervisory task	Percent of Supervision Time		Absolute Difference	Relative Difference	Direction of change
	Observation 1*	Observation 2**			
	2009	2011			
individual supervision	54%	60%	6%	11%	↑
case review	7%	15%	8%	114%	↑
documentation (case-related)	20%	13%	-7%	-35%	↓
group supervision	9%	3%	-6%	-67%	↓
performance review	10%	9%	-1%	-10%	↓

3. Within the individual and group supervision time, there was an increase in educative and supportive supervision and a decrease in the amount of time spent engaged in administrative supervisory practices. Of additional note, there were fewer times that evaluators used an “unknown” code, indicating that interactions between supervisors and workers were clearer in their intentions. (See Table 4 .)

Table: 4. Aims of supervision – change over time (*n=4,n=7)**

Aim of Supervision	Percent of Supervision Time		Absolute Difference	Relative Difference	Direction of change
	Observation 1*	Observation 2**			
	2009	2011			
Educative	42%	57%	15%	36%	↑
Supportive	12%	17%	5%	42%	↑
Administrative	37%	26%	-11%	30%	↓

4. Overall, observers recorded a significant increase in unplanned supervisor tasks in the course of the observation week. What this translates to is a significant amount of interruptions in supervisor time. (See Table 5.) Specifically, when examining the type of direct supervision that is happening – evaluators also noted a significant

increase in “informal” or unplanned supervision and a significant decreased in “formal” or planned supervision time. (See Table 6).

Table: 5. Planned vs. Unplanned time across all weekly tasks – change over time (*n=4,n=7)**

	Percent of Total Time		Absolute Difference	Relative Difference	Direction of change
	Observation 1*	Observation 2**			
	2009	2011			
Unplanned (interrupted)	9%	28%	19%	211%	↑
Planned (scheduled)	91%	72%	-19%	21%	↓

Table: 6. Planned vs. Unplanned direct supervision time – change over time (*n=4,n=7)**

	Percent of Supervision Time		Absolute Difference	Relative Difference	Direction of change
	Observation 1*	Observation 2**			
	2009	2011			
Unplanned (interrupted, informal)	28.5%	51%	22.5%	79%	↑
Planned (scheduled, formal)	71.5%	49%	-22.5%	31%	↓

Limitations

Supervisor clarification and feedback about the observation process

We asked the supervisors to review the results of their individual observations in order to clarify anything that we may have missed during their scheduled observation week. Overall, supervisors felt that the observers had accurately captured their work week, noting a few exceptions: 1) some supervisors felt that the amount of direct contact with clients had been less than usual (perhaps related to having outside observers on site); 2) supervisors indicated that some of the workers were a bit more reluctant to drop into the office due to the observers’ presence; 3) some supervisors commented that, in order to get a few minutes for themselves, they had left their office during lunch instead of working through lunch, as they usually would have done without observers being present; and 4) some supervisors felt as though there were fewer administrative meetings during the observation week which, for them, resulted in more face-to-face supervision time with

workers since they were in the office more often. Supervisors also spoke about a few other responsibilities that weren't captured during the observation week; such as serving on committees, training new staff and providing coverage for workers and peers when they are out of the office.

Observer feedback about the observation process

Another limitation to this analysis is that supervisor schedules are not static. There were a few times where unexpected, and at times, un-communicated schedule changes were not captured in the data. Therefore data do not reflect a full work week for all supervisors. Of note, three supervisors were absent for a portion of their observation time due to illness or family needs. When asked, supervisors felt that their absence(s) mainly resulted in less direct supervision time with workers, as well as less time spread proportionally across all of the other categories. Of additional note, one supervisor had fewer workers on staff during the week of observation that resulted in less supervision time for her and more time spent engaged in administrative tasks. Finally, a number of performance reviews were taking place during the observation week. When asked, supervisors indicated that their time spent completing the performance reviews largely resulted in less time dedicated to administrative tasks (such as SQA).

