

Transforming Supervision to Support Collaborative Team Efforts in Child Welfare

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Multi-year Child Welfare Pilot Project

University of Missouri Kansas City
School of Social Work

Missouri Department of Social Services
Jackson County Children's Division
South Field Office
6 supervisors
36 staff

Pilot Project Sources

NIDRR research by 5 universities on elements necessary for effective team efforts in developmental disabilities (Eno-Hieneman, 1997)

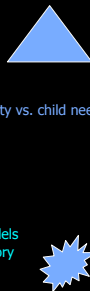
University of South Florida research on theory base for collaborative practice models, amplified in CMHS-SAMHSA grants examining theory-based team development & supervision (Malysiak, Bertram, 1991-2001)

Child Welfare Practice Historical Analysis

Origins: 1960's
Incorrect assumptions of target population
Organizational model : Bureaucratic
Supervisory model: "Boss"
Staff: diverse educational backgrounds
Expert model "Goodness-of-fit" assessment: Parent ability vs. child needs

Learning: 1970-80's
Demographics: poverty, color & neighborhood
Ecological systems theory & family advocacy emerging
Programs are added, not well integrated

Transformation: 1990's-present
Value-based philosophy guides SOC & collaborative models
Emerging theory base: Ecological Systems & Team Theory
Live supervision & constant feedback from participants
Complex legal-mandated multi-system response

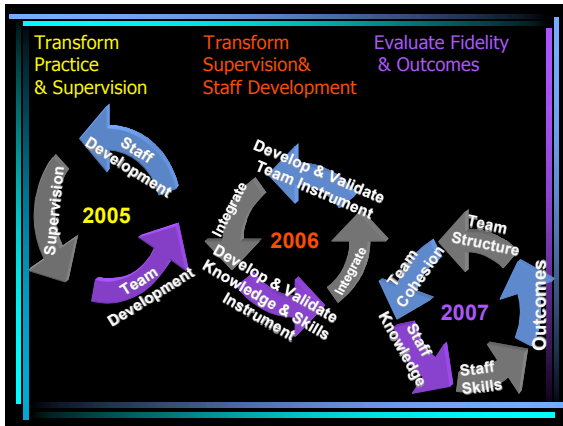


Stages of Implementation

1. Explore & Adapt: 2004
 - a.) leadership buy-in
 - b.) GAL, court buy-in
 - c.) adjust model for legal mandates
2. Program Installation: 2005
 - a.) baseline
 - b.) training (is not enough)
 - c.) adjust focus/frequency supervision
 - d.) establish & refine 2 learning groups
 - e.) establish & refine supervisor group
3. Initial Implementation: 2005-2008
 - a.) overcome caution/vulnerability
 - b.) instrument development/integration
4. Full Operation (2-4 years)

Core Implementation Components

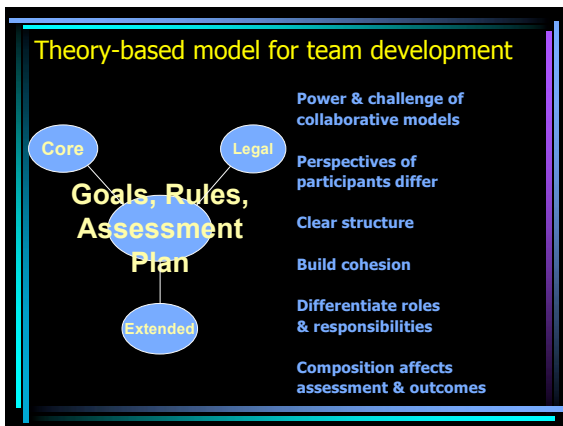
1. Address organizational & external influences
2. Operationally defined theory-based model
 - Team Development
 - Ecological Systems
 - Family Life Cycle
3. Organizational change
 - a.) supervision frequency & focus
 - b.) learning groups, supervisor group
 - c.) remove program walls
 - d.) address vulnerability/exposure
4. Develop model pertinent staff knowledge/skills
5. Ongoing supervision/consultation
6. Ongoing evaluation of these components



Baseline Survey of Practice & Supervision

UMKC MSW students, Esther Ashu, Marina Atkinson
n=52 Children's Division & GAL

- Many family/kin invited but few came
- Fewer still actively participated in sharing information
- Over 70% rated Children's Division or Guardian Ad Litem staff as primary decision makers
- Supervision occurred primarily on ad hoc basis
- Supervision focused on most problematic case, administrative concerns, staff morale
- Limited ecological focus
- No understanding of problems-in-context
- Traditional understanding of team efforts
- Primarily "goodness-of-fit" assessment



Theory-based Team Structure

Goals	Assessment Ecological
Rules of Operation	Competencies & Assets Constraints & Challenges
Information Sharing Information needed How to share it	Current status Problems-in-context Used with goals to develop plan
Decision Making Especially how to make decisions when not all agree	Plan & Evaluation Strengths as levers for change Lessons guide team efforts
Conflict Resolution	

Challenges & Milestones Year 1

Change Supervision Vulnerability/Exposure	Change Team Development Change Staff Development
Regularly scheduled Case-by-case Theory-based prompts	Vulnerability/Exposure "This too shall pass"
Theory-based prompts Composition, Goals & Rules Ecological Assessment Problems-in-context Plan & Evaluation	2 Weekly Learning Groups Led by Supervisors Develop Knowledge/Skills Develop Confidence
Supervisor Learning Group Develop knowledge/skills Develop confidence Assess staff development	Reinforce individual supervision

Team Structure & Cohesion Survey Instrument

Constant Team Feedback	Initial Data
Survey team agreement on:	By Construct
Ecological Composition	Remarkable cohesion
Goals	By Role
Rules	GAL dissonance
Ecological Assessment	Increased family voice
Summary Assessment	Overall
Intervention Plan	+ Guidance for supervision
Scores team cohesion:	+ Guidance to develop team
by theory-base & construct	+ Guidance to develop staff
by role	

Next Steps 2006

- **Validate reliability of team instrument**
Integrate into supervision
- **Develop & validate second instrument**
to measure model pertinent knowledge & skills
Integrate into supervision

Next Steps 2007

**Compare family/team composition & demographics with:
model fidelity (team composition, structure, cohesion)
with
staff knowledge/skills with outcomes**

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