

California Social Work Education Center

C A L S W E C

**WORKPLACE MANAGEMENT
AND
CHILD WELFARE POLICY,
PLANNING, AND
ADMINISTRATION**

Shaaron Gilson

Bari Cornet

Catharine Ralph

University of California, Berkeley

2009

TABLE OF CONTENTS

CalSWEC Preface	v
About the Authors	vii
Abstract	ix
Acknowledgements	x
CalSWEC Competencies	xi
Introduction	xiii
<i>Rationale for the Curriculum...xiii</i>	
<i>Background...xiii</i>	
<i>Literature Review...xiv</i>	
<i>Conclusions...xv</i>	
Curriculum Overview	xvi
<i>Objective...xvi</i>	
<i>Intended Audience...xvi</i>	
<i>Curriculum Organization...xvi</i>	
<i>Relationship Between the Curriculum Modules and CalSWEC Competencies...xvii</i>	
<i>Time Estimates to Conduct Each Module...xviii</i>	
<i>Tips for Teaching from the Modules...xviii</i>	
<i>Suggested Tools and Materials...xix</i>	
Module I: A Context for Management: The Workplace Environment	1
<i>Background...2</i>	
Social Work Management...3	
What Is Unique About Social Work Management?...5	
<i>Workplace Environment—What Does It Mean and Why Do We Care?...5</i>	
Definition of the “Workplace Environment”...5	
<i>Readings... 13</i>	
Module II: Social Welfare Policy and Social Work Practice	15
<i>Introduction... 16</i>	
<i>Definitions... 16</i>	
What It Involves and Why It Is Important...17	
Knowledge of the Legislative Process Is Critical...17	

Preparing to Provide Testimony...19	
Do's and Don'ts of Testifying...19	
Steps in Implementing Social Welfare Policy...20	
Summary...21	
Readings...22	
Module III: Agency Assessment	23
<i>Current Context of Global Children's Rights...24</i>	
<i>Brief History of Children's and Parents' Rights in the U.S....25</i>	
<i>Workplace Management Ethics...27</i>	
<i>Diversity, Fairness, and Equity Issues...27</i>	
Assessing the Agencies that Provide Child Welfare Services...31	
Public Employee Labor Unions: Worker Self-Advocacy...32	
Assessing Child Welfare Agencies' Disaster Preparedness...32	
Whistle-Blowing: Worker Advocacy for Clients...33	
Readings...34	
Module IV: Planning	35
<i>What is Planning?...36</i>	
<i>Where Does Planning Occur?...36</i>	
<i>Types of Planning in Human Services...37</i>	
<i>Four Most Common Types of Planning in Child Welfare...38</i>	
Strategic Planning...38	
Operational Planning...39	
Program Planning...39	
Project Planning...40	
<i>Tools for Planning...40</i>	
Logic Model...40	
Force Field Analysis...41	
Geo-mapping...41	
Summary...42	
Readings...42	
Module V: Accountability/Budgeting	43
<i>Accountability...44</i>	
What Is Accountability in a Social Service Agency?...44	
To Whom Are We Accountable? Dimensions of Accountability...44	
Internal vs. External Accountability...46	
How Is Accountability Demonstrated/Operationalized?...47	
Budgeting as Process...49	
<i>Budgeting...50</i>	
What Is a Budget?...50	
Understanding the Child Welfare Budget...51	

Types of Budgeting...53	
How to Participate in the Process as a Relatively New Member of the Agency...53	
Budget Issues Specific to Child Welfare...54	
Some Financial Concepts...55	
<i>Readings...56</i>	
Module VI: Resiliency: Building and Retaining a Resilient Staff	57
<i>The Challenge of Maintaining a Healthy/Resilient Staff...58</i>	
<i>Burnout/Compassion Fatigue...58</i>	
Strategies to Identify Stress and Build Resilience--Micro Level...59	
Mezzo Level Resiliency Interventions...60	
Developing a Macro Level Structure That Promotes Resilience...62	
<i>Summary...64</i>	
<i>Readings...65</i>	
Module VII: Supervision	66
<i>Understanding the Roles of the Child Welfare Supervisor...67</i>	
Definitions of Supervision...67	
Purposes of Supervision...67	
Roles of the Supervisor...68	
Social Work Ethics in Supervision...70	
Diversity in Supervision...71	
Social Work Process/Stages as Applied to Child Welfare Supervision Tasks...71	
<i>Readings...73</i>	
<i>Developing Skills as a Clinical Case Management Supervisor...74</i>	
Technical Task Supervision Contrasted with Clinical Case Management Supervision...74	
Supervising Staff for Best Practices...75	
Supervising Subset of Staff to Meet Clinical Licensure Hours/Regulations...75	
Resources, Tools, and Activities for Giving Supervisory Guidance...76	
Link Between Managerial Planning and Program Implementation...77	
<i>Readings...78</i>	
Module VIII: Teamwork and Collaboration	79
<i>Teams as Groups...80</i>	
Team/Group Formation...81	
Team/Group Analysis...82	
Team/Group Leadership...82	
Models of Teamwork...83	
Team/Group Maintenance or Task Focus...84	

<i>Collaborations...85</i>	
Definitions of Collaboration...85	
Models of Collaboration...87	
Issues in Collaboration and Teams...87	
Team Leadership...88	
Team Effectiveness...90	
Role of Leadership in Teams and Collaborations...90	
Exercises and/or Case Studies...91	
<i>Readings...92</i>	
Module IX: Cross Training	93
<i>What Is Cross Training?...94</i>	
<i>Summary...96</i>	
References	97
Appendixes	111
A. <i>Annotated Bibliography...112</i>	
B. <i>Internet Resources...144</i>	
C. <i>Workplace Management and Child Welfare Policy Curriculum Grid...147</i>	
Handouts	148
1. Module IV: Logic Model for the Evaluation of the Title IV-E Project...149	
2. Module VIII: Decision-Making Techniques...150	

CALSWEC PREFACE

The California Social Work Education Center (CalSWEC) is the nation's largest state coalition of social work educators and practitioners. It is a consortium of the state's 18 accredited schools of social work, 58 county departments of social services and mental health, the California Department of Social Services, and the California Chapter of the National Association of Social Workers.

The primary purpose of CalSWEC is an educational one. Our central task is to provide specialized education and training for social workers who practice in the field of public child welfare. Our stated mission, in part, is "to facilitate the integration of education and practice." But this is not our ultimate goal. Our ultimate goal is to improve the lives of children and families who are the users and the purpose of the child welfare system. By educating others and ourselves, we intend a positive result for children: safety, a permanent home, and the opportunity to fulfill their developmental promise.

To achieve this challenging goal, the education and practice-related activities of CalSWEC are varied: recruitment of a diverse group of social workers, defining a continuum of education and training, engaging in research and evaluation of best practices, advocating for responsive social policy, and exploring other avenues to accomplish the CalSWEC mission. Education is a process, and necessarily an ongoing one involving interaction with a changing world. One who hopes to practice successfully in any field does not become "educated" and then cease to observe and learn.

To foster continuing learning and evidence-based practice within the child welfare field, CalSWEC funds a series of curriculum sections that employ varied research methods to advance the knowledge of best practices in child welfare. These sections, on varied child welfare topics, are intended to enhance curriculum for Title IV-E graduate social work education programs and for continuing education of child welfare agency staff. To increase distribution and learning throughout the state, curriculum sections are made available through the CalSWEC Child Welfare Resource Library to all participating schools and collaborating agencies.

The section that follows has been commissioned with your learning in mind. We at CalSWEC hope it serves you well.

ABOUT THE AUTHORS

SHAARON GILSON, LCSW, MSW received her degree from Sacramento State University. She has a certificate in Executive Management through the Bay Area Social Services Consortium (BASSC) Executive Training Program and is a Diplomate in Clinical Social Work from the National Association of Social Workers (NASW). She has been the Title IV-E Project Coordinator for UC Berkeley for nearly 11 years. She has taught at California State University, Sacramento; San José State University; and the University of California, Berkeley. She has experience in the area of child welfare as Social Services Program Manager and Juvenile Court Evaluations Coordinator with Santa Clara County. Additionally, she has worked in mental health with 12 years of administrative experience. Ms. Gilson teaches in both the Children and Families, and Community Mental Health concentrations.

BARI CORNET, MSW, MPH received her degrees from the University of California, Berkeley, and an MS degree in Counseling and Educational Psychology from California State University, Hayward. Prior to joining the faculty at UC Berkeley, she provided direct services in a variety of community-based organizations. She conducted program management and design for Alameda County Health Care Services Agency in the Maternal and Child Health Program. She also served as a consultant for the State of California on the design and implementation of the Comprehensive Perinatal Services Program. She currently is editor of the Social Work Section Newsletter of the American Public Health Association and was recently honored with their Public Health Social Worker of the Year

award. As a Field Consultant/Lecturer at UC Berkeley's School of Social Welfare, she is co-chair of the Management and Planning concentration.

CATHARINE RALPH, LCSW, MSW received her MSW degree from the University of California, Berkeley. Prior to joining the UCB faculty in 1993, she was a Child Welfare Worker and Supervisor with Alameda County Social Services Agency for 16 years. She is currently a Field Work Consultant/Lecturer and the new Acting Title IV-E Project Coordinator for UC Berkeley where she co-chairs the Children and Families concentration. She also teaches an undergraduate practice course there. She has developed curriculum while teaching at San José State University and for national Head Start staff at the Center for Community Futures Summer Institutes. In addition, she and a colleague developed a training video series on child welfare client perspectives that has been used in both the United States and abroad. Ms. Ralph served on the NASW national board of directors from 2002-2005 and in various NASW Chapter and Regional offices since 1997.

ABSTRACT

The Workplace Management and Child Welfare Policy, Planning, and Administration curriculum is a standardized workplace management curriculum for training entry-level social workers in child welfare agencies in the State of California. The curriculum is composed of 9 modules that may be used as separate classes or together in a single course.

The modules are constructed to be suitable for three distinct groups of users: baccalaureate (BSW) students, graduate (MSW) students, and child welfare agency supervisors and program managers (first and second line supervisors)—and those interested in such positions. Students can study from these sections during their matriculation, while agency employees might be exposed to them via departmental training opportunities, a local child welfare training academy, university extension or concurrent enrollment programs, or continuing education providers.

ACKNOWLEDGEMENTS

The authors acknowledge and thank Professor Jill Duerr Berrick at the University of California, Berkeley (UCB), School of Social Welfare, for graciously and readily agreeing to be the Principal Investigator on this curriculum development project. Professor Berrick provided encouragement and willingness to assist while giving us space to exercise our capabilities as colleagues. We deeply appreciate her collegiality.

We also acknowledge the support of the staff at the UCB School of Social Welfare, who made it possible for us to receive CalSWEC funding and transform it smoothly into a productive operation. Without their help we could not have sustained our efforts throughout our year-long development process.

We thank the faculty and fieldwork instructors at California State University, Fresno, where lead author Gilson conducted a field test of the module section on Building and Training a Resilient Staff. In a similar fashion, the Title IV-E students in the UCB MSW class of 2007 field tested this material and some of the early segments of the Supervision section. We are grateful for all of their participation and feedback that allowed us to make improvements before our final submission of the curriculum.

We especially appreciate the skill and expertise of Sharon Ikami, editor and faculty support extraordinaire for saving us from going crazy!

Finally, the authors acknowledge the work of our Graduate Student Researcher, Ms. Jennie Robbins, who located many books, articles, websites, and resources to assist us with this project. We wish her well with the conclusion of her studies.

CALSWEC COMPETENCIES

IV. Workplace Management

- 4.1 Student understands the need to negotiate and advocate for the development of resources that children and families need to meet their goals.
- 4.2 Student is able to work effectively with agency personnel and clients in an environment characterized by human diversity.
- 4.3 Student understands client and system problems and strengths from the perspectives of all participants in a multidisciplinary team and can effectively maximize the positive contributions of each member.
- 4.4 Student is able to identify an organization's strengths and limitations and is able to assess its effects on services for children and families.
- 4.5 Student is able to identify the strengths and limitations of an organization's cultural competence and commitment to human diversity and how these are demonstrated.
- 4.6 Student is able to seek client, organization, and community feedback for evaluation of practice, process, and outcomes.
- 4.7 Student understands and is able to utilize collaborative skills and techniques in organizational settings to enhance service quality.
- 4.8 Student is aware of organizational risk management issues and is able to appropriately resolve potentially harmful situations.
- 4.9 Student is able to plan, prioritize, and effectively monitor completion of activities and tasks within required time frames.
- 4.10 Student is aware of potential work-related stress factors and is able to develop self-care and other strategies to render these harmless.

VIII. Child Welfare Policy, Planning, and Administration

- 8.1 Student demonstrates a beginning understanding of the roles/responsibilities of a leader/manager to plan and develop systems that address diversity in staff and client populations.

- 8.2 Student understands how political activities and regulatory, legislative, and judicial processes at local, state, and national levels influence agency policies, procedures, and programs.
- 8.3 Student understands how leaders/managers use the collaborative process for the purpose of planning, formulating policy, and implementing services.
- 8.4 Student understands how to use information, research, and technology to evaluate practice and program effectiveness, to measure outcomes, and to determine accountability of services.
- 8.5 Student demonstrates knowledge of how organizational structure and culture affect service delivery, worker productivity, and morale.
- 8.6 Student demonstrates basic knowledge of various federal, state, and local child welfare funding sources and consequent implications for agency policy, objectives, and service delivery.
- 8.7 Student understands basic principles of contracting for services in public child welfare.
- 8.8 Student understands how professional values, ethics, and standards influence decision-making processes in public child welfare practice.
- 8.9 Student demonstrates the ability to negotiate and advocate for the development of resources that children and families need to meet their goals.

INTRODUCTION

RATIONALE FOR THE CURRICULUM

The Workplace Management and Child Welfare Policy, Planning, and Administration curriculum module provides a standardized curriculum for the training of entry-level social workers in child welfare agencies in the State of California. This new curriculum is composed of 9 modules that may be used separately or together in a single course. The modules are constructed to be suitable for three distinct groups of users: baccalaureate level students, Master's level students, and child welfare agency supervisors and program managers (first and second line supervisors)—and those interested in such positions.

BACKGROUND

Since 1990, the California Social Work Education Center (CalSWEC) has been educating undergraduate and graduate students in the State of California for entry into employment within public child welfare agencies throughout the state. This has included stipends to students, standardized competencies, curriculum modules, and faculty support for teaching and research projects. Of the 18 schools of social work/social welfare within California, all provide training for careers in child welfare through the Title IV-E child welfare training stipend program.

The schools and their programs vary tremendously. Currently, four offer child welfare stipends to BSW students and all 18 offer stipends to MSW students. All of the schools have full-time programs; some have part-time. While all of the programs require students to participate in field practice in a public child welfare agency, the content of that

field practice also varies. Few of the programs have curriculum that specifically addresses the workplace realities faced by graduates upon entering county child welfare management, particularly when they are promoted quickly to supervisory positions.

LITERATURE REVIEW

Since its inception, CalSWEC has developed four successive sets of competencies to guide the training of master's degree level child welfare workers. The first draft of core competencies was presented in December 1991, followed by revisions in 1996 and 2003, and the current set developed in 2008. In addition, a BSW set was developed in 2004 (CalSWEC, 2004). The evolution of the competencies reflects the changing environment of child welfare work in California and encompasses research, practice, and policy. Resource guides were developed in 1998 to support the then-existing competencies (Clark, McCormick, & White, 1998). In 2003, curriculum competencies related to workplace management were developed, added, and refined by separating foundational competencies (Competency IV: Workplace Management) from advanced competencies (Competency VIII: Child Welfare Policy, Planning, and Administration). These coordinated with the BSW Competencies developed by CalSWEC in 2004, particularly Section IV: Workplace Management.

The curriculum modules contained herein address the CalSWEC Workplace Management competencies, overlapping with the BSW competencies on the same subject, and the advanced competencies in Child Welfare Policy, Planning, and Administration. Many publications address parts of these competencies, such as Supervision (see

Annotated Bibliography). However, they do not address the totality of the CalSWEC competencies, the child welfare field, or the uniqueness of California's population. This curriculum guide contains the components related to the needs of California families within the child welfare system.

In 2005, CalSWEC's Sherrill Clark determined that *turnover rates* of child welfare social workers since the inception of the Title IV-E program were significantly declining (Clark, 2005), and in 2006, Weaver, Chang, and Gil de Gibaja reported via a CalSWEC curriculum product that *retention* of Title IV-E graduates is bolstered by peer and supervisory support.

CONCLUSION

This curriculum recognizes the traditional social work view of interrelatedness between supervision/retention themes and agency policy/planning practice themes. To be effective within any level of the agency requires awareness of both of these theme sets. The authors have found the person-in-environment perspective to be a useful concept within the workplace environment.

CURRICULUM OVERVIEW

OBJECTIVE

The objective for this curriculum is to provide baseline knowledge of workplace management and child welfare policy, planning, and administration to public child welfare staff at all levels.

INTENDED AUDIENCE

The modules are constructed for three distinct groups of social work users. The first two sets of users are those enrolled in Title IV-E child welfare training in baccalaureate (BSW) or graduate (MSW) level programs. The other set of users are child welfare agency supervisors and program managers (first and second line supervisors) and those who are interested in such positions. These individuals might take this course via their county's training department, a local child welfare training academy, a university extension or concurrent enrollment, or continuing education providers. Each of the sections contains information that can be used to provide a course tailored for BSW or MSW students or the early years of attendees' professional careers.

CURRICULUM ORGANIZATION

This curriculum consists of nine teaching modules that can be mixed in a variety of patterns to deliver content best suited to the learning needs of the users in any of the prospective settings. Together, the modules cover the 2003 CalSWEC content related to Workplace Management (Competency IV) and Child Welfare Policy, Planning, and Administration (Competency VIII). Particular attention is paid to the modules on

Supervision, which are divided into two sessions. The entire set of modules may be used as a semester-long or quarter-long course. Individual sections can be separated as pull-outs that are inserted into other courses, or stand alone as independent workshops.

While the entire curriculum is designed to be a single course during one academic term, it should be noted that each subject could easily be expanded to fill its own full term. Thus, the sections are full of content, from basic to advanced levels. An instructor can assess the needs of the class before choosing which content pieces are most relevant to the particular group. Each section is designed with lecture outline, learning activities, readings, and assignments. Some have PowerPoint or other accompaniments.

The design of this curriculum covers all of the competencies from Sections IV and VIII of both the CalSWEC MSW and BSW lists. Each competency is covered in one or more modules and covers multiple competencies. Each module begins with a description of the competencies covered. A complete grid of the relationship between the Competencies and Modules can be found in Appendix C.

RELATIONSHIP BETWEEN THE CURRICULUM MODULES AND CALSWEC COMPETENCIES

The CalSWEC Workplace Management Competency Section (IV) contains a group of 10 subcompetencies concerning important aspects of agency practice. These competencies address internal relations, organizational requirements, and interdisciplinary and community collaboration. In the foundation competency, the student acquires strategies for self-care and safety on the job.

Child Welfare Policy, Planning, and Administration (Competency VIII) and its nine subcompetencies build upon basic knowledge of the work environment to include a broader understanding of policies that affect the delivery of child welfare services. Competencies extend to an understanding of management, political processes, research, and technology, as well as other strategies to enhance organizational effectiveness. They include knowledge of funding streams for various services, and planning for service improvement.

The 2004 BSW Competencies on Workplace Management (Section IV) correspond directly to the above competencies. In developing the curriculum, reference is made to the MSW Competencies.

TIME ESTIMATES TO CONDUCT EACH MODULE

Because schools and training providers have differing lengths of time available for teaching, each section has sufficient content to fill 2-3 hours, but can be streamlined for shorter time frames. Because of interest in first-line supervision, the sections for that topic are planned for at least two sessions. The sections on Accountability and Budgeting have been combined, but could easily be separated and expanded.

TIPS FOR TEACHING FROM THE MODULES

Each section begins with a discussion/lecture outline, giving key points to be covered. Supporting literature is listed to provide additional depth for the instructor. Suggested learning activities follow, then resources for instructors, and a reading list and/or articles that are recommended for students. Finally, assignments suitable for students to do outside of the classroom are provided.

The authors suggest that an instructor begin each session by assessing the class's level of knowledge, skills, and experience in advance. This allows for choosing the appropriate content for the specific group of students. While some undergraduate students will most appropriately receive only the basic content, an instructor may want to give them more advanced content on specific topics. Similarly, some MSW students and working professionals may need to review basic content before covering the advanced level material. It is possible that those working in child welfare agencies will need less time on the basic information before moving to the advanced information and discussions.

SUGGESTED TOOLS AND MATERIALS

An experienced instructor or trainer should have little trouble teaching from the materials provided in the modules. A chalkboard and/or easel with suitable writing implements will suffice for most of them.

For those modules that have PowerPoint supplements or other technical tools (web references or DVD recommendations), a laptop computer with internet access and/or a projection system will be optimal.

If such equipment is not available in the classroom, it may be available in the facility's library or it may be posted on a course website for students to view on their own.

In some modules, information sheet samples can be made into either overhead projector transparencies or handout sheets for distribution to the class.

MODULE I

A CONTEXT FOR MANAGEMENT: THE WORKPLACE ENVIRONMENT

MODULE I

A CONTEXT FOR MANAGEMENT: THE WORKPLACE ENVIRONMENT

This section is intended to be one class session of 2-3 hours.

Topic 1: Background

(Competencies 4.7, 8.1, 8.3, 8.5, 8.8)

Topic 2: Workplace Environment: What Does It Mean and Why Do We Care?

(Competencies 4.1, 4.2, 4.4 - 4.8, 8.1, 8.3 - 8.6, 8.8, 8.9)

BACKGROUND

- Why is management needed in social work agencies?
 - ◆ Ensure that mission, values, and goals are congruent
 - ◆ Staff is competent
 - ◆ Existence is relative to the community needs
- In general, management in a social work agency involves:
 - ◆ Planning
 - ◆ Designing
 - ◆ Developing human resources
 - ◆ Supervising
 - ◆ Managing finances
 - ◆ Monitoring
 - ◆ Evaluating
- Management in a social work agency includes:
 - ◆ Human relations skills
 - ◆ Decision-making skills
 - ◆ Marketing
 - ◆ Public relations

- Based on resources, social welfare is one of the giant industries in the United States because the federal, state, and local allocation of tax monies, combined with the various organizational structures and accompanying personnel, produces a giant service industry.
- Traditional functions of management (Gulick & Urwick, 1937) include:
 - ◆ Planning
 - ◆ Organizing
 - ◆ Staffing
 - ◆ Leading
 - ◆ Controlling
 - ◆ Coordinating
 - ◆ Reporting
 - ◆ Budgeting

Social Work Management (See Austin, 1995)

- Historically, various theories of management
 - ◆ Scientific or “Traditional” Management (Frederick Taylor–first half of 20th century)
 - Employees viewed mechanistically
 - Division of labor, functional management
 - Time management
 - Removal of discretion
 - Quality assurance a key
 - Money as the motivator of workers

This theory became less important as the world came to be viewed less mechanistically

- ◆ Human Relations School of Management (Mary Parker Follett--1920s)

Elton Mayo conducted a study at the Hawthorne plant of Western Electric in Chicago in which a select group of workers were given special attention. Productivity increased independent of physical conditions of employment. The particular form of attention did not seem to matter.