Observations as a snapshot in time

It is important to note that observations took place during a one week period and therefore reflect a snapshot of time. There will be natural fluctuations in type and number of activities across the year that are not fully captured in a point-in-time observation process.

Challenges associated with instantaneous fixed interval sampling

During the observation week, supervisors were frequently interrupted in their tasks. In fact, 28% of all observations were documented as unplanned. Most often the unplanned activities were related to workers requesting consultation on a case (informal supervision). It is possible, given the method of observational recording, that informal supervision is slightly underreported. Instantaneous fixed interval sampling is a process that requires the observer to document supervisor time at exactly 5 minute intervals. Since

most informal supervisions lasted less than five minutes (with some informal supervisions occurring between observations), there might be a number of occasions where the interruption was not captured. On the other hand, it is also important to consider that this method of observation provides an indication of the frequency that an activity occurred and not the exact amount of time an activity occurred. So, for instance, in these analyses observers would need to document a minimum of 12 informal (unplanned) supervisions to equal one hour of formal supervision. However, if each of these 12 informal supervision times lasted for only 3 minutes each and the formal supervision time lasted a solid hour – it may appear as though supervision time is equivalent when, in fact, it is not. So, for this reason it is possible that the amount of time spent engaged in unplanned activities are slightly exaggerated within this system of recording. In both cases, we expect these limitations to somewhat balance themselves out over time and provide a fairly accurate representation of how supervisors are spending their time.

The addition of four new supervisors to the observation process

One final limitation that should be noted is that the original sample consisted of only three of the final seven supervisors observed in the current analysis and all of those supervisors worked in case management units. In the current study, all analyses were conducted separately for the three supervisors who participated in the last study to ensure that changes between the two observation time points were not due to the addition of four new supervisors (some of which supervised intake units). This is in keeping with the notion that each supervisor possesses and utilizes a different style and skillset. Overall, when analyses were run separately for the three original supervisors the results remained the same with three exceptions. When examining the overall percent of time spent on weekly tasks for the three supervisors who participated in the first supervisor study, there were slight variations in the direction of changes within case related documentation (which increased slightly), performance review (which decreased slightly), administrative/clerical tasks and other non-work related tasks (which both remained almost exactly same between observations). (See Table 2 for comparison to the entire sample of seven supervisors).

Recommendations

Systems Approach

The Formative Evaluation that included the preliminary supervision study examined the implementation of Ramsey County's CFA practice model from a systems perspective. A systems approach considers the individual worker as only one of many factors (Munroe 2005); improved outcomes are the result of the total interaction between organizational culture, human performance and technical support. In this framework, an individual child protection worker's decisions are not made in isolation but located specifically within an organizational culture. University evaluators believe that this framework should continue to be utilized as the practice model is further refined, and plans for sustainability are made. Therefore, the conclusion to the current report includes recommendations based on findings of the Posttest Supervisor Study at multiple, systemic levels and mirrors those recommendations made in the Formative Evaluation. Evaluator recommendations also incorporate feedback given by supervisors during supervisor interviews.

Technical Support

As the final modifications to the CFA practice model are made, Ramsey County Child Protection staff will need continued technical support. **University evaluators recommend that this technical support be customized to the individual needs of staff as challenges arise but that some technical support may be provided similarly to the entire staff.** For example, supervisors and workers (as reported in previous evaluations of fidelity) both have requested some revisions to the current CFA practice guides, specifically to the Worker Guide. Thus **we recommend that the Worker Guide be updated to include:**

- **Additional context and examples incorporated throughout the Guide, including examples of documentation that is well-done.** Although some may fear that workers will utilize examples as a template, offering additional exemplary material will greatly assist workers in utilizing and documenting CFA practice consistently across units and will enhance fidelity to the practice. As workers become more adept at using and documenting CFA practice, reliance on examples will most likely diminish. Thus, evaluators believe that adding additional context

and examples will be most helpful to new workers or workers that are struggling with implementing the practice model.

