

## Supportive Supervision



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

### WHAT IS THIS RESOURCE?

This article describes the collaborative process used to develop a strengths-based supervision training model to improve child welfare practice. The article explores the development process, the training curriculum, and discusses implications gleaned from training evaluations.

### WHAT ARE THE CRITICAL FINDINGS?

Participants identified the following aspects of quality supervision: (1) A relationship built on open communication, availability for ongoing supervision, and (2) modeling the strengths-based perspective.

Level of critical thinking and participation in group supervision were also shown to improve satisfaction. Time spent in supervision and years of supervisor experience were not predictive variables of satisfaction.

Supervision can impact the way supervisees interact with their clients.

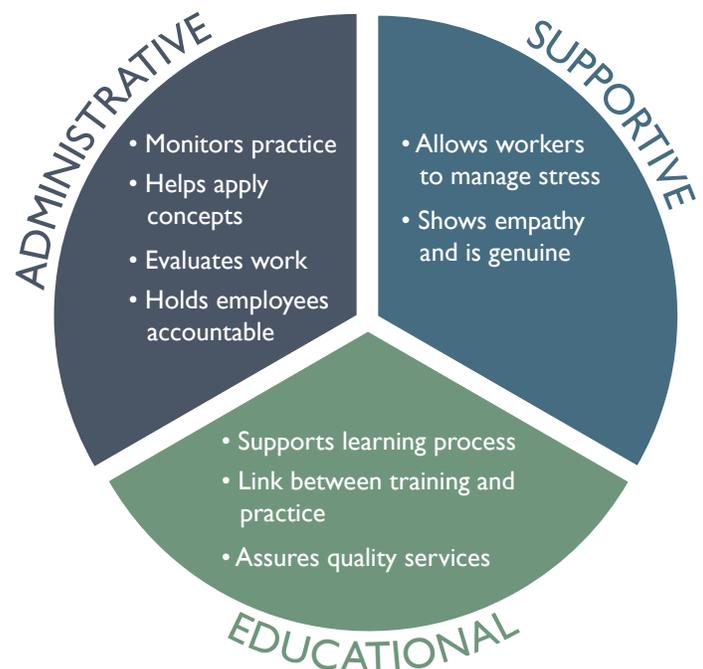
The concept of parallel process explains that supervisor-supervisee interactions are modeled when the supervisee interacts with clients.

Problem-focused supervision may undercut the implementation of strengths-based practice. Strengths-based supervision includes:

1. Paralleling principles
2. Integrating group and individual supervision,
3. Integrating crisis and in-depth supervision
4. Engaging in all three supervision roles

Supervisees want feedback on areas for improvement as well as recognition of their strengths and successes. Different formats of supervision offer different benefits: Individual supervision fosters an open and trusting relationship in a safe environment, while group supervision may increase the level of critical thinking and help build networks. Crisis supervision provides immediate support, while in-depth supervision fosters lasting change.

### THREE KEY ROLES SUPERVISION PLAYS IN PRACTICE



### WHAT ARE THE IMPLICATIONS FOR OUR WORK?



Agencies should take steps to ensure strengths-based supervision is offered to all frontline staff, as supervision is crucial to the effective implementation of their practice model.



Supervisory training, coaching and mentoring must emphasize the importance of modeling a belief that all families are capable of making change, and that supervisors can increase collaboration without undermining their own authority by providing strengths-based supervision (administrative, supportive and educational) in a variety of formats (individual, group, crisis and in-depth).