- Discussion of Hawthorne experiments that showed social and economic factors more important than physical factors in productivity. This led to the Human Relations School of Management
- Guided by human behavior and needs, rather than the mechanics of the organization and productivity
- Less hierarchical, less authoritarian
- Listen to line workers
- ♦ Discussion of various other theories and concepts and their impact
 - Theory X and Theory Y (McGregor 1960). Theory X (authoritative, autocratic, close control, assumes people don't like to work and therefore dislike responsibility)
 - Theory Y (value employees and their contributions, rewards other than monetary)
 - Theory Z grew from this, a mid-point between X and Y
 - Total Quality Management (TQM)
 - Evaluation throughout the "production" cycle
 - Client involvement in program operations
 - Continuous fine tuning
 - Continuous staff training
 - Management communication in all directions
 - Managers and supervisors as "consultants" to staff
 - Teamwork emphasis
 - Management by Objectives (MBO)
 - First step is to identify goals of organization
 - Participatory development of individual goals and objectives
 - Focus on outputs
- ♦ Changes in outlook
 - In 1960s and 1970s, focus was on allocating ever-expanding resources
 - Now, the focus is on managing declining resources
 - Innovation focused on pilot projects and evidence-based practice

What Is Unique About Social Work Management?

- Avoid competition and duplication of services with other agencies
- Value-driven approach
- Uses principles of management, efficiency, and effectiveness, but within the framework of human relations values
- Based on values of social welfare profession
- Community and client focused
- Cultural setting and value of diversity are underlying principles
- One eye on the mission and the other on the bottom line
- Power located in three domains: political and legal, community, and profession

WORKPLACE ENVIRONMENT—WHAT DOES IT MEAN AND WHY DO WE CARE?

Like a juggler walking on a tightrope, human services organizations today face a challenging task: staying balanced while keeping many balls in the air. They are expected to provide client services in a low cost yet individualized manner; operate efficiently while meeting the expectations of all their regulators; and demonstrate that they are effectively solving social problems in addition to providing valuable services.

(NPower, 2007)

Definition of the “Workplace Environment”

The role of the manager is to create an environment where staff can accomplish what is required of them to be effective in reaching the agency’s goals.

Internal vs. External Environment

- What are the issues that influence what an agency may do?
 - ◆ Internal agency issues include such things as degree of cooperation within the staff of the agency, formal or informal structure, shared mission and values, etc.
 - ◆ External issues within the environment can include societal norms, current political trends, etc.

Case example: Should an agency provide childcare for its employees? Answer would be different now vs. a generation ago. Why? The external environment (i.e., view of society) shapes expectations.

Organizational Culture (Hyde, 2004)

The organizational culture shapes the way the agency interacts with the environment. **Culture** is a pattern of shared beliefs and values. To appreciate it requires understanding of history, common experiences and socialization, and commitment. It allows for structured flexibility, common understanding, and interpretation of environment

Layers of Understanding (Devore & Schlesinger, 1999). Conceptual framework for understanding clients, communities, and agencies. Particularly relevant for the purposes of this section of the curriculum is Layer 3:

- Layer 1 – Social Work Values
- Layer 2 – Basic Knowledge of Human Behavior
- Layer 3 – Knowledge and Skill in Agency Policy and Services Influence Professional Practice
- Layer 4 – Self-Awareness, Including Insight Into One’s Own Ethnicity
- Layer 5 – The Impact of the Ethnic Reality on the Daily Life of the Community
- Layer 6 – An Understanding That the Route to the Social Worker Has an Impact on How Social Services Are Perceived and Delivered
- Layer 7 – The Adaptation of Strategies and Procedures for Ethnic-Sensitive Practice

Example: Workplace environment may extend into the community. There needs to be congruence between agency policy and community realities. An agency might have a policy stating that staff may not interview a client or family member of a client in a jail or prison setting. This is in conflict with the reality that many clients or their key family members are incarcerated. What might the agency be trying to achieve with this policy? What would be a more productive, client-centered way to approach the issue(s)?

Layer 6 is also important to the workplace. It has relevance both within the agency and outside. If the client's route to the agency and social worker is coercive, there is a direct impact on both the client and the staff.

Discussion: Consider the difference between being an agent of social change vs. being an agent of social control. How does that feel to the students? How do they expect that it feels to their clients?

Characteristics of Social Service Agencies

The human service agency is responsible to multiple constituencies. Netting, Kettner, and McMurtry (1998, pp. 192-197) established a framework for analyzing human service organizations. This includes three foci:

- Agency's task environment
- Dynamics of agency/environment relations
- Organizational analysis

Exercise: Review the above-cited Netting, Kettner, and McMurtry article, "Framework for Analyzing a Human Service Organization." Identify several of the tasks as dimensions on which the student is to analyze his or her agency.

(Advanced students should address all of the tasks listed).

Role of Labor Unions

Social services labor unions have dual foci:

- Policy/legislative advocacy to limit cuts in social programs (external)
- Membership advocacy for union members around compensation and working conditions (internal)

They operate in a context of declining public support for public sector bureaucracies

and employees (elected officials, government appointees, and civil servants) and increasing threats of privatization.

Discussion: Have counties or states that have privatized their social services demonstrated improved outcomes for the children and families they serve?

Important Aspects of Orientation to an Organization

Understanding the context in which you practice increases the potential for effective service delivery.

- Initial experiences affect the degree of employee commitment or alienation
 - ♦ Organizational socialization
 - ♦ Expectations of organization, of employee
 - ♦ Match between values, mission, etc., of organization and employee
 - ♦ Competing ideologies create potential problems (true of partners, whether individuals or agencies)
- The “Learning Organization” (See Module VI: Resiliency)
 - ♦ Characteristics
 - ♦ Significance

“Power and influence tend to be unequally distributed among constituencies and make purely rational behavior by administrators problematical.”

(Slavin, 1980, p. 13)

Characteristics of Stakeholders and Focus of Power

- Characteristics of stakeholders: Classified based on the following:
 - ♦ Interest
 - ♦ Involvement
 - ♦ Affect
 - ♦ Position relative to the organization

- ◆ Level in the organization
- Foci of power
 - ◆ Political and legal domain
 - ◆ Managerial domain
 - ◆ Service or professional domain
- Fiscal concern—because they are getting funding
- Service delivery concern—responsible for delivering specific services
- Political and legal domain
- Managerial domain
- Service or professional domain

Who Are Social Work Managers and Where Do They Come From?

Within county social service agencies, there are two very separate career paths. Those on the program side have generally come up through the ranks, having begun as caseworkers. On the more macro side (planning, policy, etc.), managers and executives (MSW or not) often come from a wide variety of other than direct practice experiences.

- Some characteristics of management
 - ◆ Different levels of managers have different foci
 - ◆ Differing relationships to stakeholders/clients

Management Level	Focus
Top	Strategic
Middle	Tactical
Supervisory and front-line	Operational

Roles of Social Work Managers

Among other roles, social work managers must be political actors (i.e., they work to influence others). This requires skills to assess and manage:

- The environment
 - ◆ To analyze and interpret political, social, and economic trends
 - ◆ To evaluate consequences of administrative actions
 - ◆ To persuade and bargain
 - ◆ To manage inter-organizational relations
- The agency
- Agency goals
- Structure (formal and informal)
- Constraints
- Stakeholders (clients, board members, etc.)
- Power distribution

Tools to Use to Assess and Manage the Environment

- Organization chart and how to use
 - ◆ To assess formal relationships
 - ◆ Functional and administrative lines
- Observation of informal relationships
 - ◆ Decision making
 - ◆ With whom do decision makers meet?
- Meeting management (Tropman, Johnson, & Tropman, 1992)
 - ◆ Rules of fractions for planning effective meetings
 - Rule of Halves: divide the time between meetings in half. Determine agenda items at the midpoint (done by executive body)
 - Rule of Three Quarters: send materials for the meeting 3/4 of the time elapsed before the next meeting.

Time span elapsed between meetings

	$\frac{1}{2}$	$\frac{3}{4}$	
Meeting	Determine the agenda for the next meeting	Send meeting materials to participants	Next Meeting

- Agendas and how to use
 - ◆ After initial items that allow participants to get settled, discuss items in decreasing order of controversy
 - ◆ Agenda bell structure

Begin with introduction and easy items. This allows for people who arrive late

Middle of agenda is where most difficult issues are addressed--maximum attendance, alertness, focus, and attention

End of agenda is a time of decompression, regrouping after possible conflict, and planning for future meetings
- Minutes
 - ◆ Used as “institutional memory”
 - ◆ Used for accountability
 - ◆ Should be brief, but include:

Agenda item	Issues presented	Decisions	Who is responsible for planned action	Date due

- Level of control used
- Networks
- Resource management
 - ◆ People
 - ◆ Money
 - ◆ Information

Characteristics of Workplace Environment That Influence Effectiveness (Siegel, 1995)

- Desirable characteristics of managers (individually or as a member of a team)
 - ♦ Emphasis on productivity
 - ♦ Task accomplishment
 - ♦ Use of time as a motivating and limiting variable
 - ♦ Issue of the dual client (group vs. individual)
 - ♦ Process vs. outcome orientation
 - ♦ Formal vs. informal procedures
 - ♦ Communication channels
 - ♦ Maintenance of cohesion
 - ♦ Degree to which creativity is encouraged
 - ♦ Level of technology used
 - ♦ Congruence in view of mission & goals
 - ♦ Congruence in values
 - ♦ Funding/resources
 - ♦ Organizational culture
 - ♦ Organization's cultural competence
 - ♦ Organization's concept and practice of diversity
 - ♦
- Characteristics measured against organizational variables:
 - ♦ Type of organization
 - ♦ Management level
 - ♦ Political environment
 - ♦ Flat vs. hierarchical structures

Exercises and/or Case Studies: (some or all may be used)

Have students develop formal and informal organizational charts.

Have students identify (a) stakeholders, (b) internal and external constraints on decision making.

Review the Netting et al. (1998) framework and use it to analyze your agency.

Measure the student's agency (or a case example) along the dimensions of various management theories.

Have student conduct informational interviews with three different levels of managers within an agency asking the same questions of each: (a) What are the most important issues that the agency faces?, (b) What are the greatest constraints to making and implementing decisions around these issues?, and (c) What are the greatest opportunities for successful resolution of issues facing the agency?

Agency culture: Based on the ideological streams in the article by Hyde, "The Women's Co-op: The Clash of Two Organizational Cultures: Theoretical and Practice Perspectives," how would you describe your agency? What are the implications of this when interacting with the environment?

READINGS

Clark, S. (2005). *The turnover report for California's county public child welfare agencies, 2002-2003*. Berkeley: University of California at Berkeley, CalSWEC. Retrieved April 15, 2007, from <http://calswec.berkeley.edu/CalSWEC/Publications.html>

Congress, E., & Gummer, B. (1997). Is the Code of Ethics as applicable to agency executives as it is to direct service practitioners? In E. Gambrill & R. Pruger (Eds.), *Controversial issues in social work ethics, values, and obligations* (pp. 137-150). Boston: Allyn & Bacon.

Devore, W., & Schlesinger, E. G. (1999). *Ethnic-sensitive social work practice* (5th ed., pp. 92-110, 215-226, & 261-280). Boston: Allyn & Bacon.

Ginsberg, L., & Keys, P. R. (1995). *New management in human services* (2nd ed.) [CD-ROM]. Washington, DC: NASW Press.

Gummer, B. (2004). Organization theory for social administration. In P. G. Northouse, *Leadership: Theory & practice* (pp. 22-49). Thousand Oaks, CA: Sage.

Gummer, B., & Edwards, R. (1995). The politics of human services administration. In L. Ginsberg & P. R. Keys (Eds.). *New management in human services* (2nd ed., pp. 57-71). Washington, DC: NASW Press

Hyde, C. (2004). The women's co-op: The clash of two organizational cultures: Theoretical and practice perspectives. In D. P. Fauri, S. P. Wernet, & F. E. Netting (Eds.), *Cases in macro social work practice* (2nd ed., pp. 154-158). Boston: Allyn & Bacon.

Lewis, J. A., Lewis, M., Packard, T., & Souflee, F. (2001). The environments of human

service organizations. In J. A. Lewis (Ed.), *Management of human service programs* (3rd ed., pp. 23-41). Belmont, CA: Wadsworth

Weaver, D., Chang, C., & Gil de Gibaja, M. (2006). *The retention of public child welfare workers*. Berkeley, CA: CalSWEC. Retrieved April 15, 2007, from http://calswec.berkeley.edu/CalSWEC/CalSWEC_Curric_Dev.html

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.

MODULE II

**SOCIAL WELFARE POLICY AND
SOCIAL WORK PRACTICE**

MODULE II

SOCIAL WELFARE POLICY AND SOCIAL WORK PRACTICE

This section is intended to be one class session of 2-3 hours.
A PowerPoint presentation for this module is located online.

Topic: Social Welfare Policy and Social Work Practice

Competencies: 4.1, 8.2, 8.6, 8.8

INTRODUCTION

Social policy and social work practice represent an ongoing process by which each influences and interacts with the other. This is a dynamic process that is proactive as well as reactive depending upon various external influences. At best it represents an opportunity to identify unmet client needs and raise these as issues, which then are resolved through a legislative process resulting in laws, regulations, and policies at the various governmental levels.

DEFINITIONS

Social welfare policy refers both to goals of our collective responsibilities and to a set of services for carrying out those responsibilities. It is a set of laws and administrative rules that define the purposes of public social welfare and authorize organizations to work toward accomplishment of those purposes (Compton, Gallaway, & Cournoyer, 2004).

Social welfare policy addresses the following:

- The societal/governmental responsibilities we have to each other,
- The structures and arrangements that enable us to carry out these responsibilities,
- To what extent these responsibilities are to be carried out by formal organizations,

- The extent to which informal and self-help networks are used,
- The relationship between formal and informal structures, and
- How and to what extent public agencies, private non-profit agencies, and for-profit agencies can be involved in the formal social welfare delivery system.

If you are to practice within the social welfare delivery system, it is imperative for you to understand that system and its interplay with social welfare policy.

What It Involves and Why It Is Important

- Policy-making involves advocacy and planning skills, often reflects community needs, and requires knowledge of legislative procedures.
- The manner in which these needs are determined can vary from line staff identification of needed resources, to executive level initiation and support of new legislation.
- It is a mechanism that can be accessed to insure fairness and equity for all populations.
- Advocacy for legislative intervention can be accomplished via lobby groups, special interest groups, professional organizations, and personal representation. It can involve visiting legislators, writing correspondence, testifying at hearings, preparing white papers, sharing research findings, and making recommendations and media documentaries.

Knowledge of the Legislative Process Is Critical

Navigating the Legislative Process, available online from the League of California Cities (2003; www.seismic.ca.gov/pub/Navigating_the_Legislative_Process.pdf), will help with the following class exercise. Walk through the process at least once in relation to a particular current bill or recently passed law connected with a child welfare issue.

“Policy is not something in the abstract; it is part of a continuum.”

(Cornet, 2007, personal communication)

Exercise: You overhear a staff member discussing her frustration with accessing drug abuse programs/services for her client who is a single mother. Is this a micro level issue or a macro level problem? What steps would you need to take in order to determine? If macro level, what are the next steps? What resources are currently available? What others are needed? What might constitute alternative interventions? What resources are needed for these? What type of opposition might be present and how would you address it?

Small group discussion question: Identify a current issue that involves an unmet need or lack of resources for your client(s). How might you introduce this as an “issue” needing legislative action?

Exercise: Michael Moore is looking for a topic for his next film documentary. What might you suggest as needing exposure? What consequences do you expect from this project if he were to choose your topic? What might be unintended consequences?

Exercise: Identify a current unmet need within your client population. How might you introduce this as an “issue” needing legislative action?

Exercise: Go to the CWDA website (<http://www.cwda.org>) and choose a piece of legislation being introduced and supported by this group. Do you believe that this legislation has merit? Describe how you might testify on behalf of or in opposition to such legislation. What would be the position of your client(s)? How does your agency view this legislation? What social work values, ethics, or standards might be reflected?

Exercise: Go to the NASW national website (<http://www.socialworkers.org/resources/abstracts>) and examine the list of abstracts from the association’s policy document, *Social Work Speaks*. Which policy statements there might relate to child welfare management or practice? Do you understand the process by which they were crafted? How might they be used in testifying or lobbying? Find the entire statement in the full publication and determine how it differs from the abstract in its usefulness as a tool for advocacy.

Preparing to Provide Testimony

Discussion questions: How are “lobbying” and “testifying” similar? How are they different? What social work role(s) are found in these activities?

Lobbying and testifying are most likely to be activities of the administrative, managerial, or supervisory staff of an agency. Individual line staff members may appear before the legislature or its committees as private citizens or as designated members of professional organizations, but they are not usually designated representatives of the agency.

Do's and Don'ts of Testifying

- **DO**
 - ◆ Expect to wait.
 - ◆ Coordinate with whoever is organizing the testimony to determine in which order you will testify.
 - ◆ Introduce yourself when you testify.
 - ◆ State your position at the beginning.
 - ◆ Be brief and concise—develop talking points.
 - ◆ Be polite.
 - ◆ If your assembly person or senator is a member of the committee, let him/her know that you are there.
 - ◆ Be prepared to answer questions.
 - ◆ Be smart—if others have covered all of your points then don't repeat them. Just indicate that you aren't going to repeat those comments but rather say you support or oppose the bill.
 - ◆ Be prepared to just say your name and sit down.
 - ◆ Take guidance from the organizer/lobbyist who is there.
 - ◆ Remember, in some cases, it's best to keep quiet. (Know when to fold them.)
 - ◆ Be thoughtfully assertive, but use your judgment.

- ◆ Check with the organizer/lobbyist after the vote.
 - ◆ Remember that policy committees discuss the policy implications and fiscal committees discuss the fiscal implications of a bill.
 - ◆ Enjoy yourself.
- **DON'T**
 - ◆ Read your testimony.
 - ◆ Be rude.
 - ◆ Argue unnecessarily or inappropriately.
 - ◆ Insist on giving lengthy testimony if time is short.
 - ◆ Stray from the prepared script.
 - ◆ Get up and distribute written material to committee members.

Steps in Implementing Social Welfare Policy

Once the bill is passed and becomes law, what are the next steps in the process?

1. **Interpretation** – the appropriate State agency translates/interprets laws into “regulations.”

Exercise: Access State of California Office of Administrative Law’s (OAL) website (<http://www.oal.ca.gov>). Review information on “regulations” (look at the home page as well as CCR and Underground Regs tabs). Explain the difference between a “regulation” and an “underground regulation.” What Act provides the authority covering “regulations”?

2. **Dispersement** - Regulations are dispersed to the counties through the following:
 - ACIN – All County Information Notice
 - ACL – All County Letter
 - AFIN – All County Fiscal Information Notice
3. **Implementation** - Each county is responsible for implementation of the regulations. They must decide the procedure(s) for their staff to follow in order to comply with the regulation(s). These procedures or protocols are usually found in the agency’s Policy and Procedures Manual.

Exercise: Access your agency’s Policy and Procedures Manual. Examine how a State regulation was translated into the procedure for staff. Obtain format/template used and share with other students.

4. **Monitoring** - This function is a shared activity and is usually the basis for internal and external audits. The purpose of the audit is to ascertain the degree of compliance with the regulation. Consequences of non-compliance can result in legal and/or fiscal actions. Claim cutting is a fiscal action in which the higher governmental level requires return of monies previously granted.
5. **Evaluation** - The ongoing need to evaluate implementation of new policies is the feedback loop from the practice community to those in the policy areas. Either new areas for policy emerge or in some instances the need to amend current legislation is identified thus returning full circle to the introduction of either new or amended legislation. Policy and practice in partnership with each other acts to inform research and correct the ongoing exchange.

This ongoing interchange is often accomplished through agency and professional organizations that provide a vehicle by which legislation is initiated and senate and assembly representatives are found to support and introduce such legislation.

Example: Go to the NASW California Chapter website (<http://naswca.org>) and look at the current legislation being supported. Seek a comparable organization that represents your county or your social service/child welfare agency. What is their legislative agenda? Compare and contrast them. What are the differences and why?

SUMMARY

The ability to influence and initiate action is found throughout all levels of the child welfare organization. Line staff, supervisors, managers, and administrators can all advocate for change via the policy process, truly forming a policy/practice partnership.

READINGS

DiNitto, D., & Cummins, L. (2006). *Social welfare: Politics and public policy* (6th ed.). New York: Allyn & Bacon.

Gilbert, N., & Terrell, P. (2001). *Dimensions of social welfare policy*. New York: Allyn & Bacon.

Wharf, B., & McKenzie, B. D. (1998). *Connecting policy to practice in the human services*. New York: Oxford University Press.

MODULE III

AGENCY ASSESSMENT

MODULE III AGENCY ASSESSMENT

This section is intended to be one class session of 2–3 hours

TOPIC 1: Current context and history of children’s rights, workplace management ethics, diversity, fairness, and equity issues

(Competencies 4.1, 4.4, 4.5, 4.5; 8.1, 8.4, 8.5, 8.8)

TOPIC 2: Assessing the agencies that provide child welfare services

(Competencies 4.1, 4.3, 4.4, 4.5, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; 8.1, 8.3, 8.4, 8.5, 8.8, 8.9)

CURRENT CONTEXT OF GLOBAL CHILDREN’S RIGHTS

In 1989, 10 years after celebrating the International Year of the Child, the General Assembly of the United Nations (UN) unanimously adopted the 54 articles of the Convention on the Rights of the Child and held a signing ceremony in January, 1990.

To date, all UN member nations have ratified the Convention (except Somalia and the United States). Despite the reluctance of some U.S. states, this convention forms a set of internationally accepted norms to guide the efforts of all those who work with children.

The articles of the Convention speak to many children’s issues that arise in child welfare:

- The relationship between children, their parents and the state (articles 3, 5, 9, 10, 11, 18, 19, 34, and 36)
- Anti-discrimination and identity rights (articles 2, 7, 8, 22, and 30)
- Children’s right to be heard and represented (article 12)
- Children’s rights in adoption and foster care (articles 20 and 21)

(Cohen & Davidson, 1990; Edmonds & Fernekes, 1996; and UN High Commission on Human Rights, 1989).

Discussion: Divide the class into four or more small groups. Have each group choose a different set of articles from the UN Convention on the Rights of the Child. Ask each group to compile a list of 3-5 things that might be different in their agencies if the Convention were to be ratified by the US Congress.