- **Descriptions of direct practice behaviors that workers are expected to utilize when working with families.** For example, if workers will be expected (or encouraged) to use Motivational Interviewing with families, including an overview of this strategy and instructions for how to utilize this strategy with families will be helpful to workers. As a complement to this, Ramsey County may want to consider whether a supervisor addendum to guide workers' use of specific practice behaviors is needed in the Supervisor Guide.
- **A short reference guide, or "cheat sheet,"** for workers to reference as they work with families in the case. Because CFA practice is a complex process, it will not be possible to include all aspects of the practice on the guide. University evaluators recommend utilizing a small group of workers to assist in the creation of the reference guide so that it is directly applicable to the needs of workers.

University evaluators also recommend that Ramsey County continue with its plans to employ in-person consultations with on-site "experts" to assist workers utilize CFA practice with fidelity. **It is recommended that *both workers and supervisors be trained as on-site "experts" so that the particular needs of both workers and supervisors can be met.***

University evaluators believe that the provision of technical assistance through the aforementioned methods will have dramatic effects on worker fidelity to CFA practice as well as on supervisory processes. If workers are able to use technical assistance to answer questions related to CFA practice principles, more supervision time can be devoted to clinical supervision and reflection rather than spending the majority of supervision time educating workers on how to use CFA in their work with families. In addition, interruptions to supervisors' time may be limited to crisis situations, rather than focused on answering questions about CFA practice.

Human Performance

In order to effectively work with families, Ramsey County Child Protection staff will need access to training that is specific to their needs. While initial and on-going CFA training at Ramsey County has laid the groundwork for worker and supervisor understanding and application, more in depth, focused training has been requested.

University evaluators recommend developing a detailed training plan to ensure future training is thorough, thoughtful, and on-going. A training plan would include a plan for training newly hired managers, supervisors, workers and case aides. Additionally, a training plan could include strategies and timelines for providing on-going “refresher” training for all staff to ensure CFA practice is consistent within and among units long term. Finally, considering the differing roles of staff working with families (both internal to the County as well as those contracted to work with families), training that is specific to each person’s role (e.g., screeners, case aides, etc.) will be imperative.

University evaluators also recommend that on-going training focus on areas of CFA practice that have been refined (such as cultural considerations of CFA practice) and areas requested by supervisors, including:

- **Learning how to reassess when interventions aren’t working or families aren’t making progress, and**
- **Learning how to work with “tough cases” that keep returning.**

Finally, beyond internal staff, it will also be important to continue to keep stakeholders consistently updated and involved throughout the process of model refinement as Ramsey County’s community partners will be instrumental in the success of implementation. Stakeholders will need to be clearly informed about how CFA assessment will look different than previous assessment processes.

Much like providing targeted technical assistance, creating and utilizing a training plan that meets the needs of all staff will reduce the amount of time supervisors devote to training efforts, which will leave them more time to provide clinical supervision to their staff.

Organizational Culture

As CFA practice is refined and as plans are made for sustaining CFA practice at Ramsey County, organizational culture will play a critical role. **It will be imperative for Ramsey County to utilize messaging that specifies how CFA practice fits into the larger focus of the agency. It is also critical to present Ramsey County staff with messaging about how other initiatives or foci of practice fit within CFA practice.** Relaying this information will greatly assist supervisors and workers as they balance the competing demands of child protection practice.

To create clear and frequent communication between and across all levels of staff within Ramsey County, University evaluators recommend that Ramsey County create a communication plan that is focused on increasing and maintaining regular communication about practice at all levels of the organization. Recommendations for improving communication include using communication to connect new information to the “big picture” of Ramsey’s vision for practice, and therefore, CFA. A clear process that dictates roles and responsibilities for managing the on-going receipt of information from inside and outside the agency, whether it be policy updates, programmatic changes, restructuring information, CFSR and PIP information, internal mandates, etc. This is likely a detailed and complex on-going process due to the multiple activities and on-going changes that Ramsey County experiences. Having a clear plan will allow staff to obtain consistent information and recognize how everything that comes in the door has a meaning and purpose that is connected and guided by the overarching agency mission and goals.

Finally, University evaluators recommend developing an on-going plan to periodically solicit worker and supervisor feedback and to use that to help guide agency decision-making. For example, asking a few workers and supervisors to serve on the Children & Families Practice Committee that is currently being developed would bring a front-line voice to the discussion that may not be present if the committee consists solely of management, quality assurance, and other administrative staff members. Ramsey County evaluators may also want to consider conducting periodic focus groups or anonymous surveys with supervisors and workers to ask for supervisor and worker feedback.

It is clear that Ramsey County has made substantial progress in implementing large-scale practice change within the Child Protection units. It is also clear that supervisors and workers believe that CFA practice is beneficial to the families they serve. Sustaining this practice change will require just as much consideration and effort as did initial implementation. Early signs indicate this level of commitment does exist and is evidenced by on-going meetings of supervisors and thoughtful connection between continued training of the practice model and practice connection to supervision.

Appendix A: Supervisor Pre-Observation Interview

Questions for All Supervisors

1. Position Title
2. Years in Current Position
3. Number of caseworkers you supervise
4. Average number of cases assigned to each of your workers
5. Total number of cases you supervise
6. Number of cases you directly serve (if any)
7. Please describe your current model for of supervision (formal or informal).
8. Other than time and money, are there serious obstacles to your ability to carry out your current job responsibilities effectively? (Probe: training and information sharing, administrative/fiscal, recruitment and retention, enhancing/managing/evaluating caseworker performance, anticipating and managing risk, ethics in supervision)
 - 8a. Have these obstacles been addressed? If so, how? With what outcomes?
 - 8b. Are there obstacles to carrying out your responsibilities that you and/or the agency have been unable to address? Please describe.
9. What (or who in what positions) are the greatest supports to you in carrying out these responsibilities effectively? (Probe: training and information sharing, administrative/fiscal, recruitment and retention, enhancing/managing/evaluating caseworker performance, anticipating and managing risk, ethics in supervision),
 - 9a. In what ways are these supports helpful to you?
 - 9b. Are there support you have needed to carry out your job responsibilities you/RCCHSD has been unable to access?
10. In your position as supervisor what are the three greatest needs/expectations that you have of the caseworkers that you supervise?
11. Do your caseworkers effectively address these needs/expectations? If yes, what do you believe supports them in doing so? If no, what obstacles do they face in doing so?
12. Is there information we have not asked about that you believe in relevant to the ability of supervisors to provide effective child welfare supervision? If so, please describe.

Job responsibility	Most important to you (and reasons)	Important to you	Not important to you (and reasons)	Not applicable/ Not aware
a. Develop/monitor caseworkers' family-centered practice competence				
b. Develop/monitor caseworkers' cultural competence				
c. Assist caseworkers in applying learning from training, workshops, etc.				
d. Promote evidence-informed practice (assisting caseworkers in using practice and outcome data to assess practice effectiveness and adjust practice strategies to promote desired outcomes)				
e. Promote caseworkers' self reflective practice and critical thinking and case decision-making				
f. Recruit, select, train (or arrange for training), and retain staff				
g. Identify/Manage/Evaluate caseworker performance (reward excellent performance, address performance difficulties)				
h. Provide on-going professional development for caseworkers (develop knowledge/skill/career)				
i. Case staffing/case reviews				
j. Anticipate/address/manage change within agency				
k. Anticipate/address/manage change within unit				
l. Facilitate communication and collaboration (supervisor-caseworker, agency-community (public and media), agency-foster parents, supervisor-agency, agency-courts, administrators, supervisor-caseworker-contractual service providers)				
m. Build and maintain working relationships with other units in agency				