Compare benefits and disadvantages of ratification. Why does the group think that the U.S. is one of only two countries that have not agreed to adopt this convention? What negotiations or advocacy measures might move U.S. leaders to ratify the convention?

BRIEF HISTORY OF CHILDREN'S AND PARENTS' RIGHTS IN THE U.S.

In the U.S., the child welfare system and the juvenile courts have stronger traditions of listening to parents and children than do the family courts (Mason, 1999; Rosenheim, Zimring, & Tanenhaus, 2002).

However, in U.S. history, starting in colonial days, children were first regarded as property of their fathers. Over time, they were considered more as property of their mothers, and now, they are considered as the emotional property of both parents, with an edge of favor given to biological over psychological connections to any adults who are in dispute over them (Mason, 1994).

European historical evidence shows widespread abandonment of children, ranging from 25–40% of all known births during antiquity and through the Renaissance (Boswell, 1988).

Throughout the recorded history of England and the U.S., children were subject to the same laws as adults, and were only separated from adult offenders after incarceration,

following the example of Pope Clement XI who founded the first institution exclusively for the treatment of youthful offenders, in Rome, in 1703.

Further reforms were few until the writings of Charles Dickens in the mid-19th century, with a U.S. law in 1869 marking the first time that juveniles were afforded separate treatment, and a separate court a year later.

California's first Juvenile Court was established in Los Angeles in 1903, with the emphasis, common to its time, on the individual rather than the crime, and on correction through education and treatment rather than through punishment (Kauble, 2007).

In 1998, Hewlett & West published their "Parents' Bill of Rights." It delineated six parental entitlements, areas in which society, government, and individuals could invest in changes that the authors predicted would strengthen the American family, and perhaps the American economy. The six areas are:

- Time for their children
- Economic security
- A pro-family electoral system
- A pro-family legal structure
- A supportive external environment
- Honor and dignity

Reflection or Written Assignment: Where do your ideas or opinions fit in the current debate over children's vs. parents' rights? Does either side have what it needs to be treated respectfully? Can you find evidence in the literature about what might be the best resolution of this question?

WORKPLACE MANAGEMENT ETHICS

Students and instructors may well be familiar with the *NASW Code of Ethics* as it applies to casework and group work with clients. However, many are unaware of the extent to which an agency is placed at risk of malpractice liability, and worse, if it does not attend to its managerial ethical responsibilities.

Managers can be held responsible for the actions of their supervisees, even when those managers did not ever directly meet with the clients or even with their supervisees. However, supervisors can take preventive measures by forming close, constructive relationships with their supervisees, clarifying any ambiguous circumstances being reported, and tending a deep professional concern about the protection of clients' rights, third party rights, and their own rights (Reamer, 1989).

Assignment: You may be familiar with the concept of a “child abuse risk assessment” in child welfare practice. This next assignment may remind you of that process—remain alert to the aspects of “parallel process.”

Re-read the *NASW Code of Ethics* and choose a section to view from the standpoint of an agency manager working to reduce risk of malpractice liability by supervisors and line staff in your agency.

Conduct an “ethics audit”, using the steps designed by Reamer (2001, pp. 37-39 and 44-70).

DIVERSITY, FAIRNESS, AND EQUITY ISSUES

Cultural competence in an organization is more than just paying attention to diverse races or ethnicities among the clients, staff, and community partners.

“Cultural competence is a set of attitudes, behaviors, and practices that enable workers to practice effectively in cross cultural situations.”

(Araujo, 2004)

When one examines the complexities of the racial/ethnic spectrum of diversity, many issues arise, notably the large disparities and disproportionalities between the races/ethnicities of children at every stage in the child welfare system. Their corresponding numbers in the general population, as well as measured against each other’s categories are also problematic (Child Welfare League of America [CWLA], 2003; Needell et al., 2007b).

With this information, prospective staff may become more cognizant of their roles as “agents of social control” and act more reflectively at each point in their decision-making matrix.

The facts cannot be ignored, along with the inference that institutional racism is occurring in child welfare agencies. Overtly well-intentioned staff, reluctant to find evidence of racism in their own actions or agencies, must understand the consequences of choosing to be unaware or defensive. More likely, they can be led to make theirs a fair and equitable agency for all clients.

A PowerPoint presentation by Needell et al. (2007a; <http://cssr.berkeley.edu/CWSCMSreports/presentations/>) can be used as a precursor to the exercise below. Click on the presentation called Racial Disproportionality and Disparity in Child Welfare: The Disparity Index (07/07 - NRCCWTD T Conference).

Exercise: Hold class in a computer lab, or use a laptop with projection capacity. Encourage students with personal laptops to access the websites for this exercise. Visit the UC Berkeley Center for Social Services Research (CSSR) website (http://cssr.berkeley.edu/ucb_childwelfare) and demonstrate with one or two examples, the information that is available on the CWS/CMS Reports, Foster Care Dynamics, Disparity Indices. Ask each student to insert the name of a county. It can be a county where s/he is doing an internship, was born, takes vacations, or plans to work after graduation.

When the information for that county is displayed, give some time for data collection and analysis. Then ask students how they might account for the numbers and percentages. Ask what remedies might make these agencies more fair and equitable in their service delivery (Needell et al., 2007a).

Another perspective that needs further study is the possibility of social class bias by child welfare social workers whose typical middle- and upper-class backgrounds contrast with the working- and lower-income class affiliations of their clients. Unfortunately, class bias analysis is an area in which there is scant research. The literature on this is often either conflated with race/ethnicity or over 10 years old. What happens when more traditionally raised child welfare social workers enter homes where the families may be non-traditional in structure, people of color, and/or low income and attempt to make bias-free assessments of child rearing, child risk, and safety practices? How does the social worker's own background influence the ability to make bias-free assessments?

Hutchison and Charlesworth (2001) describe "distributive injustice" toward women and children, produced by gender, race, and class politics, whereby women, particularly poor women, are asked to do too much with too little and may be vilified if they fail at an impossible task. They note that societies in which caregiving is shared have the lowest rates of child maltreatment. Recent efforts by counselors and psychologists to examine

social class bias or attitudes by training faculty and supervisors (Liu et al., 2004; Miller, Miller, & Stull, 2007) may have some applications to child welfare training processes, but these prospective parallels have not been specifically tested.

Cahn (2002) extensively reviewed the recent books of two professors who each discussed aspects of the child welfare system. She posited that class differences were more powerful explanations than racial bias of the oft-described racial disparities, and provided historical analysis, but not scientific or data-driven evidence for this claim. One of these professors, Dorothy Roberts, concluded with a colleague that more research is needed regarding class considerations (Roberts & Doran, 2002).

Finally, there are other aspects of diversity that must capture the attention of new child welfare workers. Some of these include:

- Being grounded in the principles and requirements of the Indian Child Welfare Act (ICWA)
- Having appreciation for culturally diverse parent-child and family relationships, including those of immigrant families from different countries (CWLA, 2003; Webb, 2001), and
- Confronting personal and institutional homophobia so as to work respectfully with youth and families who are lesbian, gay, bisexual, transgender, or queer/questioning (LGBTQ; Quinn, 2002).

Exercise: Divide the class into three groups. Each group will take one of the categories of diversity from the above-bulleted list. Or have students identify other categories that are of interest and relevant to child welfare. Have each group make a 10-minute presentation on the key points needed to achieve beginning-level competence in these topics. **Advanced element:** Groups can add what elements would be necessary to achieve increased proficiency in interacting with people in these categories.

Exercise: Have class members seek online articles about “assessing organizational readiness for change”. Find the key ideas in a variety of these retrievals and discover whether they have relevance to improving the “organizational culture” in a child welfare agency.

Assessing the Agencies That Provide Child Welfare Services

Two major sources contributed ideas that frame the making of an agency assessment:

- A more general macro-practice perspective (Netting et al., 1998)
- A distinctly child welfare focused perspective (NRCOI, 2007)

Discussion/Assignment: Netting et al. (1998) have a convenient, four-page outline for doing an agency assessment, found in their appendix. Obtain a copy that can be accessed by all the students (library reserve, overhead transparencies, etc.) and ask each student to use the framework to analyze her/his own field placement agency. What did they learn about their agency that gave rise to ideas about strengths, needed changes?

OR

Exercise/Assignment: Have students visit the website for the National Child Welfare Resource Center for Organizational Improvement (NRCOI), Training and Technical Assistance page (<http://muskie.usm.maine.edu/helpkids/training.htm>). There, they can click on Child and Family Services Review, to be linked to a training package that covers systemic change, strategic planning, supervision (covered elsewhere in this module), engaging community stakeholders, and building community partnerships.

Each topic has a descriptive fact sheet and tells how the NRCOI can be helpful in leading a change effort at any agency. Ask the students to select one or more of the fact sheets, and answer the questions posed, as if those questions were about their field placement agency.

Students should be prepared to discuss their findings either in small groups or by making a 5-minute presentation to the entire class. After all presentations, the class can discuss their views on any themes or patterns that emerged.

Public Employee Labor Unions: Worker Self-Advocacy

Neither of the above-cited frameworks made explicit reference to public employee labor unions as a constituency in the work of the child welfare agency. However, students need to be prepared for the reality of practice in California county agencies.

Most county employees are organized into bargaining units with exclusive representation, and social workers usually have an opportunity to join or not join the union; however, with either choice, they may find that part of their paycheck is deducted to support the labor negotiations and grievance procedures that are provided by the designated union.

To be prepared for this eventuality, students may need some time to discuss their reactions to the concept of social workers being organized in labor unions.

Discussion: Have the class read Gambrill & Pruger's (1992) chapter on social workers and labor unions. Have a show of hands (or anonymous voting) to see where the class members stand on this issue. Discuss any experiences students have had with rejecting or participating in labor unions. Ask them to describe which arguments they found most compelling in the chapter.

Assessing Child Welfare Agencies' Disaster Preparedness

In 2005, following the disastrous Hurricanes Katrina and Rita on the Gulf Coast, we witnessed large scale destruction of American cities and towns, with thousands of displaced people, including foster children, their caregivers, and birth families. We recognized the fragility of support networks, especially for poor families.

Poor government planning and resource deployment rendered whole institutions ineffectual. In the aftermath, as the affected areas still struggle to recover, hindsight assists

us to assess our own situation in California and be better prepared for calamities that may face our own child welfare populations.

California's own potentially devastating disaster scenarios (natural, manmade, or medical) can propel us to assess what preparation is required to strengthen our agency responsiveness to the vulnerable people we serve, most notably the dependent children in our care, and their caregiving families, including birth parents, siblings, and extended kin.

The steps agencies might take to prepare for disasters can also strengthen systems critical to ongoing agency management. O'Brien, Webster, & Herrick (2007) wrote a publication for The National Child Welfare Research Center for Organizational Improvement that gives administrators and managers guidelines and tools to institute such plans for their agencies and the systems in which they operate.

Exercise: Have each student locate at least one online resource in the county where they do their internship that provides (preferably free) consultation to non-profit organizations to prepare them and their clients for disasters. Identify the ways in which adequate preparations will minimize trauma to families in the child welfare system. Ask students to consider how often training would be needed to be certain of its relevance in an actual crisis.

Whistle-Blowing: Worker Advocacy for Clients?

While social workers have engaged in many forms of advocacy for themselves, their profession, and their clients, whistle-blowing as strategy in response to an assessment of need, has not been routine. It arose in the wake of high-profile corporate and public administration incidents (Greene & Latting, 2004). The authors offer literature, an explanation, and guidance to potential whistle-blowers on how to handle this option.

Discussion: Have you encountered a social services situation in which you were or considered becoming a whistle-blower? What are the pros and cons of using such a tactic in a child welfare context? Under what circumstances might you engage in this behavior?

READINGS

Cohen, C. P., & Davidson, H. A. (Eds.). (1990). *Children's rights in America: UN convention on the rights of the child compared with United States law*. Chicago: American Bar Association, Center on Children and the Law (pp. xi-xxxiii).

Hewlett, S. A., & West, C. (1998). *The war against parents: What we can do for America's beleaguered moms and dads*. Boston: Houghton Mifflin Company, (pp. 230-258).

National Association of Social Workers [NASW]. (1999). *NASW code of ethics*. Washington, DC: NASW Press, or online at <http://www.socialworkers.org/pubs/code/code.asp>

Needell, B., Webster, D., Armijo, M., Lee, S., Cuccaro-Alamin, S., & Shaw, T., et al. (2007a). *Child welfare services reports for California*. Retrieved February 2, 2008, from University of California, Berkeley, Center for Social Services Research: <http://cssr.berkeley.edu/CWSCMSreports/dynamics/disprop>

Reamer, F. G. (2001). *The social work ethics audit: A risk management tool*. Washington, DC: NASW Press (pp. 37-70).

MODULE IV

PLANNING

MODULE IV PLANNING

This section is intended to be one class session of 2-3 hours
A PowerPoint presentation on this section can be found in a separate online document.

Topic: Planning in Child Welfare Services

Competencies: 4.1, 4.3, 4.4, 4.5, 4.7, 4.9, 8.1, 8.2, 8.3, 8.5, 8.8, 8.9

WHAT IS PLANNING?

- Planning is a necessary function of management—it is dynamic in nature.
- Planning addresses change. It involves motivation at all levels of practice: client, staff, or structural.
- Planning is a process—it addresses the reason for the organization's existence, defines the service it provides, and the manner in which it is delivered.
- Basic steps in planning:
 - ◆ Identify a problem or need
 - ◆ Gather information/data
 - ◆ Define a goal/outcome
 - ◆ Develop actions/strategies to reach the goal—measurable objectives/outcomes
 - ◆ Evaluate goal achievement

WHERE DOES PLANNING OCCUR?

- Planning occurs for the individual worker on a daily basis.
- Planning provides the map for accomplishing tasks or achieving goals.
- Individual workers plan their daily schedules.
- Individual workers with their clients produce service/case plans.
- Organizations within which individual workers operate have an organizational plan. The plan indicates where the organization is going (Mission), how it will reach its

goal (Actions), how to determine when the goal has been reached (Outcomes), and how effectively the goal was achieved (Evaluation).

Exercise: Break into small groups and develop a list for each of the following areas: daily schedule (how do you develop this?), client case plans (what steps do you take?), and organizational mission (how was this developed and what steps were taken?). Identify common steps to each process.

TYPES OF PLANNING IN HUMAN SERVICES (Lewis, Packard, & Lewis, 2007)

- **Strategic Planning:** Addresses complex and dynamic environmental conditions by outlining the overall direction of the organization. Determines mission of the organization and is used to realign agency services with environmental and client needs.
- **Long-Range Planning:** Assumes that conditions will remain essentially the same, with the organization making minor changes in goals and objectives over time. More infrequent in public sector due to the political influences which impact the “stability” of the organization.
- **Operational Planning:** Provides specific guidance on day-to-day activities necessary to implement the strategic plan. At the “staff” level this is where many of the procedures for obtaining practical/concrete services can be found.
- **Program Planning:** Designs service delivery programs to achieve outcomes for clients and community.
- **Project Planning:** Provides implementation detail for new or modified administrative projects, not related to regular service delivery, often referred to as “pilot projects” within the public sector. It is a mechanism for trying innovative programs without committing the agency to a total change.
- **Business Planning:** Provides detail on expected revenues and expenses to implement programs or projects. (Refer to Module V: Accountability/Budget for more detail.)

Discussion Question: How does the “problem-solving” approach in case management parallel/compare with the planning process?

Exercise: Divide the class into groups of 5-7 students. Have them simulate a group of employees in a child welfare agency. Your child welfare program is having an offsite meeting to discuss the need to evaluate its Mission Statement. You have been appointed to facilitate discussion. What information will you need? How will you share it? What will be the purpose of the group? What type of preparation will you do?

FOUR MOST COMMON TYPES OF PLANNING IN CHILD WELFARE

Strategic Planning

Strategic planning is most frequently encountered in the broad planning for the overall agency. As defined by Bryson (2004), strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it.

Planning, much like assessment, is ongoing. As new information (data) or demands are produced, plans may be modified along with the accompanying goals.

There are many models of strategic planning. Some are referred to as Basic, Issue-Based, Alignment, Scenario, and Organic. Each organization should be allowed the flexibility to develop its own approach.

The following steps form one example of a strategic planning process (Lewis et al., 2007, p. 45):

- Initiate and agree on a strategic planning process,
- Identify organizational mandates,
- Identify the organization's stakeholders and their needs and concerns,
- Clarify organizational mission and values,
- Assess the organization's external environment to identify opportunities and challenges,

- Assess the organization's internal environment to determine strengths and weaknesses,
- Identify the strategic issues facing the organization,
- Formulate strategies to manage these issues,
- Review and adopt the strategic plan or plans,
- Develop an effective implementation process, and
- Monitor and update the plan on a regular basis.

Operational Planning

Operational planning focuses on individual programs or projects (Lewis et al., 2007). As a supervisor or manager, one is intimately involved with operational planning in the form of how daily activities of the program are shaped to achieve its objectives and goals.

Goals are broad in nature and represent the end product. **Objectives** are the actions or steps by which goals are achieved, are operational, and have measurable outcomes. Goals in operational planning include three types of objectives:

- Organizational/administrative (e.g., the agency will maintain 24-hour, 7-day-a-week service to clients),
- Activity or process (e.g., staff will achieve a 95% compliance with home visits to clients for a period of 1 year), and
- Outcome (e.g., A 50% reduction in FR cases will be seen over the next 6 months).

Program Planning

According to Lewis et al. (2007), after the strategic and operational plans have been accomplished, program planning begins.

Program planning addresses the question of how we provide the services to the clients in a manner that is effective, efficient, and feasible. It is the process by which

decisions are made about how to collect data, make decisions, and assign responsibilities and activities.

The final component of program planning is making an **evaluation** plan.

Project Planning

In public child welfare, this usually refers to the use of “pilot” programs and is a way for the agency to test alternative delivery systems and to evaluate their effectiveness before committing the agency resources and staff to this alternative.

Project planning provides implementation detail for new or modified administrative projects not related to regular service delivery (Lewis et al., 2007).

TOOLS FOR PLANNING

Logic model

- Visual tool that displays a sequence of actions that describe what a program is and will do—how investments link to results.
- Tool was developed by the University of Wisconsin, Extension Program
- Five core components
 - ◆ Inputs
 - ◆ Outputs
 - ◆ Outcomes
 - ◆ Assumptions
 - ◆ External Factors
- Term comes from the evaluation field and communicates the logic or rationale behind a program (Schmitz & Parsons, 1999).

Exercise: Review and discuss application of University of Wisconsin Extension’s Logic Model to the CalSWEC Title IV-E Program Career Trajectory Study, developed by Sherrill Clark (2006; used with permission of author). See Handout 1

Alternate exercise: Go to the Logic Model on the University of Wisconsin, Extension Program website: www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html and apply it to a program in your own agency.

Force Field Analysis

- Developed by Kurt Lewin as an important tool for any manager in the Planning and Decision-making phase,
- To understand the pressures for and against change,
- Used in the decision-making process, most often in the Program Planning area,
- Clarifies the pros and cons of the proposed action.

In those situations where the change/program has already been decided upon, Force Field Analysis can still be used to improve the chance of success by identifying forces against and in support of the change.

Exercise: Go to the Mind Tools Career Training Website (www.mindtools.com). Click on “Decision Making,” then on “Force Field Analysis” for a brief article and free worksheet to examine pressures for and against change. Using the worksheet, apply the process to a proposed change or program currently under consideration by your agency, for example, moving toward a model of vertical caseloads.

Geo-mapping

Less frequently used in social service or child welfare planning, nonetheless, this is an effective tool for identifying patterns of service needs and delivery. Maps are used to define a specific geographical area (e.g., zip codes). The need and/or sites for service delivery can be mapped within those areas.

This tool can be used to:

- Establish collaborative relationships with other agencies delivering services to shared client populations,

- Assess underserved areas and targets for expansion,
- Develop training for staff, and
- Reach program targets.

Example: See the Minnesota Child Response Initiative: Geo-mapping Project in Minneapolis (www.childresponse.org/documents/Geomaps_mpls.html) for an example of how a geo-mapping tool was adapted to child welfare service needs. ArcGIS Geographic Information System software was used to map, inform the community, and plan services for children exposed to violence.

SUMMARY

Planning is a dynamic, on-going process across all levels of practice: micro, mezzo, and macro. Planning is an approach to managing “change.” Planning involves identification of barriers and strengths in support of change. Planning motivates. Planning keeps the organization viable, prevents stagnation, and seeks to provide services to clients in a meaningful, effective manner.

READINGS

Lewis, J. A., Packard, T. R., & Lewis, M. D. (2007) *Management of human service programs*, (4th ed.). Belmont, CA: Thomson Brooks/Cole.

Weinbach, R. W. (2008) *Social worker as manager: A practical guide to success* (5th ed.). New York: Allyn & Bacon.

Minnesota Child Response Initiative. (n.d.). *Geo-mapping project in Minneapolis*. Retrieved June 29, 2007, from www.childresponse.org/documents/Geomaps_mpls.html

University of Wisconsin Extension. (n.d.). *Logic model*. Retrieved July 1, 2007, from www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

MODULE V

ACCOUNTABILITY AND BUDGETING

MODULE V ACCOUNTABILITY AND BUDGETING

This section is intended to be one class session of 2-3 hours
A PowerPoint presentation on this section can be found in a separate online document.

Topic 1: Accountability

(Competencies: 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 8.1, 8.2, 8.4-8.6, 8.8, 8.9)

Topic 2: Budgeting

(Competencies: 4.1, 4.4, 4.6, 4.9, 8.1, 8.2, 8.4-8.7, 8.9)

ACCOUNTABILITY

What Is Accountability in a Social Service Agency?

Accountability has been an important word in the human services since the 1970s, when the War on Poverty and other social programs were questioned by the Nixon administration and other conservatives. Recently, the reinventing government movement, welfare reform, and managed care have put renewed emphasis on performance measurement. There is an increasing emphasis on outcomes, sometimes known as performance- or outcomes-based accountability. Human service programs are now expected to measure and document outcomes, not just units of services provided. Borrowing parlance from business, agencies need to show how their services add value, for funders, clients, or the public at large. (Lewis, et al., 2001, p. 28).

Calls for accountability are expected to continue and grow, especially due to pressure for declining resources and competition from for-profit enterprise.

To Whom Are We Accountable? Dimensions of Accountability

- Agency accountability vs. individual accountability

Discussion Question: To whom are you accountable: field work instructor, supervisor, client, etc.? What does this person expect from you? Explore these questions and then proceed with the following material.

- Level/type of accountability varies for different stakeholders
- Stakeholders
 - ◆ Community through use of
 - Needs assessment
 - Strategic planning
 - Agency mission/vision
 - Documentation of agency activities and accomplishments
 - ◆ Clients through use of
 - Appropriate service delivery models
 - Recognition of what you do/don't know
 - Use of training
 - Availability of consultation

Discussion question: How does your agency support the use of these various techniques?