Job responsibility	Most important to you (and reasons)	Important to you	Not important to you (and reasons)	Not applicable/ Not aware
n. Influence agency (re: goals, policy, structure, processes, resources, short-and long-term planning)				
o. Interpret and influence the organizational culture within the unit				
p. Prevent/address stress/secondary traumatic stress/burnout for caseworkers				
q. Prevent/address stress/secondary traumatic stress/burnout for supervisor				
r. Enhance caseworkers' job satisfaction/Build and maintain morale				
s. Anticipate/Manage risk (safety) (to clients, caseworkers, supervisors)				
t. Manage caseloads (assign and cover cases)				
u. Manage time and workflow for caseworkers				
v. Manage time and workflow for supervisor				
w. Use management information systems (MIS) (to evaluate outcomes; manage caseloads; identify resource needs, training needs, policy problems)				
x. Monitor caseworker responsibilities to supervisor (timely information sharing, develop agenda for formal supervision, ongoing self-assessment re: training needs/stress level/professional development needs)				
y. Address ethics in caseworkers' practice (boundary issues, confidentiality)				
z. Address ethics in supervision (boundary issues, confidentiality)				

Job responsibility	Most important to you (and reasons)	Important to you	Not important to you (and reasons)	Not applicable/ Not aware
aa. Provide ongoing professional development for supervisor				
bb. Provide leadership to unit				
cc. Provide leadership within organization				
dd. Provide leadership within community				

Appendix B: Supervisor Observation Instrument and Key

For data entry use only:

Date of observation: _____

Supervisor ID: _____

Day of week: M T W Th F
circle

Observation team ID: _____

Directions: Enter the hour and time of day along the first column. At five minute intervals record the following: (1) the setting of the Supervisor's activity; (2) the persons (actors) with whom the Supervisor is interacting; (3) the form of communication that the Supervisor is engaging in; (4) the activity that is occurring at the moment of the observation; (5a) whether this was an unplanned activity, and if so, what happened next; (5b) if the activity included anything related to culture; and (7) if the Supervisor is interacting with a worker, then indicate the nature of this interaction. Further instructions are provided under each column heading. Refer to the "Key" and "Decision Rules" for further guidance.

Time Interval	1		2		3		4		5a		5b		6		7	
	Setting		Actors		Communication mode		Activity		Unplanned activity?		Consequence		Culture		Supervision	
	In the appropriate column, enter the code to indicate the setting of the Supervisor's activity. If using "Other", note "Oth" in the column and provide a brief note in the margin.		Enter the code to indicate with whom the Supervisor is interacting. Always indicate the number of other persons (e.g., S/W2 means the Supervisor and 2 Workers). Use all that apply. Indicate "Other."		Enter the code that best describes the mode of the activity: F, T, e, S		Enter the code that best describes the Supervisor's activity: 00 - 51. See "Decision Rules" for further guidance. Follow-up with 6 Supervision where applicable.		Check here if this was an unplanned activity or an interruption.		If this was an unplanned activity or an interruption, what was the consequence?		Check here if the activity included anything related to culture		If the code in the Activity column = 38 Supervision, indicate whether the Supervisor-Worker interaction is best described as 1 = Administrative, 2 = Educative, 3 = Supportive, 4 = Don't know (provide brief description).	
	On-site	Off-site	In transit		site											
0																
5																
10																
15																
20																
25																
30																
35																
40																
45																
50																
55																