- ◆ Other service providers through use of
 - Collaboration and partnerships
 - Memos of Understanding (MOUs)
 - Professional standards

Discussion Question: What is the professional training of caseworkers in your agency? Do they have a professional Standards of Practice and a Code of Ethics? Is there an agency standard? Do these things conflict, and if so, how?

Case Study: Social Workers and Lawyers Working Together in Alamosa County

The Office of the District Attorney of Alamosa County, Juvenile Division, provides court advocacy for children adjudicated to be dependents of the juvenile court in this rural county. Each child is represented by an attorney from this office. Since few attorneys in this office have child development training, the office also employs social workers. They all have MSWs and do psychosocial assessments of the child clients, then make recommendations to their respective attorneys. The attorneys are all members of the State Bar while the social workers are all subject to the NASW Code of Ethics. Each has a different set of ethical principles to which they are accountable. The State Bar requires that all communications maintain attorney-client privilege (no disclosures of client confidences without permission of the client), including statements about being the victim or perpetrator of child abuse. The NASW Code of Ethics and State law (PC 11166-11174) require that the social workers report all suspicions of child abuse to the proper authorities.

Sometimes, a social worker from this office discovers a child abuse situation that is not known to the county child welfare agency and wants to report it. But the attorney on the same case believes that this is a privileged communication with the DA's Office, and as such, it cannot be reported without the consent of the client who may be reluctant to give permission. The attorneys in this office believe that their more restrictive privilege supersedes the social workers' legal and ethical mandates.

If you are the supervisor in such a unit, how will you respond to this clash of professional ethical obligations?

- ◆ Staff through use of
 - Human resources
 - Policy and procedures (training, supervision and evaluation, fair and equitable treatment)
 - Role of the union (See Module I: Workplace Environment)
- ◆ Funders through use of
 - Due diligence
 - Reporting
- ◆ The Agency/your supervisor through use of supervision (See Module VII: Supervision)

Internal vs. External Accountability

- Accountability at various levels of the organization

- Staff as agents of the organization
- Use an organizational chart to identify lines of authority and accountability
- Use agendas and minutes to monitor accountability
- Changes in accountability are moving from process to outcome (i.e., from “units of service” received by clients to “change in behavior or circumstances” of clients). Funders (whether governmental or private sources) are increasingly expecting to see positive results from programs. This trend towards outcome-based evaluation is expected to continue.

Process (units of service provided): 100 clients attended parenting classes.

Outcome (resultant behavior change): 50% of the clients attending the class demonstrated improved parenting skills.

- ♦ Closer attention is being paid to the outcomes of interventions. Previously, services were measured by completion of an agreed upon number of “units of service.” Focus is now turning more toward the “outcomes” of that service. In other words, what is different for the client (or community) as a result of that service being provided?
- ♦ Increased scrutiny is being applied by funding sources. This is true whether we are talking about government, or foundation, or other sources of funding. Agencies are being held accountable for making a difference, not just providing a service
- Personal accountability. Add the increased societal/community push towards personal accountability.

“What counts is no longer confined to whether rules are being complied with. Instead, accountability procedures are beginning to reflect common sense: What matters is whether public purposes are being accomplished.”

-- Schorr (1997)

How Is Accountability Demonstrated/Operationalized?

Accountability has become a popular term. What exactly does it mean and how do we measure it? The challenge begins with agreement on what is to be accomplished (i.e.,

the desired outcome of a program or activity). This is both a political and a programmatic process. Once agreement is reached, focus shifts to how it is to be measured. Most agencies have some level of Management Information System (MIS) and data collection. They will keep track and analyze whatever data is collected.

A challenge for large child welfare agencies is the distance between those line workers who collect and input the data and the analysts who get the results. This potential disconnect can be disruptive to the smooth functioning of the agency. Thus, it is extremely important that all levels of the agency understand the reasons for MIS and the data collected, as well as being informed about the usefulness of results and findings.

- Management Information Systems (MIS), also known as Information Systems (IS)
 - ◆ To use information in all sorts of ways
 - ◆ Measure outcomes
 - ◆ Test/measure effectiveness
 - ◆ Allow for feedback
 - ◆ Celebrate accomplishments
 - ◆ Focus of change for all levels

There are a variety of functions that an MIS can serve. These aid both maintenance of the organization and planning (both long and short term).

- Primary purposes of information systems (Lewis et al., 2001)
 - ◆ Housekeeping
 - Payroll, client records, etc.
 - Efficient and accurate
 - Easily accessible

- ◆ Support large systems decision making
 - Best with routine decisions (therefore, limited use in case management)
 - In social services, more likely to use “best practices,” program evaluation reports, needs assessment, etc.
- ◆ Performance guidance systems
 - Gather and aggregate case-level data
 - Inform/shape decisions on management and policy
 - Look/assess organizational level performance
- ◆ Needs assessment
 - Technique to determine needs of community and agency
 - Used as a planning tool
 - A carefully designed needs assessment will allow for monitoring and evaluation of program success and/or intervention on a macro level
- ◆ Budgets
 - (See next section on Budgeting)
 - Budgets can be used as measures of effectiveness

Budgeting as Process

- County social service budgets are based on a July 1-June 30 fiscal year.
- The budget cycle begins with the Governor’s proposed budget in January.
- Counties look at existing and new funding in state allocation.
- Allocations are categorical (except for the Title IV-E waiver counties, Alameda and Los Angeles. See additional information in the “Budget Issues Specific to Child Welfare” section below).
- Governor’s budget is compared to current budget (current mid-year budget is projected out to anticipate what the county’s current full year budget is).
- Proposed increases and decreases are identified.
- County Budget and Finance offices consult with departments and programs, including what the programs expect to expend (special project expenses, unfilled vacancies, etc.).

- County presents preliminary budget to the County Administrator (Maintenance of Effort proposal). Note: this is built on prior year's budget.
- Clarification and negotiation between the Departments and the County Administrator.
- Revised Governor's budget presented in May (May Revise). This is more accurate, based on State income and an assessment of what will make it through the political process.
- County does a revised budget (similar to steps above).
- June budget hearings before the Board of Supervisors.
- Budget adopted end of June for the fiscal year that begins July 1st.
- Additional revisions may be necessary due to changes from the State.
- See the following website for an example of the budget cycle: http://www.co.sanmateo.ca.us/vgn/images/portal/cit_609/331600AdoptedA-12.pdf

BUDGETING

Understanding budgets is important as a way of understanding an agency. (A PowerPoint presentation on this topic can be found in a separate online document.)

Budgets are used in planning, coordinating, monitoring, and evaluating.

What Is a Budget?

- A program description in fiscal terms that describes the relationship between program goals, activities, and costs;
- A decision-making process; and
- A tool for comparing the cost effectiveness of different programs (i.e., Family Preservation vs. Family Reunification).

Case Study: "Intense" vs. "Regular" level of services

Financial considerations in choosing alternative interventions case study. (See PowerPoint Budget presentation; alternatively, slides 16-18 may be used as overhead transparencies.)

Discussion Question: What are the considerations when making a decision about which programs and/or interventions to use?

Understanding the Child Welfare Budget

- Where to find information: <http://www.ebudget.ca.gov/BudgetSummary/BSS/BSS.html> (click on Health and Human Services link on left of page to access the Child Welfare budget)
- Example of the Legislative Analyst's Report: www.lao.ca.gov/handouts/socservices/2006/Background_Materials_102606.pdf
- Sources of funding
 - ◆ Funding mechanisms and variations
 - ◆ Public agencies primarily funded by legislative process
 - ◆ Private, non-profit agencies funded by grants, contracts, fees, and contributions
 - ◆ For-profit agencies usually funded by contracts and fees (paid by third parties)
 - ◆ There is considerable variation in predictability of long-term funding
 - ◆ Interest of funders change over time
 - ◆ Growing move toward philanthropy taking over some funding functions from governmental sources

Assignment: Review your agency sources of funding and identify the implications for stability of program support

- The other side of budgets: How costs are figured/What goes into costs
 - ◆ Personnel: salaries, benefits, vacation, training, payroll, etc.
 - ◆ Non-Personnel: space, materials, travel, computers, etc.
 - ◆ Direct vs. Indirect costs
 - Direct costs are those items directly attributed to the work of the program (e.g., salary of case manager, transportation for home visits).
 - Indirect costs are those items that cannot easily be attributed to a specific program (e.g., administrative support, utilities).
 - ◆ Current vs. Future costs
 - Current costs are what you budget for a program today.

- Future costs take into account both the dollar increases due to increases in salaries, materials, etc., plus the inflation rate.
- Budgeting as a process
 - A variety of methods (see “top-down” vs. “participatory” discussion under Types of Budgeting, below)

Assignment and Discussion Question: How is the budget process done in your agency?

Example: Budgeting to monitor progress:

Your budget contains \$100,000 for supplies. Halfway through the year, 50% of the supplies budget has been spent—you are right on track. If you had spent only 40% of the budget by this time, you would have a “**positive variance.**” Why?

- Various roles in the budget process (based on where you sit in the organization). The role in the budget process is dependent on the sphere of one’s job. Thus, the line worker is best able to articulate the needs of individual clients; the supervisor to aggregate those to the larger unit; the program manager to assess the program needs and alternatives; the division director to place those in context of the entire agency; and the agency director to mesh these with political realities.

Assignment: Interview agency staff from at least three different levels in your agency. What are their roles in the budget process? How do they differ?

- Functions of budgets (See previous section on Accountability)
 - ◆ Planning and policy
 - ◆ Coordinating and communicating
 - ◆ Monitoring progress
 - ◆ Evaluation performance/outcomes
 - ◆ Prioritizing (often a political process)
 - ◆ Control

“Budget is derived not from assumptions about what item should always be included in a budget but from analyses of program goals and priorities.”

(Lewis et al., 2001, p. 15)

Types of Budgeting

- Incremental vs. Zero-Based
 - ◆ Incremental budgeting has a tendency to expend total budget by the end of the year so entity won't have budget decreased in the next year.
 - ◆ Zero-Based Budgeting starts with new analysis of needs each year (excludes entitlements).
- Top-Down vs. Participatory (a.k.a. Bottom-Up)

TOP-DOWN	
Advantages	Disadvantages
Upper management sets budget goals consistent with strategic objectives	Upper management may be out of touch with realities
Better coordination with all of the organization	Middle managers may feel left out of decision making
Discourages “padding” of unit budgets	
PARTICIPATORY	
Advantages	Disadvantages
People responsible for achieving the budget goals are included in goal setting	This group may not see larger strategic picture
People closest to the line (and with best information) make the budget	This group has a tendency to “pad” their budgets

How to Participate in the Process as a Relatively New Member of the Agency

- Know the process
- Look for opportunities

- Understand relationship between data and budgeting
- Understand your organization's budgeting process, timing, and how it is used in your organization
- Communicate with the finance folks and ask about what you don't understand
- Know concerns of the different levels of the agency concerning the budget process
- Understand the line items in the budget
- Have ongoing discussion with your team

(Harvard Business Essentials, 2004)

Budget Issues Specific to Child Welfare

- Title IV-E Waiver: Enables agency to move money between child welfare programs (such as Family Maintenance, Family Reunification, Adoptions, ILSP, etc.)

Title IV-E Waiver Exceptions

Alameda and Los Angeles Counties have a somewhat different process with several characteristics that are particularly important.

State allocation is indexed to growth, instead of being based on the amount for which the county billed in the previous year.

Instead of billing the State for the recovery of costs, funds are paid up-front.

Savings that the county has in particular programs may be reinvested into other programs (such as Prevention).

Many of the categorical funds are blended so that the County may spend them where most effective.

- **Block Grants:** Not connected to units of service. Allows counties to direct funds where most effective to accomplish a goal (i.e., to a county program or a community-based agency).
- **Contracting:** County issues a Request for Application or Request for Proposal (RFA or RFP) seeking an agency to provide a specific service. The service is then provided under the authority of the county. The agency is accountable to the county for delivering those services specified in the time specified and for the money specified.

- **Monitoring:** The County not only monitors the contracts it issues, but also is monitored by its funding sources as well (state or federal government).

Some Financial Concepts

- Reading a financial statement
 - ◆ **Balance sheet:** a financial statement showing income/assets equal to expenses/liabilities
 - ◆ **Income statement:** a financial statement indicating the cumulative financial results of agency operations
 - ◆ **Cash Flow statement:** a financial statement showing the inflow and outflow of cash during any given time period
- **Leveraging:** the ability to use existing funds to generate additional funds
- **Marginal Costs:** the costs for each additional unit of service
- **Fixed vs. Variable Costs:** costs that remain the same independent of the number of clients (fixed costs) vs. those that vary directly with the caseload size (variable costs)
- **Present vs. Future Value/Costs:** future costs take into account the rate of inflation (Use PowerPoint slides as a handout, or as presentation.
- **Fiscal vs. Calendar Year:** fiscal year is the period used for accounting, which may be different than the January – December calendar year.

Exercises and Case Studies: (all or some may be used)

Note: Additional exercises, assignments, and case studies are located throughout the section.

- Have students identify the various stakeholders of the agency and indicate the stakeholders' expectations and how these will be reported.
- As above, but note where there are conflicting expectations.
- Have students identify sources of funding for their agencies and reporting requirements. Review your agency sources and implications.
- Identify what data your agency collects. Is it outcome or process data? How is it used?
- How is the budgeting process done in your agency? What is the timeline and who does it? What are the different roles?

READINGS

Lewis, J., Lewis, M. D., Packard, T., & Souflee, F. (2001). Managing finances to meet program goals. In J. Lewis, M. D. Lewis, T. Packard, & F. Souflee (Eds.), *Management of human service programs* (3rd ed., pp. 84-208). Belmont, CA: Wadsworth.

State of California, Health and Human Services. (2007). *Governor's budget summary 2007-08, Child welfare services*. Retrieved October 26, 2006, from <http://www.ebudget.ca.gov/Revised/BudgetSummary/HHS/1249567.html>

State of California, Legislative Analyst's Office. (2006). *Social services budget background materials presented to Hon. Patty Berg, Chair, Assembly Budget Subcommittee No. 1 on Health & Human Services (10/26/2006)*. Retrieved October 26, 2006, from http://www.lao.ca.gov/handouts/socservices/2006/Background_Materials_102606.pdf

MODULE VI

**RESILIENCY:
BUILDING AND RETAINING A RESILIENT STAFF**

MODULE VI

RESILIENCY: BUILDING AND RETAINING A RESILIENT STAFF

This section is intended to be one class session of 2-3 hours
A PowerPoint presentation on this section is found online in a separate document.

Topic: Building and Retaining Resilient Staff

Competencies: 4.5, 4.6, 4.7, 4.8, 4.10, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8

THE CHALLENGE OF MAINTAINING A HEALTHY/RESILIENT STAFF

- History of stress and burnout in helping professions. Most individuals considering positions in the broad field of the helping professions often hear about the high burnout rate connected with these services. There is no doubt that working with people who are experiencing difficulties challenges the helper. Stress can result from these situations in which an individual is unable to manage his or her own reactions to the problems of others.

Self care has become increasingly important in an organization's being able to retain qualified staff. How then do we help keep each other healthy and in condition to respond to those who need our services (Skovholt, 2001)?

Exercise: Have students brainstorm ways in which they have been able to handle stress or have observed others handling stress.

BURNOUT/COMPASSION FATIGUE

- **Definitions**
 - ♦ **Burnout:** a state of physical, emotional, and mental exhaustion caused by long-term involvement in emotionally demanding situations (Pines & Aronson, 1988).
 - ♦ **Compassion Fatigue:** a type of burnout, secondary victimization. Often involves absorbing information that is about suffering and includes absorbing that suffering itself (Figley, 2002).

Strategies to Identify Stress and Build Resilience – Micro Level

Exercise: Have the students take the Compassion Fatigue Self Test for Psychotherapists (Stamm, 2005; <http://www.isu.edu/~bhstamm/tests/htm>). This is a printable self-administered and self-scored test of compassion satisfaction and compassion fatigue. Permission is granted by the author to use this material with appropriate citation.

- ◆ Focus on burnout and compassion fatigue reflects a more deficit-oriented approach

Example: Judy, a new child welfare social worker, complains daily of fatigue and difficulty sleeping. She wakes up at night anxious about decisions she has made during the course of her work day.

- ◆ Examining “resilience” follows a strengths-based perspective consistent with current social work practice

Example: Judy, a new child welfare social worker acknowledges her anxiety regarding case management decisions but feels supported by her supervisor as she discusses her cases and seeks guidance.

- ◆ Capacity to recognize early signs is important in order to intervene at an optimal level where stress management techniques are more likely to achieve positive outcomes (Skovholt, 2001).

Exercise: Have each student identify their own “early warning” signs. Spend 10 minutes sharing these signs with others.

- Micro level stress management program (See accompanying PowerPoint presentation)
 - ◆ Three components of a traditional stress management program:
 - Nutrition – stresses the need for balanced intake. Vitamin deficiencies especially in the aging process can contribute to lower stress tolerance (Harvard Medical Report, 2007)
 - Exercise – maintaining regular physical activity is the goal

- Psychological stress management techniques/coping techniques such as guided imagery, meditation, progressive relaxation, etc. (Dadoly, 2002; Skovholt, 2001). Managing means assessing the level of stress and planning an early intervention

Exercise: Have students close their eyes and visualize the outline of their bodies. Starting at the head, proceed to draw an imaginary outline noting each area where they encounter stress. Have students open their eyes and on a piece of paper with an outline of a body have them identify those areas where they detected stress and describe how the stress was manifested.

- Mini-relaxation activities (Dadoly, 2002)
 - 1 Minute – Deep breathing
 - 3 Minutes – Muscle Relaxation
 - 5 Minutes – Self-massage
 - 10 Minutes – Imagery
- Changing pace and location can be effective in managing stress
 - Nap
 - Walk
 - Pick a flower

Exercise: Name your 10 most enjoyable activities. Go back and write the last time you participated in each activity. Make a date with yourself to do two activities within the next month.

- The need to utilize time management skills is the other side of a micro-level stress management intervention. These skills are not only important to line staff, but to supervisory, managerial, and administrative levels as well.

Mezzo Level Resiliency Interventions

- The work unit as a “buffer” for stress management. One of the areas of developing coping strategies is that of a supportive social network. Work unit relationships can provide a sense of belonging, support, and value (Skovholt, 2001).

Discussion question: In your agency can you identify a unit or units who have a reputation of being well regarded? What makes this unit/units so desirable? What are the characteristics?

- Leadership and importance of small group dynamics

The supervisor as the leader of the unit fulfills a critical role especially with new staff.

Team building and career development are added dimensions to the role the supervisor performs (Weinbach, 2003).

Exercise: You are the supervisor of a unit and you are introducing a new member. What team-building exercise might you do to stress inclusion and integration of the new staff? (See Wilderdom, 2006, for team-building exercises.)

- In resilient organizations, supervision is both horizontal as well as vertical. Within resilient organizations, supervision parallels the process of providing care to careseekers: attending to others in ways that leave them cared for and valued (Kahn, 2004). Kahn's underlying principle is that people provided with the regular experience of being held enables them to do the same for others. Caring for others fills them up with caring, which they then have available to pass on.
 - ♦ According to Shulman (1993), the parallel process that a supervisor is able to engage gives to the social worker the emotional nurturance needed in order to provide services to those vulnerable and needy clients.

Exercise: Have students identify situations in which this has occurred for them. What was their reaction? How did it impact their performance?

- Mentoring as a current resiliency builder (Skovholt, 2001)
 - ♦ Can be formal or informal program within agencies
 - ♦ Provides feedback and perspective from senior colleagues
 - ♦ Underscores capacity for conveying "value" to the junior colleagues

Developing a Macro Level Structure That Promotes Resilience

The context within which social service programs are provided either promotes a healthy worker or structurally may add to the difficulties of recruiting and retaining qualified staff. It is important to explore opportunities that the organizational structure can develop which will result in positive outcomes for the staff and thus for the services provided to the clients.

- There are two current trends for exploration at the macro level:
 - ◆ The Learning Organization
 - Definition: There is currently debate over how it is defined, but for the purposes of this discussion the following is offered. A “learning organization” is a goal. How the organizational structure obtains this goal is a process that is referred to as “organizational strategy” and the learning that occurs on an individual and group basis within the organization is a “process.”
 - A learning organization is “open to change, or even more so,...can change from within itself” (Finger & Brand, 1999).
 - Advantages of a learning organization
 - Encourages continual “learning” within professional career development
 - Encourages work units to research/initiate change in service delivery—“pilots” are supported.
 - Creativity and problem solving are supported.
 - Challenging traditional ways of doing things is expected.
 - Mistakes which do not endanger a client are tolerated.
 - It provides a climate in which the individual/group is/are encouraged to gain knowledge/skills, and the organizational structure facilitates those activities and rewards learning.
 - It is able to respond to external changes and demands more quickly. New information is more rapidly integrated.

- Limitations of a learning organization
 - Most research is based upon private industry and not public sector
 - Integration from the individual and group organizational learning process is not fully integrated into the macro level
 - All levels of staff when hired may not understand the agency's commitment to the learning organization
- Five concepts underlying the development of a learning organization (Austin & Hopkins, 2004).
 - Systems thinking (seeing multiple relationships in which people, ideas, and things are related)
 - Personal mastery (clarifying what is important)
 - Mental models (clarifying and adjusting underlying assumptions)
 - Shared vision (agreeing on goals and a course of action)
 - Team learning (thinking insightfully and generating new learning)
- ♦ The Caregiving Organization
 - Definition: an institution whose members directly provide for people who seek healing, growth, ministry, learning, or support of one kind or another.
 - People become clients due to their need to grow, often within circumstances that make them frightened, confused, or anxious.
 - Services are in most instances "voluntary" although "involuntary" conditions for obtaining services may occur.
 - The human needs of the client are brought into the relationship with those providing services and fundamentally shape what occurs in those organizations--with clients and among members themselves.
 - Delivery of service rests upon the capacity of staff via relationship-building activities, to meet the needs of their client(s) who are seeking help or improvement in their functioning.
 - Primary resource is staff.
 - Quality of service is reflected in the "health" of their staff.
 - Three beliefs underlie resilient caregiving organizations (Kahn, 2004).

- Members move toward each other rather than away from one another when they experience stress and anxiety
 - Emotions are respected—they offer valuable information about their work with clients and with one another. The organization believes that attending to emotions enables them to create the relationship they need to survive in the work.
 - Organizational life is manageable, comprehensible, and meaningful. There is a note of collective “optimism,” adversity is approached as an opportunity to learn and grow.
- ♦ Create a culture in which optimism pervades the structure, all levels of staff are supportive of each other, recognizing the strong emotions that are encountered and the willingness to acknowledge and confront those emotions, the organization provides a “safe” holding environment.
 - Approach adversity as an opportunity to learn and believe that the organizational culture and structure has the capacity to deal with the results.
 - Members assume that problems can and will be solved. This reality then becomes a self-fulfilling message of hope and the belief that the world can be manageable.