Setting	Activity (focus on primary activity)	Activity (continued)	Aims of Supervision (Kadushan, 1992)
<p>On-site at agency</p> <ul style="list-style-type: none"> OO = Own office WO = Worker office MO = Manager office MCR = Meeting/conference room CS = Common space (e.g., hallway, kitchen, copy room) Oth = Other: _____ <p>Off-site at another location</p> <ul style="list-style-type: none"> O = Office MR = Meeting room Oth = Other: _____ <p>IT = In transit</p> <p>Communication Mode</p> <ul style="list-style-type: none"> F = Face to face interaction T = Telephone e = Electronic (emails, IMs, texting) S = Solitary <p>Actors</p> <ul style="list-style-type: none"> S = Supervisor (alone) S/W = Supervisor + worker(s) S/P = Supervisor + peer(s) S/M = Supervisor + manager S/F = Supervisor + family S/CWP=(Standard) child welfare partner S/O = Other: _____ 	<p>A. Contact with Child</p> <p>00 - Face to Face Contact w/ Child only (<i>in home or office</i>)</p> <p>01 - Face to Face Contact w/ Child (<i>in community</i>)</p> <p>02 - All other Contact w/ Child</p> <p>03 - Attempted Face to Face Contact w/ Child</p> <p>04 - Face to Face w/ Child and Parent in Residence</p> <p>05 - Face to Face w/ Child and Parent in Office</p> <p>06 - Face to Face w Child and Others at Placement Site</p> <p>07 - Face to Face w/ Child and Others in Office</p> <p>08 - Face to Face w Child and Others (<i>in community</i>)</p> <p>09 - Supervised and Monitored Visits (<i>meeting w/ family</i>)</p> <p>B. Contact with Parents</p> <p>10 - Face to Face Contact Bio/Adoptive/Step Mother Only</p> <p>11 - Face to Face Contact Bio/Adoptive/Step Father only</p> <p>12 - Face to Face Contact w/ more than 1 parent/caretaker</p> <p>13 - Face to Face Contact w/ parent and collateral contact</p> <p>14 - Family Group Decision Making (only)</p> <p>15 - Phone or Email Contact w/ parent</p> <p>C. Contact with Others (Not child, not parents)</p> <p>16 - Placement Provider (<i>inc. foster parents</i>)</p> <p>17 - Collaterals (e.g., attorneys, service providers)</p> <p>18 - Attempted Contact</p> <p>19 - Waiting for Contact</p> <p>D. Travel</p> <p>20 - Travel</p> <p>21 - Transportation of clients</p> <p>E. Documentation [All case-related]</p> <p><i>Manual, using case files</i></p> <p>22 - Recording Information</p> <p>23 - Managing and Handling Information</p> <p>24 - Public Disclosure and Discovery</p> <p>25 - Retrieving and Searching for Information</p> <p><i>Using computer</i></p> <p>26 - Entering or Recording Information</p> <p>27 - Managing or Handling Information</p> <p>28 - Public Disclosure and Discovery</p> <p>29 - Retrieving or Searching for Information</p> <p>H. Other 51 - Other: _____</p>	<p>F. Meetings/Court</p> <p>30 - Peer Consultation (<i>formal or informal</i>)</p> <p>31 - Consultation w/ Manager</p> <p>32 - Case Staffings [see 38 b below]</p> <p>33 - Waiting for Court</p> <p>34 - Court Time (<i>testifying before the Judge</i>)</p> <p>35 - Pre Placement Activity [Do not use]</p> <p>36 - Ongoing Support [Do not use]</p> <p>37 - Licensing [Do not use]</p> <p>38 - Face to Face Supervision</p> <p>a. Individual worker (<i>one to one</i>)</p> <ol style="list-style-type: none"> Face to face <ol style="list-style-type: none"> Case related Non-case related Remote supervision (<i>email or phone</i>) <ol style="list-style-type: none"> Case related Non-case related (<i>inc. training</i>) <p>b. Group of workers = Unit (<i>one to many</i>)</p> <ol style="list-style-type: none"> Face to face <ol style="list-style-type: none"> Case related Non-case related Remote supervision <ol style="list-style-type: none"> Case related Non-case related <p>39 - Supervisor Training</p> <p>40 - Case Review manual (without worker)</p> <p>41 - Case Review computer (without worker)</p> <p>43 - Case Assignment and Transfer</p> <p>44 - Management Meeting</p> <ol style="list-style-type: none"> Internal (<i>agency business</i>) External (<i>on behalf of agency</i>) <ol style="list-style-type: none"> Committee Community Agency/Provider Other: _____ <p>45 - Performance review</p> <p>G. Administrative-Clerical</p> <p>46 - Time sheets</p> <p>47 - Read/review reports</p> <p>48 - Write reports</p> <p>50 - Other: _____</p>	<p>1 = Administrative</p> <p>Administrative supervision is associated with service management requirements of social work practice.</p> <p>Focus is on getting tasks done and follow thro</p> <p>01 = Provision of oversight of and accountability for practice (e.g., performance review, licensing)</p> <p>02 = Development and maintenance of competency</p> <p>03 = Safety system for the service (e.g., arranging police to be on the scene)</p> <p>2 = Educative</p> <p>Educative supervision is focused on the development of the supervisee's knowledge, skills and professional understanding.</p> <p>Focus is on techniques about how to do work</p> <p>04 = Reflection on practice</p> <p>05 = Professional and educational development</p> <p>06 = Application of theory to practice</p> <p>07 = Foster innovative and creative practice</p> <p>08 = Clarification of role and relationships</p> <p>09 = Clarification of the therapeutic relationship</p> <p>10 = Increased beneficial outcome for service users</p> <p>3 = Supportive</p> <p>Supportive supervision is concerned with the development of "attitudes and feelings that will enable [the supervisee] to work effectively" (Herkt, 2005, p. 21).</p> <p>Focus is on how the worker is doing.</p> <p>11 = Empowerment</p> <p>12 = Encouragement</p> <p>13 = Support</p> <p>14 = Management of the emotional effects of the work</p> <p>15 = Provision of a safe place to explore ethical and safety issues</p> <p>16 = Management of wider organizational or team issues</p> <p>17 = Promotion of job satisfaction</p> <p>18 = Management of stress and prevention of "burnout"</p> <p>19 = Enhancing the welfare and well-being of workers</p> <p>4 = Don't know: _____</p>