Discussion Question: Does your child welfare agency fit the description of either a “learning organization” or “caregiving organization?” How does it differ?

Assignment Paper: Taking elements from both Learning and Caretaking Organizations, develop an organizational structure, which could build on the strengths presented in each concept.

SUMMARY

For a comprehensive plan to build resilient staff, all levels of the organization must be addressed. For the individual within an organization, an emphasis on micro level stress-management techniques and skills will be insufficient. Individuals need to distinguish between systemic problems vs. their own personal issues.

Advanced practitioners must focus on the initiation, promotion, and support of structures and activities that can provide a climate that accentuates an appreciation for the demands of the position. This can be done with activities or structural changes that promote and support an organizational culture with norms and values that reflect the diversity of staff and client populations.

READINGS

Dadoly, A. M. (Ed.). (2002). *Stress control: Techniques for preventing and easing stress*. [Harvard Medical School Special Report] (pp. 3-37). Cambridge, MA: Harvard Health Publications.

Finger, M., & Brand, S. B. (1999). The concept of the “learning organization” applied to the transformation of the public sector. In M. Easterby-Smith, J. Burgoyne, & L. Araujo (Eds.), *Organizational learning and the learning organization: Developments in theory and practice* (pp. 140-151). Thousand Oaks: CA: Sage Publications.

Figley, C. R. (Ed.). (2002). *Treating compassion fatigue*. New York: Brunner-Routledge.

Kahn, W. A. (2004). *Holding fast: The struggle to create a resilient caregiving organization*. New York: Taylor and Francis, Inc.

Skovholt, T. M. (2001). *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals*. Boston: Allyn & Bacon.

Weinbach, R. W. (2003). *The social worker as manager* (4th ed.). Boston: Allyn & Bacon.

MODULE VII

SUPERVISION

MODULE VII SUPERVISION

This material is intended for two class sessions of 2-3 hours each.

Topic 1: Understanding the Roles of the Child Welfare Supervisor

Topic 2: Developing Skills as a Clinical Case Management Supervisor

Competencies: 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 8.1, 8.5, 8.6, 8.8

UNDERSTANDING THE ROLES OF THE CHILD WELFARE SUPERVISOR

Definitions of Supervision

- Motivating others to do the allocated work.
- [A]n interactional process...in the context of a relationship...[in which] an agency administrative-staff member...is delegated to direct, coordinate, enhance, and evaluate the on-the-job performance of the supervisees for whose work he or she is held accountable....both an administrative and an educational process. (Kadushin & Harkness, 2002, pp. 45-77).
- Monitoring function to guide the employees to successful completion of the assigned tasks.

Purposes of Supervision

- Staff development and training
- Building and sustaining staff morale: Giving supervisees a sense of worth as professionals, a sense of belonging in the agency, of security in their performance (Kadushin & Harkness, 2002, pp. 45-77).
- Monitor and evaluate provision of services
- Motivate employees
- Communicate agency and program requirements

Roles of the Supervisor

- Developmental:

- ◆ Being supervised/accepting supervision

Educational background of child welfare supervisors is a poor predictive variable of their performance as evaluated by their superiors and peers, but we don't know whether performance evaluations of supervisors are positively correlated with successful service outcomes with clients and evaluations of supervisory performance as gauged by front-line workers (Perry, 2006).

Do professional training programs turn new graduates into "agency haters?" Or are new students'/workers' first-day worries leading them to "initial battle[s] of wills" with their supervisors (Shulman, 1993).

- ◆ Providing supervision

Supervisors teach core practice skills (e.g., "tuning in", contracting, use of authority, empathy, elaboration, self-disclosure, etc., all with parallel process) to staff and student interns (Shulman, 1993).

Consensus in the field of social work supervision indicates that supervisors should set clear expectations.

Supervisors monitor the documentation recorded by their staff. Documentation has risk-management elements, to protect clients and practitioners in the event of an ethics complaint or lawsuit (Reamer, 2005).

- ◆ Working within parallel process

Supervision is a relational and developmental process. The process of supervision often parallels the helping relationship. Use the supervisory process to teach the process of the helping relationship by calling attention to what is occurring in supervision, what is working and what is not working, reactivity, language, words, and the emotional themes related to what is being discussed (Modcrin, 2007).

- ◆ Nurturing motivation and resilience

We learn best if we are highly motivated to learn...explain the usefulness of the content...make learning meaningful...tie areas of low motivation to areas of high motivation (Kadushin & Harkness, 2002).

The supervisor manages her/his own stress while supporting staff in their roles with children and families on their caseload (Dorman & Shapiro, 2004; See Module VI: Resiliency).

- Managerial
 - ♦ Define the influence of the organizational and professional discipline on the quality of services provided.
 - ♦ Assess, monitor, and evaluate the work of each supervisee as well as the performance of the unit (Perlmutter, Bailey, & Netting, 2001).
 - ♦ Perform basic management tasks (i.e., planning, delegating, evaluating, and monitoring with regard to adhering to agency policies and practices).
 - ♦ Linking managerial planning and program implementation. This role may include assisting managers to recruit and retain qualified staff to perform the needed staff duties (Landsman, 2007).
 - ♦ Participate in the recruitment and hiring of staff.
 - ♦ “Three areas of work are involved in implementing the third-force function of the supervisor: working with the staff group, working with the administration, and working with the two together” (Shulman, 1993, p. 294).
 - ♦ Assisting troubled workers. Supervisor intervention with troubled workers may utilize social identity theory as a framework.
 - ♦ “Effective work requires staff members to deal with troublesome subjects and feelings;...confrontation...requires the supervisor to overcome social norms...internalized over the years” (Shulman, 1993, pp. 101-109).
 - ♦ Social work supervisors must assess staff members who are impaired (with personal, physical, or emotional problems) and recommend suitable actions (Reamer, 1992, 1995).
 - ♦ Administering progressive discipline--The goal of progressive discipline is to improve employee performance; the process features increasingly formal efforts to provide feedback to the employee so he or she can correct job-related behavior that does not meet expected and communicated performance standards (Heathfield, 2007).

- As seen by CalSWEC for child welfare supervision
 - ♦ Standards for Supervisors in Public Child Welfare Services, a subset of the Standards and Values for Public Child Welfare Practice in California (CalSWEC, 2005).
 - Provide supervision and guidance to child welfare staff: Be available to staff facing crises in the field while holding staff accountable for their work.

- Assume multiple professional roles, including teacher, manager, administrator, and service provider, and take responsibility for the authority that accompanies these roles.
 - Provide leadership through developing resources, showing willingness to respond to changing practice demands, acting as a community liaison, advocating for clients, and recruiting, selecting, and training a professional workforce that is reflective of the client service community.
 - Develop an understanding of and appreciation for the perceptions and strengths of a culturally diverse professional workforce and provide effective leadership for a multicultural workforce interacting with a diverse client community.
 - Acknowledge the validity of other professional training that applies to public child welfare and develop the capacity to supervise, collaborate, and work effectively with a multidisciplinary workforce.
 - Promote teamwork through the use of peer supervision, consultation, interdisciplinary training, and group process.
 - Use outcome performance data effectively in management and work toward the development of resources to enhance staff practice and agency services.
- Integrative (Carroll & Tholstrup, 2001)
 - ♦ This hybrid British model brings together several models to integrate the “art and science” of supervisory ideas.
 - ♦ Addresses “anti-oppressive practice” in the supervisory relationship, as well as protecting the supervisor from complaints and litigation.

Social Work Ethics in Supervision

- Social work supervisors in every human services agency must set an ethical climate, perform ethically, and hold their staff to ethical standards. Agency managers must set and uphold such expectations, of themselves and their staff. Risk of malpractice liability is a serious consideration that can be mitigated by having ethical processes, documentation standards, protocols for assisting impaired workers, and expectations of ethical service to clients (Reamer, 2003).
- ...good supervision is the best safe-guard against such problems [sexual activity between practitioners and clients].” “It is the supervisor’s responsibility to determine

the learner's knowledge of the ethical code...in the current practice position...to engage in a detailed review of the relevant codes..." (Munson, 2002, pp. 29, 151).

Diversity in Supervision

- McPhatter (2004) described attributes, core knowledge, and core skills of culturally competent supervisors. She viewed cross-cultural communication and cross-cultural conflict resolution as essential skills for a human services manager.
- Supervisors often work among diverse staff, as well as overseeing the services delivered to diverse clientele.
- Staff need to see that their supervisors value diversity

Social Work Process/Stages as Applied to Child Welfare Supervision Tasks

- **Preparation:** Supervisors identify & influence "workplace culture." They must understand the hierarchy of the organization. When seeking supervisory promotions or assignments, they need information about the roles and processes of their new positions (courses, workshops, journal subscriptions, professional association memberships, etc.; See Module I: Workplace Environment and Module III: Assessment).
- **Engagement:** Supervisors build cooperative relationships with staff and managers; work within small group dynamics—being the formal leader of a small group; clarifying performance expectations and directions; understand the roles of group members; influence and motivation-enhancement.
- **Assessment:** Supervisors assess staff readiness for assignments, group dynamics in meetings, and the community environment of the agency; make collaborative connections; and judge the group's ability to welcome/incorporate new members, including student interns.
- "Educational assessment [of a new student or supervisee]...is aimed at mutual evaluation of the goals of the learning experience" (Munson, 2002, p. 150; See Module III: Assessment).
- **Planning:** Supervisors take steps as agency managers or administrators to involve line staff in some agency decision making. This might take the form of surveys, focus groups, offsite strategizing meetings/retreats focusing on agency mission, training needs, etc. The purpose or value of doing this lies in getting staff input and commitment to a new program or enhanced teamwork around long-standing issues. (See Module VIII: Teamwork & Collaboration.)
- **Intervention:** Supervisors coach staff, link, and advocate on behalf of staff with managers and the public, provide professional and career development information to staff and mentor them, assist troubled staff, and administer progressive discipline.

(See Managerial Roles of Supervisors, above; Module VI: Resiliency; and Module VIII: Teamwork and Collaboration.)

- **Evaluation:** Supervisors request and give frequent feedback, measure goal attainment within work groups or units, monitor quality assurance regarding compliance with protocols and expectations, and complete performance reviews of staff (Rutgers University, 2004).
- **Transition and Follow-up:** Supervisors meet with staff about caseload status and transitions, recognize staff contributions and functioning within the unit, do exit interviews with staff who are moving to other units, agencies, have life changes, etc.

Learning Activities:

Ask the students to take turns reading aloud the 10 sections from the NASW *Code of Ethics* (1999) under Standard 3, “Social Workers’ Ethical Responsibilities in Practice Settings.” Ask them to raise questions or dilemmas based on their agency internship experiences that might be addressed by this Standard. Ask them to act in a supervisory role, using the Code and ethical decision-making processes, to assist a staff member to make decisions for the situations they identified.

Ask each student to bring to class the organizational chart of the agency where s/he is doing a current field placement. In small groups of three to four students, have them compare charts and discuss: (a) how a new federal policy would be implemented in their agencies, or (b) how the agency would respond to a media story about one of its clients. Have someone from each group report back to the whole class about similarities, differences, themes, or trends they found in their small groups.

Ask the class to brainstorm a list of 7–10 tasks to be completed on a typical morning of a child welfare worker’s day. Have them discuss the ways in which they, as supervisors, will plan, prioritize, and monitor completion of tasks by the six staff members working that day in their unit. What characteristics do they think are needed for a supervisor to do this work?

Bring students to the computer lab, or have them use their own laptop computers in small groups. Have them find information online about professional associations, conferences, training organizations, and journals that are available to inform and support social work supervisors. Have each student tell the class which three resources s/he would be most likely to use and why. Have them make a list of 10 resources to share and discuss with their current unit supervisor and/or fieldwork instructor. What reactions do they anticipate? What will they want to emulate and what will they want to do differently when they are supervisors?

READINGS

Austin, M. J., & Hopkins, K. M. (Eds.). (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage Publications.

California Social Work Education Center [CalSWEC]. (2005). *Standards and values for public child welfare practice in California*. Retrieved July 7, 2007, from University of California at Berkeley, California Social Work Education Center web site: http://calswec.berkeley.edu/CalSWEC/CalSWEC_Standards.html

Faller, K. C., Meezan, W., Mendez, M. M., Tropman, J., Vandervort, F. E., & Willis, D. (2004). The supervisor in child welfare. In M. J. Austin & K. M. Hopkins (Eds.), *Supervision as collaboration in the human services: Building a learning culture* (pp. 294-309). Thousand Oaks, CA: Sage Publications.

Kadushin, A., & Harkness, D. (2002). *Supervision in social work* (4th ed). New York: Columbia University Press.
Chapter 1: History, Definition and Significance (pp. 11-43)

Kaiser, T. L. (2004). Supervisory relationships. In M. J. Austin & K. M. Hopkins (Eds.), *Supervision as collaboration in the human services: Building a learning culture* (pp. 22-35). Thousand Oaks, CA: Sage Publications.

National Association of Social Workers (NASW). (1999). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Press.

Shulman, L. (1993). *Interactional supervision*. Washington, DC: NASW Press.
Chapter 3: Preparatory and Beginning Skills in Supervision (pp. 155-202)

Assignment options:

Write a three-page essay about how social work supervisors might come to know the agency's community and its resources in ways that will enhance their staff's ability to work collaboratively with members of a local multidisciplinary team (MDT) or Team Decision-Making (TDM) group, on behalf of clients.

Make a journal entry about how you feel when, as a new supervisor, you are given the task of coordinating a Team Decision Making (TDM) program for the agency. Several senior social workers in your agency are skeptical of the value of this program. They have said that they will not be swayed by whatever happens in the TDM meetings with their clients because they already know what they will recommend before the meeting occurs. How will you approach your new assignment and your interactions with these staff members? What supports will you seek?

Write a brief description of a client who might be seen at your agency (real or imaginary; no more than a paragraph). Then, produce a three-page script of a closing dialogue you overhear between that client and a social worker you supervise. The encounter occurs when she is moving to end their interaction. You are concerned that she seems uncomfortable with the client and seems unable to reveal what recommendations she will be making about this client to the Court.

Later in supervision with her, ask what she might need from you in order to feel more comfortable and direct with her client. Ask about the effect of any diversity gaps that may exist between them. Write what you will say to the worker to give her your most constructive feedback. Inquire about what she or he would like you to do differently for your next meeting. Conclude with a paragraph on how difficult this might be for you to do in reality.

DEVELOPING SKILLS AS A CLINICAL CASE MANAGEMENT SUPERVISOR

"Investment up front yields quality and efficiencies in the future."

(Gilson, 2007, personal communication)

Technical Task Supervision Contrasted With Clinical Case Management Supervision

- Both forms of supervision rely on collaboration and advocacy skills.
- Within the collaborative arena, supervisors may be leading Family-to-Family (F2F), Team Decision Making (TDM), Family Group Conferencing (FGC), or other similar programs that require much outreach to families and client family members in the larger community.

- Technical, task supervision emphasizes the managerial formalities and personnel/human resources requirements of the agency, and the “getting work done through others” definition.
- Clinical case management supervision emphasizes interactive, relational skills with clients, to model making connections with other agencies in the community.

Supervising Staff for Best Practices

- Help the agency and staff select effective, evidence-based strategies for serving clients.
- Make selective case assignments that account for the interests, training, and burdens of staff; client needs; and developing expertise within the agency.

Discussion: What are the supervisory boundaries with staff roles up and down the hierarchy? What ethics come into play?

- Provide career and practice development of staff, educating and monitoring transfer of learning skills, developing and interpreting relationships, assessing own practice skills, and how to move to the next level of agency expectations.

Supervising Subset of Staff to Meet Clinical Licensure Hours/Regulations

- The supervisor understands that requests for this additional supervision element, while meeting the desire of some staff, may provide benefits in their positions that are not available to the entire staff—thus producing favored and unfavored groups of employees.
- The supervisor will seek and follow agency policy on these matters, but if that means denial of this benefit to staff members, the supervisor may advocate for systemic changes that might eventually support provision.
- The supervisor may assist managers to devise and implement a protocol for providing at least partial clinical case management supervision hours (e.g., group supervision) for selected staff (e.g., staff who have successfully completed their probationary periods and who are current with their case documentation).
- This may include approving such supervision as an agency training activity, thus counting toward the regular work hours of both supervisor and staff.

Resources, Tools, and Activities for Giving Supervisory Guidance

The following ideas may be useful during supervisory conferences with individual staff members, in unit meetings, with interns, or with staff training groups:

- Case presentations – stimulates staff through hearing their peers discuss case issues and approaches, inviting all of them to think critically about theoretical perspectives, and offer comments on client strengths, needed resources, and interventions.
- Role playing – gives staff a chance to try different approaches in a safe environment before “the moment of truth” when meeting with the client; allows them to proactively raise and grapple with “use of self” issues that might otherwise interfere with their interactions with their clients.
- Process recording – a particularly useful tool for slowing down one’s reactions and allowing for quiet reflection and supportive feedback rather than instantaneous reaction.
- Professional literature – supervisor models for staff the usage of peer-reviewed articles in reputable and topical journals, to enhance selection of best practices for agency clientele.
- Staff teams in the field – workers accompanying each other on home or field visits have the benefit of preparing and debriefing with a peer, and hearing another perspective on the work they are doing. Preparing them for this will include a look at their interpersonal dynamics (who is trying to impress whom, who is frightened, who has more to gain or lose, etc.).
- Observing staff working with clients – supervisors who directly observe their staff work have an advantage in witnessing the situation and their worker’s behavior within it; they can be very specific in their recognition of accomplishments and coaching for changes or improvements.
- Reviewing staff-written documentation – supervisor coaches and acknowledges emphasis on strength-oriented written entries about children and families in staff notes, summaries, recordings, and court reports. Attends to factual presentation, accuracy, relevance, and brevity of commentary.
- Allowing/encouraging staff to instruct student interns – this activity may provide staff with a “step up” in their professional development: recognizing them for achieving competence in their knowledge of agency practice and performance with a wide range of clients, demonstrating the supervisor’s trust in their judgment, and providing a time to “practice” while considering a career step up to a supervisory role themselves.

- Joining professional associations and organizations for supervisors; taking leadership roles in some of these; reading and sharing their literature with staff.
- Attending conferences, coursework, and training opportunities for supervisory skill-development.
- Accessing clinical consultation and other professional development for supervisors (Strand & Badger, 2007).

Link Between Managerial Planning and Program Implementation

- Research in supervision – supervisors give information to managers that results in finding or producing relevant literature to address current needs and demographics of population being served.
- Keep focus on critical thinking about literature, and desired and expected outcomes before implementation of proposed new programs or approaches.
- Relationship between supervision and desirable client outcomes – supervisors maintain up-and-down the hierarchy communication, advocating for client-centered focus, tested best practices, doing no harm, avoiding faddish proposals or programs, and pressing for sufficient consideration of staff needs and abilities.

Learning Activity: Ask students to discuss, in small groups, how they as supervisors would propose that all staff make a call to every foster youth in the group homes on their caseload before the staff leave for the weekend. The supervisor believes that such calls will ultimately save time for the workers by showing the foster youth that they are in the thoughts of their social workers and thus decreasing the likelihood of weekend runaways by the youth (with all the attendant paperwork for the social worker to complete after every such elopement). Do they think that this will be a time-saving or otherwise worthwhile protocol? Even if it is, what will make it difficult to “sell” to the staff? How can they overcome these obstacles

Discussion: A group of staff social workers have noticed that their parents/clients who need substance abuse treatment services are hampered by the scarcity of both inpatient and outpatient treatment facilities for those willing to enter such programs. This situation puts the clients at a serious disadvantage in terms of the time limits they have for demonstrating to the court that they are “clean and sober” and able to have their children reunified with them, without posing a serious risk. What advocacy actions would be suitable for the workers to pursue, and how might the supervisor enable, support, and advance the cause of increasing the availability of needed services

Assignments: Divide the class into four groups that will each answer one of the following questions. Have each student write a three-page essay and present a synopsis to the class. You may want to have the groups meet to synthesize the information to be presented orally:

1. As a supervisor assigning diverse cases in your agency, how might your case assignments to diverse staff be affected by your values and social work ethics? What best practices information would persuade you to do something different?
2. What aspects concern you most about the fairness and equity issues (disparities and disproportionalities) in your client community? (See material on this topic in Module III: Agency Assessment.) Why?
3. Describe some organizational risks that your agency incurs when it provides social work services to its clients.
4. As a supervisor, how would you propose structuring a system for your unit staff to spend an allotment of funds that have been divided between several units to pay for the unusual expenses of the children they serve in foster families? Your unit will have \$300 per month to allocate to such items as registrations for summer day camps, high school dances and class rings, martial arts classes, fine arts instruction, scouting, Boys and Girls Club memberships, music enrichment, skating lessons, etc.

READINGS

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

National Association of Social Workers [NASW]. (1999). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Press.

MODULE VIII

TEAMWORK AND COLLABORATION

MODULE VIII TEAMWORK AND COLLABORATION

This section is intended to be one class session of 2–3 hours.

Topic 1: Teams as Groups

(Competencies: 4.2, 4.4, 8.1, 8.5, 8.9)

Topic 2: Collaborations

(Competencies: 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 8.3, 8.7, 8.9)

TEAMS AS GROUPS

- Moving from individual to organizational teamwork and collaboration
 - ♦ Can be on behalf of individual clients or communities
 - ♦ Can be collaboration among individuals or teams (definitions to follow)
 - ♦ Can integrate multiple and diverse perspectives and experiences
 - ♦ Can incorporate differential strengths of various participants
- History of use of teams/groups
 - ♦ Study of groups and their effectiveness in the 1920s and 1930s with the focus on Human Relations Movement looked at collaborative versus individual efforts in the work environment (primarily focused on the business environment). This was a switch from the Scientific Management theories (Hill, 2007).
 - ♦ See *Background* section (in Module I: Workplace Environment).
 - ♦ Recent research on “teams” is more complex, often focusing on team variables and less on the outcome of team performance. Attributes contributing to team effectiveness and viability are major areas for research (Ilgen, Hollenbeck, Johnson, & Jundt, 2005).
 - ♦ Studies also suggest that it is essential to understand the role of leadership within teams to ensure team success and to avoid team failure. (See below for discussion of group leadership.)