Appendix C: Supervisor Post-Observation Interview

Questions for All Supervisors

1. Are there things we missed?
2. Was something that happened during our observation atypical for a normal week? (Prompt: performance reviews) If this activity hadn't occurred, what activity would most likely take its place?
3. Is there anything you would like to clarify about our understanding of your role as a supervisor? (Prompt: do you have responsibilities above and beyond what we observed that you would like us to know about?)
4. In your opinion, what are the expectations of supervisors under CFA?
5. Thinking about the week we observed, to what extent does your time spent on various activities reflect those expectations?
6. Please tell us a little bit about the "fit" between the expectations for supervisors under CFA and your personal priorities as a supervisor. (Note to interviewer: review responses to pre-interview supervisor priority grid).
7. What are the challenges of utilizing CFA in your role as a supervisor?
8. If you had to rank order the challenges in question seven, what order would you put them in (with 1 being the biggest challenge)?
9. What are the strengths of utilizing CFA in your role as a supervisor?
10. If you had to rank order the strengths in question nine, what order would you put them in (with 1 being the biggest strength)?
11. What are the parts of CFA you feel you have been able to successfully implement in practice?
12. What are the parts of CFA you have not been able to implement in practice?
13. Are there supervision components you believe are important to your work that are not currently part of CFA practice? If so, what are those components?
14. Thinking about these last two questions (those parts of CFA that you have not been able to implement in practice - 12 OR for the components you believe are important but not currently part of CFA - 13), what supports would be helpful in incorporating these into practice?
15. Tell me a little bit about your experience in the CFA training process. (Prompt: initial training with Lorrie, on-going phone consults with Lorrie, joint unit meetings, etc.)
16. Have the CFA guides and tools been helpful to your work as a supervisor? Why or why not?
17. Anything else you would like to tell us about CFA?