Team/Group Formation

- Composition of teams/groups
 - ◆ Dependent on purpose of team
 - Sharing information
 - Problem solving on specific agency basis
 - Being a part of the “in-group”
 - Influencing the discussion
 - Policy and decision making
 - Advocacy
- Composition is a function of the focus of the team
 - ◆ If goal is action, it requires membership/participation of those who have authority to make decisions (or second best, to have direct access to and responsibility given from decision makers)
 - ◆ If goal is public education, it requires membership of those with good understanding of issues, relationship to stakeholders, and good understanding of the political and social environment and how to use it
 - ◆ If goal is networking, the group should have consistent attendance of members with similar levels of concern.
- Structure and goals
 - ◆ Study by Lewandowski and GlenMaye (2002) looked at various aspects of successful interprofessional teams in child welfare. They found characteristics of successful teams:
 - Met at a regular time
 - Assigned support staff
 - Designated chairperson
 - Unified sense of purpose
 - Best practices for teams is moving toward interdisciplinary collaboration and shared power and responsibility
 - ◆ Other characteristics include:
 - Clear communication (agendas, minutes)
 - Mechanism for follow-through
- Stages of Groups (McNamara, 2006)

- ◆ **Forming:** Important to include all members in discussion, clarity of goals and purpose. Chairperson may need to be directive.
- ◆ **Storming:** Expression of individual differences. Chair's role is to seek consensus and/or understanding of various views.
- ◆ **Norming:** Sharing common commitment and goals. Chair allows more group process.
- ◆ **Performing:** Decisions made and action planned. Chair's role is one of guidance, while allowing the group to do the planning.
- ◆ Conclusion and celebration: Acknowledge and celebrate accomplishments.

Team/Group Analysis

There are several dimensions that a leader must consider in analyzing his or her role in team/group effectiveness (Hill, 2007)

- Monitoring the group vs. taking action
 - ◆ Monitoring the group requires
 - Diagnosing group (internal focus) and
 - Forecasting environmental changes (external focus)
 - ◆ Taking action can focus on
 - Solving problems in the group (internal), or
 - Acting on potential changes (external)
- Intervening to meet task vs. relationship needs
 - ◆ The developmental stage of the group will determine the relative importance of task and relationship needs.
- Blend of internal vs. external focus

Team/Group Leadership

- Goals of the Leader
 - ◆ Formal vs. informal goals: Are there common goals for the leader as an individual and the group? Do group members (including the leader) have "hidden agendas" for the support of their agency over the needs and goals of the group?

- Relative importance of process vs. outcome
- Tactics and techniques of the leader
 - ◆ There are many parallels to direct practice
 - Assessment of group, goals, resources
 - Analysis of group culture and norms
 - Assessing where the group is developmentally
 - Select appropriate level of intervention/guidance of the group
 - Evaluation of effectiveness of reaching goal
 - Modification of plan and intervention
 - ◆ Other considerations:
 - Setting the environment: Seating, meeting space, refreshments
 - Necessary materials available—handouts, flipcharts, etc.
 - Setting ground rules—respect for each other, no interruptions, allow space for everyone to speak
 - Acknowledging everyone’s contributions
 - Active listening
 - Facilitating discussion, while keeping it on task
 - Pay attention to the agenda and clock so that all items are covered

Models of Teamwork

- History of working with groups (See Module I, *Background* subsection)
- Purposes of teams/small groups
 - ◆ To bring about change in individuals and/or the group (treatment group)
 - ◆ To accomplish a purpose (task group)
 - ◆ To produce a product (task group)
 - ◆ To produce change outside the group (task group)
- Another way to look at teams/small groups:
 - ◆ To serve organizational needs
 - ◆ To serve client needs

Team/Group Maintenance or Task Focus

- Is the group focused primarily on the task at hand (a project, decision making, etc.) or on the quality of the group interactions? Depends on a variety of factors:
 - ♦ Developmental level of the group (including trust)
 - ♦ External pressures to achieve an outcome

Example: Maintenance vs. Task Focus

The Midtown neighborhood of Sandoval County wanted to create a community-based family resource center pilot project. Representatives of the county and of 12 non-profit agencies that served that area were brought together to discuss ways to empower the neighborhood and to help them to meet their needs. The first year of the project was focused on the members getting to know each other. Focus was on establishing trust. A common vision and set of goals were established. The second year was focused on the design and implementation of the program.

The program was such a great success that it was decided by the County that it should be replicated in five other neighborhoods. However, only 6 months was allocated to accomplish this. Although there was some overlap in the composition of each neighborhood group, they were mostly unknown to each other. This replication effort was a failure. Why did this happen?

The first neighborhood (the pilot project) took the time to develop trust, to get to know each other, to develop a shared vision. The replication projects (the next five neighborhoods) were not successful because the initial process of developing trust and maintaining relationships were by-passed.

Best practices in working with groups include expansion towards group cohesion and participation. This leads to group empowerment and the concept of a team rather than a group of individuals.

- A team is not the same as a group of individuals (Vinokur-Kaplan & Miller, 2004).
 - ◆ Team is carefully designed and developed
 - ◆ Team has specific reasons why membership is selected
- Effective groups/teams have:
 - ◆ Clear direction
 - ◆ Shared vision
 - ◆ Shared values
 - ◆ Focus is on the team, not the individual agencies
 - ◆ Team performance expectations (task accomplishment)
 - ◆ Team development (maintenance)
 - ◆ Commitment by participating agencies to provide structure, support, coaching
 - ◆ Competence
 - ◆ Common goals

COLLABORATIONS

“While service integration and interagency collaboration have a long history in social work, going back at least to the charity organization societies of the nineteenth century, recent attempts at collaboration reach for deeper and more fundamental ways for service providers and community members to interact. Evidence indicates that interagency collaborations can indeed be successful for all involved, but this type of collaboration must be learned and takes time and effort.”

(Lewis et al., 2001, p. 32)

Definitions of Collaboration

- Collaboration means working together with shared values and a shared vision

Collaboration is a fluid process through which a group of diverse, autonomous actors (organizations or individuals) undertakes a joint initiative, solves shared problems, or otherwise achieves common goals....[An] interorganizational collaboration is a group of independent organizations who are committed together for specific purposes and tangible outcomes while maintaining their own autonomy; they terminate their collaboration or transform themselves into other forms of organization when that purpose is met (Abramson & Rosenthal, 1995, p. 1479).

- Collaboration is not the same as contracting
 - ♦ Contracting is equivalent to hiring someone to do a specific job that the agency has determined needs to be done.
 - ♦ Collaboration combines the expertise of several groups/individuals to define a problem, determine a solution, and provide an intervention.

Case Study 1: Contracting or Collaboration?

Alamo County Children and Family Services (CFS) provides case management services to 1,000 children. Caseload size and language fluency patterns of the county have changed so that three more case managers are needed (preferably Spanish speaking).

After consulting with various community-based agencies and stakeholders, the Director of CFS has decided to contract with the Las Familias agency to provide case management to 100 Spanish-speaking children on behalf of the county.

Is this a collaboration?

Who defined the problem?

Who decided on the solution?

Who is responsible for the process & outcome?

Case Study 2: Contracting or Collaboration?

Pittsburgh County CFS provides services to a large number of children and families. One particular segment of that population is those with Developmental Disabilities. These children and their families receive services from the CFS, state developmental services, county office of education, and state children's medical services, including those children who are in foster care. Each of these programs provides intake, assessment, and case management services. The families are overwhelmed by the number of professionals with whom they must interact.

The professionals are concerned that they are not all on the same page. They meet together to determine what each child needs and who is most likely to be involved. The identified agency then takes the lead and provides primary intake and assessment duties and then shares the results with all the participating agencies. The primary agency acts as case manager for the family/client to assure that all necessary services are received.

Is this a collaboration?

Who defined the problem?

Who decided on the solution?

Who is responsible for the process & outcome?

- Multidisciplinary vs. Interdisciplinary Teams in collaborations
Multidisciplinary Consultation vs. Interdisciplinary Planning

Example: A collaboration between professionals in Social Welfare and Public Health when working with families in foster care system.

Interdisciplinary	Collaboration vs.	Multidisciplinary
Each profession tries to understand the perspectives of the other profession and respects those views when making decisions.		Each profession tries to understand the perspectives of the other and to arrive at an integrated perspective.
Public health and social work perspectives represented.		Public health social work perspective is represented.
Each one's own perspective is primary, but with respect for the other.		There is a combined view and shared perspectives.
Foster care example: MSW in Health Department recognizes the concerns of the Health Department, but within the social work perspective. Focus is on intervention with the individual child.		Foster care example: Focus is first on needs--needs of the individual child, then on prevention, then on population perspective (policy, implementation, and intervention)

Models of Collaboration

- Informal Structures (e.g., community collaborations which look for evolving needs and solutions)
- Formal Structures (e.g., Service Integration that create a formal relationships between organizations and/or departments)
- Coalitions may or may not be collaborations. It depends on the extent of shared values, visions, and commitment to shared responsibility and focus.

Issues in Collaboration and Teams

- How-to examples, strategies, problem-solving, and trouble-shooting
 - ◆ Practical aspects of directing teams
 - Break down tasks

- Analyze goals
- ◆ Practical aspects of group facilitation
- ◆ Teams in human services (Vinokur-Kaplan & Miller, 2004)
 - Establish learning setting and culture
 - Concept of Learning Organization (see Module VI: Resiliency)
- Evaluation—often not considered until the collaboration is well under way. That makes it difficult to study whether a collaboration is successful. What difference did it make? (Some possible outcomes might be improved communication, removal of bureaucratic barriers, or others.)

Team Leadership

- **Definition:** The process by which an individual helps a group in attaining the desired goal and/or outcome.
- Sources of leader's power
 - ◆ Position, structure
 - ◆ Coercion, reward
 - ◆ Expertise, experience
 - ◆ Referent (personal traits and respect)
- Multiple models of leadership
 - ◆ Styles of Leadership (one model)
 - ◆ Transformational Leadership (Influence, motivation, intellectual stimulation, and individualized consideration)
 - ◆ Transactional Leadership (An exchange, reward, constructive transactions, corrective)
 - ◆ Laissez-Faire Leadership

- Leadership roles in group

Leading	Recorder (institutional memory)
Coaching	Fiscal accountability
Facilitating	Training
Active listening	Idea generation
- Problem-solving techniques
 - ♦ Decision-making methods
 - Group discussion: Open to directiveness (a continuum); guided by agenda, purpose of group, etc.; note “group” vs. “team” norms
 - Decision emergence in discussion
 - Consensus decision-making
 - Voting
 - ♦ Obstacles to decision-making
 - Cognitive conflict (especially with interdisciplinary professional groups)
 - Decision delay
 - Avoidance/Avoidance conflict
 - Approach/Avoidance conflict
 - Approach/Approach conflict
 - ♦ Decision-making techniques (see Handout 2 on Decision-Making Techniques)
 - Community and/or group meetings
 - Nominal group techniques (see Handout 2)

Exercise: Students select a topic that requires a decision. They individually write ideas on the topic. Then, they are divided into small groups. Each student presents his/her idea to the small group. Groups discuss and rank their preferences for the ideas among them. They select a group member to present their single best decision to the entire class. Then, discuss the group decision-making process that each group chose.

- Brainstorming
- Delphi technique (see Handout 2)

- Questionnaires to gather information from an expert panel and/or key individuals

Team Effectiveness

- Performance measures (task accomplishment)
- Development processes (maintenance)
- Characteristics of effective teams
 - ◆ Everyone participates
 - ◆ Clear goals and shared vision
 - ◆ Supportive and respectful
 - ◆ Agreed upon outcomes
 - ◆ Leadership support
 - ◆ Compatibility of individuals and of agencies
 - ◆ Sufficient resources
 - ◆ Clarity of team roles

Role of Leadership in Teams and Collaborations

- Manager is not the same as Leader
 - ◆ Variation in role and style
 - ◆ Small group dynamics
 - ◆ Issues of confidentiality and exchange of info
 - ◆ Working in multidisciplinary groups
 - Different professional expectations
 - Different management expectations
 - ◆ Working in multi-agency groups
 - ◆ Joint/shared resources and responsibilities
- Program vs. planning vs. policy teams
 - ◆ Inter- and intra-agency
 - ◆ Relationship with the community
 - ◆ Note: this curriculum is presented on a macro level, not micro (See Module II: Policy and Social Work Practice, and Module IV: Planning)

Examples of various inter-/intra-agency/community partnership collaborations (What works and why or why not?):

Contra Costa County Service Integration Team

Alameda County mental health contractors

Alameda County Project Destiny

City and County of San Francisco Department of Public Health Perinatal Linkages program

Exercises and/or Case Studies

Jurisdictions are required to have a continuum of services to meet the individual needs of children and families served by the child welfare system. Since one agency cannot do it all, collaborations are formed to meet the needed array of services. These range from prevention and early intervention through exiting the system (NRCOI, 2007).

- Some key community stakeholders:
 - ◆ Public and private sector providers of child welfare services
 - ◆ Providers of mental health, substance abuse prevention and recovery, and domestic violence survival services
 - ◆ Educators
 - ◆ Health care providers
 - ◆ Courts, legal and law enforcement entities (including Court-Appointed Special Advocates [CASAs])
 - ◆ Consumers (clients, former clients, youth, foster parents, birth parents)
 - ◆ Representatives of the business, faith, and labor communities
 - ◆ Elected officials

Discussion: Identify community stakeholders in your county (by name)

Assignments:

Attend and observe a community/team meeting and analyze along the dimensions of a collaborative relationship, as discussed earlier in this section.

OR

Identify existing cooperative and collaborative agreements in your agency. Choose one, then, answer the following about that collaboration:

- Why do they exist?
- Are there external stakeholders who influence whether they exist?
- Who attends the meetings?
- Do they represent themselves or their agencies?
- Is attendance consistent?
- Do attendees have the power to make decisions for their agencies?
- How are decisions made?

READINGS

Colon, E. (1995). Creating an “intelligent organization” in the human services. In L. Ginsberg & P. R. Keys (Eds.), *New management in human services* (2nd ed., pp. 98-114). Washington, DC: NASW Press.

Ginsberg, L. (1995). Concepts of new management. In L. Ginsberg & P. R. Keys (Eds.), *New management in human services* (2nd ed.) (pp. 1-37). Washington, DC: NASW Press.

Gummer, B., & Edwards, R. L. (1995), The politics of human services administration. In L. Ginsberg & P. R. Keys (Eds.), *New management in human services* (2nd ed., pp. 57-71). Washington, DC: NASW Press.

Hill, S. E. K. (2007). Team leadership. In P. G. Northouse. (Ed.), *Leadership: Theory and practice* (4th ed., pp. 207-236). Thousand Oaks, CA: Sage.

Siegel, D. I. (1995). The dynamics of team management in the human services. In L. Ginsberg & P. R. Keys (Eds.). *New management in human services* (2nd ed., pp. 72-97). Washington, DC: NASW Press.

Vinokur-Kaplan, D., & Miller, P. (2004). The collaborative practice of workplace teams. In M. J. Austin & K. M. Hopkins, (Eds.), *Supervision as collaboration in the human services: Building a learning culture* (pp. 59-70). Thousand Oaks, CA: Sage Publications.

MODULE IX

CROSS TRAINING

MODULE IX CROSS TRAINING

This section represents an individual topic of 1-1½ hours of material. The topic is intentionally presented as a separate section. It may also be presented in conjunction with the section on Teamwork and Collaboration.

Topic: Cross-training in child welfare services

(Competencies: 4.3, 4.4, 4.7, 8.1, 8.2, 8.5, 8.9)

WHAT IS CROSS TRAINING?

- Cross training confusion
 - ♦ The term is often applied inappropriately to training programs which seek to explain systems, programs, or positions to individuals from *other* systems, programs, etc., who want understanding and knowledge in order to navigate the programs that are new to them.
 - ♦ The term/activity is often confused or used interchangeably with “collaboration”, “co-location,” and “integration.”
- Definition
 - ♦ Cross-training is training someone in another activity that is related to their own current work, across a broader spectrum of their own organization (Reh, 2007).
 - ♦ It involves the acquisition of knowledge and the development of skill(s) in order to perform the related job/position.
 - ♦ It is far more than just increased knowledge, understanding, and appreciation of another discipline or perspective.

Example: In the Kent County Human Services Agency, both CPS and Mental Health intake staff are trained to perform each other’s primary assessment function. Cases are assigned to whichever staff is available. CPS social workers are trained to assess and place 5150 involuntary holds and Mental Health clinicians are trained to do Child Safety and Risk Assessments.

- Cross-training as a training technique
 - ◆ Can result in increased motivation
 - ◆ May achieve the following:
 - Advantages to the Individual
 - Prevents stagnation
 - Provides new opportunity to learn
 - Develops career options
 - Advantages to the Organization
 - Rejuvenates all departments
 - Improves understanding of all units
 - Increases flexibility of staff
 - Enhances succession planning

Exercise: You are an employee within the child welfare program, and learn that you will be receiving cross training in domestic violence, and be expected to rotate through the county's domestic violence shelter one day per week. What is your initial reaction? Why? Describe how this might benefit you. Are there any disadvantages to you? If so, what are they?

- Cross-training as an organizational investment
 - ◆ What are the advantages to the organization?
 - Flexibility of staff
 - Allocation of resources
 - Expansion of service delivery
 - Retention of staff
 - ◆ What are the disadvantages to implementing cross-training?
 - Initial length of time needed to gain sufficient skills
 - Perception of "privilege/advantage" for those selected to participate.
 - Jealousy

- Potential conflict with union agreements
- Fiscal implications – costly investment for long term potential.

Examples: In Wind County, all child welfare staff were trained in Emergency Response Program procedures and all staff were required to provide “after hours” coverage on suspected child abuse and neglect calls.

In Elk Run County, the Social Services Agency requires one third of all supervisory and management staff to rotate every 3 years into a new program assignment.

Exercise: Using the two examples given above, indicate how you would implement such a plan and what barriers might be encountered? How would these be addressed? What would be the financial implications for the organization? What implications would there be on the case-carrying capacity?

SUMMARY

There are both advantages and disadvantages to the organization and individual when cross training is pursued. A thorough analysis on the benefit to both organization and individual will result in a thoughtful plan, commitment, and outcome.

REFERENCES

REFERENCES

The following works were cited in this curriculum

- Abramson, J. S., & Rosenthal, B. (1995). Interdisciplinary and interorganizational collaboration. In R. Edwards (Ed.), *The encyclopedia of social work* (19th ed., pp. 1479 -1489). Washington, DC: NASW Press
- Araujo, B. (2004). *Cultural competence*. University of Michigan, Child Welfare Supervisor's Training Program. Retrieved February 2, 2008, from <http://www.ssw.umich.edu/public/currentProjects/tpcws/culturalIssues/culturalCompetence.html>
- Austin, D. (1995). Management overview. In R. L. Edwards (Ed.), *Encyclopedia of social work* (19th ed., pp. 1642-1658). Washington, DC: NASW Press.
- Austin, M. J., & Hopkins, K. M. (Eds.). (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage Publications.
- Boswell, J. (1988). *The kindness of strangers: The abandonment of children in Western Europe from late antiquity to the renaissance*. New York: Pantheon Books.
- Bryson, J. M. (2004) *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (3rd ed.). New York: John Wiley & Sons, Inc.
- Cahn, N. (2002). Race, poverty, history, adoption, and child abuse: Connections. *Law & Society Review*, 36(2), 461-490.
- California Social Work Education Center [CalSWEC]. (2003). *Curriculum competencies for public child welfare in California*. Berkeley: University of California at Berkeley, CalSWEC.
- California Social Work Education Center [CalSWEC]. (2004). *Survey of supervisory practices and roles*. Retrieved February 2, 2008, from University of California at Berkeley, California Social Work Education Center Web site: <http://CalSWEC.berkeley.edu/CalSWEC/supervisorstudy.pdf>
- California Social Work Education Center [CalSWEC]. (2004). *The BSW curriculum competencies*. Retrieved January 15, 2007, from University of California at Berkeley, California Social Work Education Center Web site: http://calswec.berkeley.edu/CalSWEC/Curric_Comps_3.html
- 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.

- California Social Work Education Center [CalSWEC]. (2005). *Standards and values for public child welfare practice in California*. Retrieved July 7, 2007, from University of California at Berkeley, California Social Work Education Center Web site: http://calswec.berkeley.edu/CalSWEC/CalSWEC_Standards.html
- Carroll, M., & Tholstrup, M. (2001). *Integrative approaches to supervision*. Philadelphia: Jessica Kingsley Publishers.
- Child Welfare League of America [CWLA]. (2003). *Statement: Children of color in the child welfare system: Overview, vision, and proposed action steps*. Arlington, VA: Author. Retrieved July 20, 2007, from <http://www.cwla.org/programs/culture/isproportionate.htm>
- Clark, S. J. (2005). *The turnover report for California's county public child welfare agencies, 2002-2003*. Retrieved April 15, 2007, from University of California at Berkeley, California Social Work Education Center Web site: <http://calswec.berkeley.edu/CalSWEC/Publications.html>
- Clark, S. (2006). *Logic Model for the Evaluation of the Title IV-E Project*. Berkeley: University of California at Berkeley, California Social Work Education Center.
- Clark, S. J., McCormick, K., & White, R. (1998). *Resource guide to workplace management and child welfare policy, planning and administration*. Berkeley: University of California at Berkeley, California Social Work Education Center.
- Cohen, C. P., & Davidson, H. A. (Eds.). (1990). *Children's rights in America: UN convention on the rights of the child compared with United States law*. Chicago: American Bar Association, Center on Children and the Law.
- Colon, E. (1995). Creating an "intelligent organization" in the human services. In L. Ginsberg & P. R. Keys (Eds.), *New management in human services* (2nd ed., pp. 98-114). Washington, DC: NASW Press.
- Compton, B. R., Galaway, B., & Cournoyer, B. (2004). *Social work processes*. Belmont, CA: Wadsworth.
- Congress, E., & Gummer, B. (1997). Is the Code of Ethics as applicable to agency executives as it is to direct service practitioners? In E. Gambrill & R. Pruger (Eds.), *Controversial issues in social work ethics, values, and obligations* (pp. 137-150). Boston: Allyn & Bacon.

- Dadoly, A. M. (Ed.). (2002). *Stress control: Techniques for preventing and easing stress*. [Harvard Medical School Special Report] (pp. 3-37). Cambridge, MA: Harvard Health Publications.
- Devore, W., & Schlesinger, E. G. (1999). *Ethnic-sensitive social work practice* (5th ed.). Boston: Allyn & Bacon.
- DiNitto, D., & Cummins, L. (2006). *Social welfare: Politics and public policy* (6th ed.). Boston: Allyn & Bacon, Inc.
- Dorman, R. L., & Shapiro, J. P. (2004). *Preventing burnout in your staff and yourself: A survival guide for human services supervisors*. Washington, DC: CWLA Press.
- Edmonds, B. C., & Fernekes, W. R. (1996). *Children's rights: A reference handbook*. Santa Barbara, CA: ABC-CLIO.
- Faller, K. C., Meezan, W., Mendez, M. M., Tropman, J., Vandervort, F. E., & Willis, D. (2004). The supervisor in child welfare. In M. J. Austin & K. M. Hopkins (Eds.), *Supervision as collaboration in the human services: Building a learning culture* (pp. 294-309). Thousand Oaks, CA: Sage Publications.
- Figley, C. R. (Ed.). (2002). *Treating compassion fatigue*. New York: Brunner-Routledge.
- Finger, M., & Brand, S. B. (1999). The concept of the "learning organization" applied to the transformation of the public sector. In M. Easterby-Smith, J. Burgoyne, & L. Araujo (Eds.), *Organizational learning and the learning organization: Developments in theory and practice* (pp. 140-151). Thousand Oaks, CA: Sage Publications.
- Gambrill, E., & Pruger, R. (Eds.). (1992). *Controversial issues in social work*. Boston: Allyn & Bacon.
- Gilbert, N., & Terrell, P. (2001). *Dimensions of social welfare policy* (5th ed.). Boston: Allyn & Bacon.
- Ginsberg, L. (1995). Concepts of new management. In L. Ginsberg & P. R. Keys (Eds.), *New management in human services* (2nd ed., pp. 1-37). Washington, DC: NASW Press.
- Ginsberg, L., & Keys, P. R. (1995). *New management in human services* (2nd ed.), [CD-ROM]. Washington, DC: NASW Press

- Greene, A. D., & Latting, J. K. (2004). Whistle-blowing as a form of advocacy: Guidelines for the practitioner. *Social Work, 49*(2), 219-232.
- Gulick, L., & Urwick, L (1937). *Papers on the science of administration*. New York: Institute of Public Administration.
- Gummer, B. (2004). Organization theory for social administration. In P. G. Northouse (Ed.), *Leadership: Theory and practice* (pp. 22-49). Thousand Oaks, CA: Sage.
- Gummer, B., & Edwards, R. L. (1995), The politics of human services administration. In L. Ginsberg & P. R. Keys (Eds.), *New management in human services* (2nd ed., pp. 57-71). Washington, DC: NASW Press.
- Harvard Business Essentials, (2004). *Manager's toolkit: The 13 skills managers need to succeed*. Boston: Harvard Business School Press.
- Harvard Medical Report. (2007). *Food pyramids*. Retrieved July 1, 2007, from <http://www.hsph.harvard.edu/nutritionsource/pyramids.html>
- Heathfield, S. M. (2007). *Your guide to human resources*. Retrieved July 7, 2007, from <http://humanresources.about.com/od/glossaryd/a/discipline.htm>
- Hill, S. E. K. (2007). Team leadership. In P. G. Northouse (Ed.), *Leadership: Theory and practice* (4th ed.), (pp. 207-236). Thousand Oaks, CA: Sage Publications.
- Hewlett, S. A., & West, C. (1998). *The war against parents: What we can do for America's beleaguered moms and dads*. Boston: Houghton Mifflin Company.
- Hutchison, E. D., & Charlesworth, L. W. (2001). Child welfare as a woman's issue: Untangling gender, race, and class. In K. J. Peterson & A. A. Lieberman (Eds.), *Building on women's strengths: A social work agenda for the 21st century* (2nd ed., pp. 67-94). Binghamton, NY: Haworth Social Work Practice Press.
- Hyde, C. (2004). The women's co-op: The clash of two organizational cultures: Theoretical and practice perspectives. In D. P. Fauri, S. P. Wernet, & F. E. Netting (Eds.), *Cases in macro social work practice* (2nd ed., pp. 154-158). Boston: Allyn & Bacon.
- Ilgen, D. R., Hollenbeck, J. R., Johnson, M., & Jundt, D. (2005). Teams in organizations: From input-process-output models to IMOI [input-mediator-output-input] models. *Annual Review of Psychology, 56*, 517-543.

- Kadushin, A., & Harkness, D. (2002). *Supervision in social work* (4th ed.). New York: Columbia University Press.
Chapter 1: History, Definition and Significance (pp. 11-43)
- Kahn, W. A. (2004). *Holding fast: The struggle to create a resilient caregiving organization*. New York: Taylor and Francis, Inc.
- Kaiser, T. L. (2004). Supervisory relationships. In M. J. Austin & K. M. Hopkins (Eds.), *Supervision as collaboration in the human services: Building a learning culture* (pp. 22-35). Thousand Oaks, CA: Sage Publications.
- Kauble, P. D. (2007). *California laws relating to minors*. Los Angeles: Legal Books Distributing.
- Landsman, M. (2007). Supporting child welfare supervisors to improve worker retention. *Child Welfare, 86*(2), 105-125.
- League of California Cities. (2003). Navigating the legislative process. Retrieved June 1, 2009, from http://www.seismic.ca.gov/pub/Navigating_the_Legislative_Process.pdf
- Lewandowski, C. A., & GlenMaye, L. F. (2002). Teams in child welfare settings: Interprofessional and collaborative processes. *Families in Society, 83*(3), 245-257.
- Lewis, J. A., Lewis, M. D., Packard, T., & Souflee, F. (2001). *Management of human service programs* (3rd ed.). Belmont, CA: Wadsworth.
- Lewis, J. A., Packard, T. R., & Lewis, M. D. (2007) *Management of human service programs*, (4th ed.). Belmont, CA: Thomson Brooks/Cole.
- Liu, W. M., Ali, S. R., Soleck, G., Hopps, J., Dunstan, J. K., & Pickett, T., Jr. (2004). Using social class in counseling psychology research. *Journal of Counseling Psychology 51*(1), 3-18.
- Mason, M. A. (1994). *From father's property to children's rights: The history of child custody in the United States*. New York: Columbia University Press.
- Mason, M. A. (1999). *The custody wars: Why children are losing the legal battle, and what we can do about it*. New York: Basic Books.
- McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.

- McNamara, C. (2006). *Free basic guide to leadership & supervision*. Retrieved January 27, 2007, from www.managementhelp.org
- McPhatter, A. R. (2004). Culturally competent practice. In M. J. Austin & K. M. Hopkins (Eds.), *Supervision as collaboration in the human services: Building a learning culture* (pp. 47-58). Thousand Oaks, CA: Sage Publications.
- Miller, K. L., Miller, S. M., & Stull J. C. (2007). Predictors of counselor educators cultural discriminatory behaviors. *Journal of Counseling & Development*, 85(3), 325-336.
- Minnesota Child Response Initiative. (n.d.). *Geo-mapping project in Minneapolis*. Retrieved June 29, 2007, from www.childresponse.org/documents/Geomamps_mpls.html
- Mind Tools. (n.d.). Force field analysis: Understanding the pressures for and against change. Retrieved July 1, 2007, from <http://www.mindtools.com>
- Modcrin, M. (2007). *For field instructors: supervision framework*. Graduate School of Social Work, Portland State University, OR. Retrieved July 7, 2007, from <http://www.ssw.pdx.edu/mswfield/forfi/pgSupervisionFramework.php>
- Munson, C. E. (2002). *Handbook of clinical social work supervision* (3rd ed.). New York: Haworth Social Work Practice Press.
- National Association of Social Workers (NASW). (1999). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Press.
- National Child Welfare Research Center for Organizational Improvement [NRCOI]. (2007). *Fact sheets on: Stakeholder involvement and interagency collaboration, Developing community partnerships in child welfare, and Approaches to collaboration... State-Tribal partnerships*. Portland, ME: C. E. Cutler Institute for Child & Family Policy, Muskie School of Public Service, University of Southern Maine. Retrieved July 1, 2007, from <http://muskie.usm.maine.edu/helpkids/about.htm>
- Needell, B., Webster, D., Armijo, M., Lee, S., Cuccaro-Alamin, S., Shaw, T., et al. (2007a). *Child welfare services reports for California*. Retrieved February 2, 2008, from University of California, Berkeley, Center for Social Services Research: <http://cssr.berkeley.edu/CWSCMSreports/presentations/>
- Needell, B., Webster, D., Armijo, M., Lee, S., Cuccaro-Alamin, S., Shaw, T., et al. (2007b). *Child welfare services reports for California: Racial disproportionality and disparity in child welfare: The disparity index*. Retrieved July 29, 2007 from University of California, Berkeley, Center for Social Services Research: http://cssr.berkeley.edu/UCB_CHILDWELFARE/

- Netting, F. E., Kettner, P. M., & McMurtry, S. L. (1998). *Social work macro practice* (2nd ed.). New York: Longman.
- Npower. (2007). *Npower's technology guide for nonprofit leaders*. Retrieved January 12, 2007, from www.NPower.org
- O'Brien, M., Webster, S., & Herrick, A. (2007). *Coping with disasters and strengthening systems: A framework for child welfare agencies*. Retrieved July 7, 2007, from <http://muskie.usm.maine.edu/helpkids/rcpdfs/disasterchecklists.pdf>
- Perlmutter, F. D., Bailey, D., & Netting, F. E. (2001). *Managing human resources in the human services: Supervisory challenges*. New York: Oxford University Press.
- Perry, R. E. (2006). Education and child welfare supervisor performance: Does a social work degree matter? *Research on Social Work Practice, 16*(6), 591-604.
- Pines, A., & Aronson, E. (1988). *Career burnout: Causes and cures*. New York: Free Press.
- Quinn, T. L. (2002). Sexual orientation and gender identity: An administrative approach to diversity. *Child Welfare, 81*, 913-928.
- Reamer, F. G. (1989). Liability issues in social work supervision. *Social Work, 34*(5), 445-448.
- Reamer, F. G. (1992). The impaired social worker. *Social Work, 37*(2), 165-170.
- Reamer, F. G. (1995). Malpractice claims against social workers. *Social Work, 40*(5), 595-601.
- Reamer, F. G. (2001). *The social work ethics audit: A risk management tool*. Washington, DC: NASW Press.
- Reamer, F. G. (2003). *Social work malpractice and liability: Strategies for prevention* (2nd ed.). New York: Columbia University Press.
- Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work, 50*(4), 325-334.
- Reh, F. J. (2007). *Your guide to management: Definition of "cross training"*. Retrieved June 29, 2007, from <http://management.about.com/cs/people/a/crosstrain.htm>

- Roberts, D., & Doran, M. B. W. (2002). Welfare reform and families in the child welfare system. *University of Maryland Law Review*, 61, 386-436.
- Rosenheim, M. K., Zimring, F. E., & Tanenhaus, D. S. (Eds.). (2002). *A century of juvenile justice*. Chicago: University of Chicago Press,
- Rutgers, the State University of New Jersey, Center for Children and Families. (2004). *Supervision in public child welfare services*. [CD-ROM]. Newark: Author.
- Schmitz, C., & Parsons, B. A. (1999). *Everything you wanted to know about logic models but were afraid to ask*. Retrieved July 1, 2007, from <http://www.insites.org/publications.html#every>
- Schorr, L. (1997). *Common purpose*. New York: Anchor Books Doubleday.
- Shulman, L. (1993). *Interactional supervision*. Washington, DC: NASW Press.
- Siegel, D. I. (1995). The dynamics of team management in the human services. In L. Ginsberg & P. R. Keys (Eds.). *New management in human services* (2nd ed., pp. 72-97). Washington, DC: NASW Press.
- Skovholt, T. M. (2001). *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals*. Boston: Allyn & Bacon.
- Slavin, S. (1980). A theoretical framework for social administration. In F. D. Perlmutter & S. Slavin (Eds.), *Leadership in social administration: Perspectives for the 1980s* (pp. 3-21). Philadelphia: Temple University Press.
- Stamm, B. H. (2005). *Professional quality of life: Compassion satisfaction and fatigue subscales, Revision-IV (ProQOL)*. Retrieved July 1, 2007, from <http://www.isu.edu/~bhstamm/tests.htm>
- State of California, Health and Human Services. (2007). *Governor's budget summary 2007-08, Child welfare services*. Retrieved October 26, 2006, from <http://www.ebudget.ca.gov/Revised/BudgetSummary/HHS/1249567.html>
- State of California, Legislative Analyst's Office. (2006). *Social services budget background materials presented to Hon. Patty Berg, Chair, Assembly Budget Subcommittee No. 1 on Health & Human Services (10/26/2006)*. Retrieved October 26, 2006, from http://www.lao.ca.gov/handouts/socservices/2006/Background_Materials_02606.pdf

- Strand, V. C., & Badger, L. (2007). A clinical consultation model for child welfare supervisors. *Child Welfare*, 86(1), 79-96.
- Tropman, J. E., Johnson, H. R., & Tropman, E. J. (1992) *Committee management in human services*. Chicago: Nelson-Hall.
- United Nations, High Commission on Human Rights. (1989). *Convention on the rights of the child*. Retrieved July 27, 2007, from <http://www.ohchr.org/english/law/crc.htm>
- University of Wisconsin Extension. (n.d.). *Logic model*. Retrieved July 1, 2007, from www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
- Vinokur-Kaplan, D., & Miller, P. (2004). The collaborative practice of workplace teams. In M. J. Austin & K. M. Hopkins (Eds.). *Supervision as collaboration in the human services: Building a learning culture* (pp. 59-70). Thousand Oaks, CA: Sage Publications.
- Weaver, D., Chang, C., & Gil de Gibaja, M. (2006). *The retention of public child welfare workers*. Berkeley: University of California at Berkeley, California Social Work Education Center.
- Webb, N. B. (2001). Educating students and practitioners for culturally responsive practice. In N. B. Webb (Ed.), *Culturally diverse parent-child and family relationships: A guide for social workers and other practitioners*, (pp. 351-360). New York: Columbia University Press.
- Weinbach, R. W. (2003). *The social worker as manager* (4th ed.). Boston: Allyn & Bacon.
- Weinbach, R. W. (2008). *The social worker as manager* (5th ed.). Boston: Allyn & Bacon.
- Wharf, B., & McKenzie, B. D. (1998). *Connecting policy to practice in human services*. New York: Oxford University Press.
- Wilderdom. (2006). *Team building exercise and problem solving activity websites*. Retrieved July 1, 2007, from: <http://wilderdom.com/games/TeamBuildingExercisesWebsites.html>

**The following works were consulted in the creation of this curriculum,
but were not cited.**

Abramson, J. S. (1990). Making teams work. *Social Work With Groups*, 12(4), 45-63.

Alberta Teachers' Association, (2004). *Policy and position papers: Policy on professional growth, supervision and evaluation*. Retrieved July 7, 2007, from <http://www.teachers.ab.ca/About+the+ATA/Policy+and+Position+Papers/Policy/Educational+Policy/Professional+Growth+Supervision+and+Evaluation.htm>

American Public Human Services Association. (2005). *Child welfare services crossroads II: New directions in social policy*. New York: Author.

Austin, M. J. (Ed.). (1997). *Human services integration*. New York: Haworth Press.

Bailey, D., & Koney, K. (1996). Interorganizational community-based collaboratives: A strategic response to shape the social work agenda. *Social Work* 41(6), 602-611.

Bennett, J. B., & Lehman, W. E. K. (2002). Supervisor tolerance-responsiveness to substance abuse and workplace prevention training: Use of a cognitive mapping tool. *Health Education Research*, 17(1), 27-42.

Bernstein, N. (2001) *The lost children of Wilder: The epic struggle to change foster care*. New York: Pantheon Books.

Blair, G. M. (1997). Practical aspects of directing teams. Retrieved January 15, 2007, from <http://www.see.ed.ac.uk/~gerard/MENG/ME96/Documents/Aspects/direct.html>

Boardman, (2007). *Getting work done through others – the secrets of managing and delegating*. Central Legal Training, Inc., Birmingham, UK. Retrieved July 7, 2007, from <http://www.clt.co.uk/default.aspx?id=9¶m1=1687279>

Bronstein, L. R., (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306.

California Social Work Education Center [CalSWEC]. (n.d.). *History*. Retrieved January 15, 2007, from <http://calswec.berkeley.edu/CalSWEC/History.html>

California Social Work Education Center [CalSWEC]. (2006). *2005-2006 Annual report*. Berkeley: University of California at Berkeley, Author.

See Table 1, p. 31, Evaluation Plan, which is an application of a logic model.

- Collaborative approaches to financing comprehensive services. (1998). *Managing Care for Children & Families*, 1(2). Retrieved October 26, 2006, from <http://muskie.usm.maine.edu/helpkids/repdfs/MCI2.pdf>
- Fatout, M., & Rose, S. (1995). *Task groups in the social services*. Thousand Oaks, CA: Sage Publications.
- Figley, C. R. (Ed.). (1995). *Compassion fatigue: coping with secondary traumatic stress disorder in those who treat the traumatized*. Philadelphia: Brunner/Mazel
- The Finance Project. (1997). *Money matters: A guide to financing quality education and other services*. Washington, DC: Author.
- Fleck-Henderson, A., & Krug, S. (1998). *Child welfare innovative training for exemplary practice (pro-gen)*. Boston: Simmons College Graduate School of Social Work Partnership Project on Domestic Violence and Child Abuse.
- Fox, S. R., Miller, V. P., & Barbee, A. P. (2003). Finding and keeping child welfare workers: Effective use of training and professional development. *Journal of Human Behavior in the Social Environment*, 7(1-2), 67-81.
- Gibbs, J. A. (2001). Maintaining front-line workers in child protection: A case for refocusing supervision. *Child Abuse Review*, 10, 323-335.
- Harbert, F., & Tyler, N. (1997). Collaboration: A study of a children's initiative. In M. J. Austin (Ed.), *Human services integration* (pp. 83-108). New York: Haworth Press.
- Helfgott, K. P. (1991). *Staffing the child welfare agency: Recruitment and retention*. Washington, DC: CWLA Press.
- Jordan Institute for Families, University of North Carolina, School of Social Work. (n.d.). *Staying power!* Training modules, video and toolkits. Retrieved April 3, 2007, from <http://ssw.unc.edu/jif/rr/products.htm>
- Kortenkamp, K., & Ehrle, J. (2002) *The well-being of children involved with the child welfare system: A national overview*. Washington, DC: The Urban Institute.
- Krahn, G. L., Thom, V. A., Sokoloff, K., Hylton, J., & Steinberg, M. (2000). *Every child special – Every child safe: Protecting children with disabilities from maltreatment: A call to action*. Oregon Health Sciences University, Portland Child Development and Rehabilitation Center. Technical Report. Retrieved June 29, 2007, from <http://www.ohsu.edu/oidd/Documents/OAKSProjectbw.pdf>

- Kumagai, B. T., & Kleiner, B. H. (1995). Managing the transition to supervision [Electronic version]. *Work Study*, 44(1), 8-10.
- Miller, D. C. (2001). What is needed for true equality: An overview of policy issues for women. In K. J. Peterson & A. A. Lieberman (Eds.). *Building on women's strengths: A social work agenda for the 21st century* (2nd ed., pp. 44-65). Binghamton, NY: Haworth Social Work Practice Press.
- National Child Welfare Research Center for Organizational Improvement [NRCOI]. (2002). *Community partnerships & linkages: Reaching out to work together*. Curriculum developed jointly with Maryland Department of Human Resources/Social Services Administration and Baltimore City Department of Social Services. Retrieved July 23, 2007, from <http://muskie.usm.maine.edu/helpkids/pubstext/partnercurr/partnerships.htm>
- National Child Welfare Resource Center for Organizational Improvement [NRCOI]. (2006). *Training and technical assistance*. Retrieved July 11, 2007, from <http://muskie.usm.maine.edu/helpkids/training.htm>
- O'Brien, K. A. (1988) Interagency collaboration and coordination: Implications for professional development. In S. J. Jones and J. L. Zlotnik (Eds.), *Preparing helping professionals to meet community needs* (pp. 111-125). Alexandria, VA: Council on Social Work Education.
- O'Brien, M. (1998, Winter). Collaborative approaches to financing comprehensive services. *Managing Care for Children and Families*, 1(2). Retrieved February 26, 2007, from <http://muskie.usm.maine.edu/helpkids/newsletter.htm>
- Office of the Chief Clerk, California State Assembly. (2005). *The legislative procedure*. Retrieved July 30, 2007 from <http://www.assembly.ca.gov/cler/BILLS/LEGISLATURE/LEGPROCESS.htm>
- Parker, G. M. (2007a). *Team players and teamwork*. San Francisco: Jossey-Bass.
- Parker, G. M. (2007b). *Team players and teamwork*. In P. G. Northouse, *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage.
- Peterson, K. J., & Lieberman, A. A. (Eds.). (2001). *Building on women's strengths: A social work agenda for the 21st century* (2nd ed.). Binghamton, NY: Haworth Social Work Practice Press.

- Phillips, R., Gregory, P., & Nelson, M. (2003). Moving toward collaboration: Using funding streams to advance partnerships in child welfare practice. *Journal of Human Behavior in the Social Environment*, 7(3), 115-133.
- Roberts, D. (2002). *Shattered bonds: The color of child welfare*. New York: Basic Books.
- Sawhill, I. (Ed.). (2003). *One percent for the kids: New policies, brighter futures for America's children*. New York: Brookings Institution Press.
- Schechter, S. & Edleson, J. L. (1999). *Executive summary: Effective intervention in domestic violence and child maltreatment cases: Guidelines for policy and practice*. Retrieved June 29, 2007, from <http://www.ncjfcj.org/content/view/136/302/>
- Showers, J. (1999) *Never never never shake a baby: The challenges of Shaken Baby Syndrome*. Retrieved June 29, 2007, from <http://www.childrenshospitals.net/AM/TemplateRedirect.cfm?Template=/CM/ContentDisplay.cfm#ContentID=25181>
- Stark, D. (1999) *Collaboration basics: Strategies from six communities engaged in collaborative efforts among families, child welfare and children's mental health*. Retrieved July 23, 2007, from <http://www.cssp.org/publications/index.php>
- State of California, Health and Human Services. (2007). *Governor's budget summary 2007-08, Child welfare services*. Retrieved June 15, 2007, from <http://www.ebudget.ca.gov/Revised/BudgetSummary/HHS/1249567.html>
- State of California, Legislative Analyst's Office. (2006). *Social services budget background materials presented to Hon. Patty Berg, Chair, Assembly Budget Subcommittee No. 1 on Health & Human Services*. Retrieved October 26, 2006, from http://www.lao.ca.gov/handouts/socservices/2006/Background_Materials_102606.pdf
- Voluntary Action Leicester [VAL]. (2000). *Supervision of staff*. Leicester, UK. Retrieved July 7, 2007, from www.voluntaryactionleicester.org.uk
- Watson, P. (2005, Fall). Stakeholder involvement in child welfare. *Child Welfare Matters*. Retrieved February 26, 2007, from <http://muskie.usm.maine.edu/helpkids/newsletter.htm>
- Yukl, G. (2002). *Leadership in organizations*, (5th ed.). Upper Saddle River, NJ: Prentice Hall.

APPENDIXES

ANNOTATED BIBLIOGRAPHY (by Module)

A Context for Management and the Workplace Environment

Austin, D. (1995). Management overview. In R. L. Edwards (Ed.), *Encyclopedia of social work* (19th ed., pp. 1642-1658). Washington, DC: NASW Press.

Primary source for description of management practices and processes in the social services.

Clark, S. J. (2005). *The turnover report for California's county public child welfare agencies, 2002-2003*. Retrieved April 15, 2007, from University of California at Berkeley, California Social Work Education Center Web site: <http://calswec.berkeley.edu/CalsWEC/Publications.html>

A foundational report on the turnover rates of child welfare workers in California counties, particularly focusing on the behavior and reasoning of the Title IV-E stipend recipients about their staying/leaving child welfare positions.

Davis, J., Fanning, J., Smith, J., & Shaw, P. (2004). *Npower's technology guide for nonprofit leaders: A mission support tool for health and human services*. Retrieved January 15, 2007, from <http://www.npower.org/>

Website provides integrated technology to assist nonprofit community organizations with planning, consulting, education, and support.

Devore, W., & Schlesinger, E. G. (1999). *Ethnic-sensitive social work practice* (5th ed.). Boston: Allyn & Bacon.

The authors blend social work concepts of knowledge, values, and skills with ethnic reality to examine various aspects of social work practice. They use a concept of "layers of understanding." Particularly relevant for the current discussion are chapters 9 (Ethnic-Sensitive Macro Practice) and 12 (Ethnic-Sensitive Practice in the Public Sector).

Fauri, D. P., Wernet, S. P., & Netting, F. E. (2004). *Cases in macro social work practice* (2nd ed.). Boston: Allyn & Bacon.

Case examples on various topics, including a chart to assist in selection of the appropriate example for use. There are 19 topics, including Advocacy, Coalitions, Community Organizing, Leadership, Needs Assessment, Organizational Culture, Power, and Strategic Planning.

Gambrill, E., & Pruger, R. (Eds.). (1997). *Controversial issues in social work ethics, values, and obligations*. Boston: Allyn & Bacon.

Each chapter is a debate between two or more proponents on a series of social work ethical dilemmas. Chapter 12 explores the role of the NASW Code of Ethics for agency executives.

Ginsberg, L. (1995). Concepts of new management. In L. Ginsberg & P. R. Keys, *New management in human services* (2nd ed., pp. 1-37). Washington, DC: NASW Press.

Historical discussion of popular management concepts such as TQM, quality circles, teamwork, MBO, and so forth.

Ginsberg, L., & Keys, P. R. (1997). *New management in human services* (2nd ed.), [CD-ROM]. Washington, DC: NASW Press

This is a collection of articles addressing topics particularly current in human services. These include the preference of MBA, MPA, or MSW for leading a human service organization; how human services management has evolved; the concept of the "Intelligent Organization," women in social services management; the importance of team management; and the multicultural workplace.

Gulick, L., & Urwick, L. (Eds.). (1937). *Papers on the science of administration*. New York: Institute of Public Administration.

This collection includes classic discussions of theory of organizations, and includes contributions from business and public sectors, as well as from an international perspective.

Gummer, B., & Edward, R. (1995). The politics of human services administration. In L. Ginsberg & P. R. Keys (Eds.), *New management in human services* (2nd ed.), [CD-ROM]. Washington, DC: NASW Press.

The human services manager is viewed as an individual who must work in a political arena. This is based on the "critical political skill" of being able to understand the various and competing interests that impact the work of the manager. The article continues to delineate the various aspects of that political process.

Hyde, C. (2004). The women's co-op: The clash of two organizational cultures: Theoretical and practice perspectives. In D. P. Fauri, S. P. Wernet, & F. E. Netting, *Cases in macro social work practice* (2nd ed., pp. 154-158). Boston: Allyn & Bacon.

This case study focuses on choices that an organization has and the role that organizational culture plays in preservation of a group's identity. It discusses the concept of organizational culture and environment, and the importance of

- understanding the culture and environment if one is to successfully bring about change. It further discusses working with conflicting organizational cultures and ideologies. The first half of the chapter is theory; the second half is the case study.
- Lewis, J. A., Lewis, M., Packard, T., & Souflee, F. (2001). The environments of human service organizations. In J. A. Lewis, *Management of human service programs* (3rd ed., pp. 23-41). Belmont, CA: Wadsworth.
Addresses aspects of organizational environment and how to analyze. Includes discussion of uniqueness of human service organizations, environmental trends, needs assessment, community collaborations, and stakeholder expectations. Includes discussion questions and a case study.
- McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.
Historical article discusses blending the human relations and scientific management approaches, and theories X and Y.
- Netting, F. E., Kettner, P. M., & McMurtry, S. L. (1998). *Social work macro practice* (2nd ed.). New York: Longman.
This book begins with the historical roots of macro practice, including values and historical perspectives. It then presents material on the community and the agency as arenas for change, and concludes with a discussion of tactics for changing macro systems. The Community and Organization sections include frameworks for completing analyses of communities and organizations, including strengths and problems. Various management theories are also discussed.
- Perlmutter, F. D. (1990). *Changing hats from social work practice to administration*. Washington, DC: NASW Press.
Challenges for direct practitioners moving to management.
- Perlmutter, F. D., & Crook, W. (2004). *Changing hats while managing change*. Washington, DC: NASW Press.
Focus on direct practitioners wanting to improve their professional knowledge and understanding of the organization.
- Scanlon, E., & Harding, S. (2005). Social work and labor unions: Historical and contemporary alliances. *Journal of Community Practice*, 13(1), 9-30.
Discussion of the historical relationship between the social work profession and the labor movement. Includes the struggles between the social work move toward professionalization and the union move towards populism and the interest

of its members. Although the two moved in different directions post World War II, they are currently finding more common issues. This is a result of the dominance of managed care and the cuts in governmental support for human services programs.

- Skidmore, R. (1995). *Social work administration* (3rd ed.). Boston: Allyn & Bacon. Chapter 2 (Social Work & Management) presents historical background on management. This is discussed in the context of social work organizations. Basic principles that lead to effective social work administration are presented (acceptance, participatory management, and open communication). Chapter 8 (Organization for Services) presents concepts such as formal/informal organizations, horizontal/vertical organizations, structural factors, and span of control.
- Smith, B. D., & Donovan, S. E. F. (2003). Child welfare practice in organizational and institutional context. *Social Service Review*, 77(4), 541-563.
Examines the impact of policy change on child welfare practice. Suggests that best practices are often hindered by external environmental pressures.
- Tropman, J. E., Johnson, H. R., & Tropman, E. J. (1992). *Committee management in human services*. Chicago: Nelson-Hall.
This is a guidebook to running meetings. Topics include: Committee Roles, Planning and Preparing for Meetings, Participation, Specifics of Agendas, and Minutes and Other Forms of Communication. It includes discussion of evaluation.
- Tropman, J. E., Erlich, J. L., and Rothman, J. (Eds.). (2001). *Tactics & techniques of community intervention* (4th ed.). Itasca, IL: Peacock.
Selected readings on the relationship between organizations and communities. A variety of tactics are examined based on case studies that focus on assessment, planning, evaluation, and organizational change.
- Weaver, D., Chang, C., & Gil de Gibaja, M. (2006). *The retention of public child welfare workers*. Berkeley: University of California at Berkeley, CalSWEC.
A curriculum for agency trainers and managers, exploring the reports from CalSWEC about child welfare staff turnover.

Policy Practice

Austin, M. J. (Ed.). (2004). *Changing welfare services: Case studies of local welfare reform programs*. New York: Haworth Press, Inc.

Case studies of innovative programs developed in response to welfare reform. Practical presentation of how policies are implemented at the local, community level.

Bernstein, N. (2002). *Lost children of Wilder*. New York: Knopf Publishing Group.

Examines the child welfare system in New York from a legal perspective and within the framework of a multigenerational family caught in the middle. Provides a source of discussion for the impact of policies and law on the practice and implementation of those laws and policies.

DiNitto, D., & Cummins, L. (2006). *Social welfare: Politics and public policy* (6th ed.). Boston: Allyn & Bacon, Inc.

Basic text for social policy courses, it does a good job of demonstrating how recent legislation has resulted in policies that are currently impacting social services. Excellent at discussing the interaction between politics and the development of policy.

Gardner, F. (2006). *Working with human service organizations: Creating connections for practice*. New York: Oxford University Press.

Author addresses the parallel process between micro practice and organizational issues. Examines the move toward integrated practice and discusses the principles of integrated practice.

Gilbert, N., & Terrell, P. (2001). *Dimensions of social welfare policy* (5th ed.). Boston: Allyn & Bacon.

Presents the latest in American social policy, including the new welfare laws. Discusses the difficulties encountered in making social welfare policy decisions and choices. Examines various policy alternatives from theoretical framework.

League of California Cities. (2003). *Navigating the legislative process*. Sacramento, CA: Author. Retrieved July 1, 2007 from www.seismic.ca.gov/pub/Navigating_the_Legislative_Process.pdf

A 17-page publication that succinctly explains the process of taking a proposed change from bill to law.

Office of the Chief Clerk, California State Assembly. (2005). *The legislative procedure*. Retrieved July 30, 2007, from [http://www.assembly.ca.gov/clerk/BILLS LEGISLATURE/LEGPROCESS.HTM](http://www.assembly.ca.gov/clerk/BILLS%20LEGISLATURE/LEGPROCESS.HTM)

A 33-page publication, produced by the administrative staff of the State Assembly, explaining in greater detail (than the version from the League of California Cities) the process of taking a proposed change from bill to law.

Mather, J. H., Lager, P. B., & Harris, N. J. (2006) *Child welfare: Policies and best practice*. Belmont, CA: Thomson/Brooks-Cole.

Book provides a fully integrated balance between child welfare policy and child welfare practice. They present a multi-systemic approach helping practitioners to understand how policies and laws are made and also how to practice effectively within these laws and policies.

Jensen, J. M., & Fraser, M. W. (Eds.). (2005). *Social policy for children and families: A risk and resilience perspective*. Thousand Oaks, CA: Sage.

The authors apply a risk and resilience model to help readers understand and develop effective public policies for children, youth, and families. They offer recommendations for ways to advance a public health framework in policy development, implementation, and evaluation.

Reed, D. F., & Karplow, K. A. (2002, November). *Understanding the child welfare system in California: A primer for service providers and policymakers*. Berkeley, CA: California Center for Research on Women and Families, Public Health Institute. Retrieved March 10, 2007, from <http://www.ccrwf.org/>

Primer for policymakers and practitioners. Explains the elements of the child welfare system in California and the relationships between federal, state, and county entities. Budget/funding streams are addressed as well as best practices trends.

Roberts, D. E. (2003). *Shattered bonds*. New York: Basic Books.

This book describes the devastating social consequences of the overwhelming number of Black children in the child welfare system. Examines the impact of past and current policies on families in the system.

Wharf, B., & McKenzie, B. D. (1998). *Connecting policy to practice in human services*. New York: Oxford University Press.

Examines how policy responds to the needs of service users. Addresses Canadian system but has application to the United States policy formation

process including the need to be more inclusive of various constituencies in the identification and development of policy agendas.

Agency Assessment

Austin, M. J., & Hopkins, K. M. (Eds.). (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage.

The collected chapters in this volume speak to assessing human service agencies. Chapter 5 (McPhatter) covers the culturally competent agency and managers, and Chapter 9 (Reamer) focuses on ethical decision making for risk management.

Araujo, B. (2004). *Cultural competence*. University of Michigan, Child Welfare Supervisor's Training Program. Retrieved July 20, 2002, from <http://www.ssw.umich.edu/public/currentProjectstpcws/culturalIssues/culturalCompetence.html>

<10-minute PowerPoint online training for child welfare staff.

Boswell, J. (1988). *The kindness of strangers: The abandonment of children in Western Europe from late antiquity to the Renaissance*. New York: Pantheon Books.

An engrossing history of the earliest Western historical traces of the numbers of abandoned children and what we can surmise about their fates.

Cahn, N. (2002). Race, poverty, history, adoption, and child abuse: Connections. *Law & Society Review*, 36(2), 461-490.

A lengthy article that reviews two books related to child welfare. It offers a critique that alludes to a possible social class rather than racism explanation for disparities but does not prove that contention.

Child Welfare League of America [CWLA]. (2003). *Statement: Children of color in the child welfare system: Overview, vision, and proposed action steps*. Retrieved July 20, 2007, from <http://www.cwla.org/programs/culture/disproportionate.htm>

Dohrn, B. (2002). The school, the child, and the court. In M. K. Rosenheim, F. E. Zimring, & D. S. Tanenhaus (Eds.), *A century of juvenile justice* (267-309). Chicago: University of Chicago Press.

History of schooling, truancy, status offenses, and diversion programs, disabled children's rights, zero tolerance policies, reform movements, orphanages, court schools, abuse and neglect, and foster youth as they have interacted with juvenile courts.

Edelman, P. (2002). American government and the politics of youth. In M. K. Rosenheim, F. E. Zimring, & D. S. Tanenhaus (Eds.). *A century of juvenile justice* (310-338). Chicago: University of Chicago Press.

History of youth through the 20th century, as government addressed policy on: delinquency, Civil Rights, family poverty, learning disabilities, and adolescence itself.

Edmonds, B. C., & Fernekes, W. R. (1996). *Children's rights: A reference handbook*. Santa Barbara, CA: ABC-CLIO.

This volume compiles the status of international children's rights, with two chapters focused on the U.S. It moves from an overview, to a chronology, through key biographic sketches, policies and court rulings, statistics, and a directory of helpful organizations and agencies, with annotated lists of resources. Chapter 2, pages 31-49 is recommended for the chronology of children's rights.

Gambrill, E., & Pruger, R. (Eds.). (1992). *Controversial issues in social work*. Boston: Allyn and Bacon.

This is the book that started a trend in debate-style examinations of contentious issues in social work. Each chapter consists of an issue framed as a question, then argued and rebutted by various contributors. For this section of the module, read the chapter on whether or not social workers belong in labor unions.

Greene, A. D., & Latting, J. K. (2004). Whistle-blowing as a form of advocacy: Guidelines for the practitioner. *Social Work, 49*(2), 219-232.

Within the context of advocacy, social workers are encouraged to stand against inhumane conditions. While whistle-blowing came to recent prominence through corporate and public administration examples, the authors provide literature, explanation, and guidance for social workers who are newly contemplating the use of this tactic.

Hewlett, S. A., & West, C. (1998). *The war against parents: What we can do for America's beleaguered moms and dads*. New York: Houghton Mifflin Co.

An analysis of the anti-family laws and policies that contribute to U.S. family and economic problems. Recommends a series of reforms and a "parents bill of rights."

Hutchison, E. D., & Charlesworth, L. W. (2001). Child welfare as a woman's issue: Untangling gender, race, and class. In K. J. Peterson & A. A. Lieberman (Eds.) *Building on women's strengths: A social work agenda for the 21st century* (2nd ed., pp. 67-94). Binghamton, NY: Haworth Social Work Practice Press.

This chapter specifically examines the roles of gender, race, and class bias in the determinations made by child welfare social workers when assessing families that come from lower income levels than the workers' own families of origin or current circumstances. The authors note the different expectations placed on poor women of color with children (must work) as opposed to the expectations for white mothers with more income (should not work outside the home).

Jones, L. (1998). Social class, ethnicity and child welfare. *Journal of Multicultural Social Work*, 6(3-4). 123-138.

An earlier ethnicity and class bias analysis related to child welfare social workers and their differences from their clients.

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

A scholarly yet lively tome that has passed the test of time. It incorporates the history, definitions, and significance of administrative, educational and supportive supervision. It includes descriptions of the problems and stressors, as well as innovations.

Kauble, P. D. (2007). *California laws relating to minors*. Los Angeles: Legal Books Distributing.

A compendium of laws from various California Codes (e.g., Education, Evidence Family, Health & Safety, Motor Vehicle, Penal, Welfare & Institutions, etc.), all relating to the treatment or behavior of minors (children between birth and 18 years of age).

Korbin, J. (Ed.). (1981). *Child abuse and neglect: Cross-cultural perspective*. Berkeley: University of California Press.

This author was credited by Hutchison & Charlesworth (2001) with the idea that societies where caregiving is shared have the lower rates of child maltreatment.

Liu, W. M., Ali, S. R., Soleck, G., Hopps, J., Dunstan, K., & Pickett, T., Jr. (2004). Using social class in counseling psychology research. *Journal of Counseling Psychology* 51(1), 3-18.

Counseling professionals examine the role of social class bias and attitudes toward the subjects of psychology research.

Mason, M. A. (1999). *The custody wars: Why children are losing the legal battle, and what we can do about it*. New York: Basic Books.

An examination of the current status of children's rights (or lack thereof) in U.S. family courts where divorce and child custody matters are heard, but children are again regarded as a form of property, no longer as labor investments, but as the emotional belongings of their parents.

Mason, M. A. (1994). *From father's property to children's rights: The history of child custody in the United States*. New York: Columbia University Press.

A history of children's rights in the U.S. from colonial times through the first half of the 20th century. Children move from being servants of their fathers, to requiring a mother's love and care during the first 100 years of colonial times, then the state is seen as a "superparent", and finally "best interests of the child" becomes a legal standard, with widespread social services directed toward children and their protection.

Miller, D. C. (2001). What is needed for true equality: An overview of policy issues for women. K. J. Peterson & A. A. Lieberman (Eds.) *Building on women's strengths: A social work agenda for the 21st century* (2nd ed., pp. 44-65). Binghamton, NY: Haworth Social Work Practice Press.

A chapter that examines the economic system as it relates to family, gender, and class. It ponders the outcomes of comparisons when the dominant paradigm is that of white males, their choices, and patterns. When poor, female-headed households of color are measured against such standards without the benefit of comparable privileges, the results are seen in overrepresentation in punitive or negative systems (public assistance, incarceration, etc.).

Miller, K. L., Miller, S. M., & Stull, J. C. (2007). Predictors of counselor educators cultural discriminatory behaviors. *Journal of Counseling & Development*, 85(3), 325-336.

Counseling professionals examine the role of social class bias and attitudes among counselor trainers toward their trainees. This may have parallel applicability to child welfare social workers and their students, but such a relationship has not been studied. It would also be instructive to see whether detected biases transferred into the relationships between the supervisees and their clients.

National Association of Social Workers [NASW]. (1999). *NASW code of ethics*. Washington, DC: NASW Press.

Booklet available gratis to NASW members; code also available in various social work textbooks and online. Retrieved July 9, 2007, from <http://www.socialworkers.org/pubs/code/code.asp>

National Child Welfare Research Center for Organizational Improvement [NRCOI]. (2007). *Fact sheet on: Assessing and enhancing the service array in child welfare*. Portland, ME: C. E. Cutler Institute for Child & Family Policy, Muskie School of Public Service, University of Southern Maine. Retrieved July 11, 2007, from <http://muskie.usm.maine.edu/helpkids/about.htm>

Publications from one of seven national resource centers on children's issues, sponsored by the Children's Bureau of the U.S. Department of Health and Human Services. This center has many child welfare management-oriented fact sheets, publications, videos, links, and other easily-accessible resources.

Netting, F. E., Kettner, P. M., & McMurtry, S. L. (1998). *Social work macro practice* (2nd ed.). New York: Longman.

This book has a section on the organization as the arena of change. Within that part are chapters which address the assessment and planning components. Ways in which the organizational structure can be assessed for readiness for change are addressed, including a framework, found in the appendix.

O'Brien, M., Webster, S., & Herrick, A. (2007). *Coping with disasters and strengthening systems: A framework for child welfare agencies*. Retrieved July 7, 2007, from http://tatis.muskie.usm.maine.edu/pubs/pubdetailWtemp.asp?PUB_ID=B060062

Report developed by the National Child Welfare Resource Center for Organizational Improvement (NRCOI), a service of the Children's Bureau, U.S. Department of Health and Human Services. Emphasizes importance of preparing in advance for crises on behalf of vulnerable populations such as children in foster care. Same steps strengthen critical systems for agency management.

Peterson, K. J., & Lieberman, A. A. (Eds.). (2001). *Building on women's strengths: A social work agenda for the 21st century* (2nd ed.). Binghamton, NY: Haworth Social Work Practice Press.

A lively current text that gathers multiple authors' viewpoints on the role of gender in a variety of social work venues and proposes policy and practice changes that would bring about greater equity and justice for women.

Quinn, T. L. (2002). Sexual orientation and gender identity: An administrative approach to diversity. *Child Welfare, 81*, 913-928.

A training module was developed for the Child Welfare League of America, to counteract homophobic attitudes found in a Northeastern state child welfare office. It promoted systems change with the hierarchy. Its use resulted in demonstrable increases in support for LGBTQ services and additional staff training.

Reamer, F. G. (1989). Liability issues in social work supervision. *Social Work, 34*(5), 445-448.

Article addresses issues of professional liability for supervisors, staff, and students. Provides advice for preventing liability.

Reamer, F. G. (2001). *The social work ethics audit: A risk management tool*. Washington, DC: NASW Press.

A manual with a sample instrument that might be used by the manager of any social work agency to conduct an examination of the risks inherent in any ethical violations present in the organization. Pages 37-41 are most applicable.

Roberts, D., & Doran, M. B. W. (2002). Welfare reform and families in the child welfare system. *University of Maryland Law Review, 61*, 386-436.

Noted law professor & author of *Shattered Bonds: The Color of Child Welfare*, Ms. Roberts and her colleagues are now examining the links between poverty, welfare reform, and child welfare.

Rosenheim, M. K., Zimring, F. E., & Tanenhaus, D. S. (Eds.). (2002). *A century of juvenile justice*. Chicago: University of Chicago Press.

See in particular section 4, Juvenile justice and child welfare. Chapters 10 & 11, by B. Dohrn & P. Edelman, respectively, trace the involvement of school, government, and the politics of youth as they intersect with the first 100 years of juvenile courts in the U.S.

United Nations, High Commission on Human Rights. (1989). *Convention on the rights of the child*. Retrieved July 27, 2007, from <http://www.ohchr.org/english/law/crc.htm>

Web page provides the text of the Convention on the Rights of the Child, as well as a listing of dates and status of all countries' signings and/or ratification of the document.

Planning

Bryson, J. M. (2004). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (3rd ed.). Hoboken: New Jersey: John Wiley & Sons, Inc.

A primer on strategic planning that provides useful definitions and descriptions of planning processes for nonprofit agency managers and administrators.

Freisthler, B., Bruce, E., & Needell, B. (2007). Understanding the geospatial relationship of neighborhood characteristics and rates of maltreatment for Black, Hispanic, and White children. *Social Work, 52*(1), 7-16.

This article identifies variables most associated with increased or decreased rates of child maltreatment by neighborhood, noting that effective prevention efforts may require targeted tailoring to specific demographic characteristics.

Ginsberg, L., & Keys, P. R. (Eds.). (1995). *New management in human services* (2nd ed.). Washington, DC: NASW Press

Basic management information. Addresses new trends in social work profession and has specific chapter on women in management in the social services.

Goode, T. D. (1999). *Getting started: Planning, implementing and evaluating culturally competent service delivery systems for children with special health needs and their families: Implications for policy makers and administrators*. Washington, DC: National Center for Cultural Competence. Retrieved March 10, 2007, from www.cultural@georgetown.edu

Checklist developed by the National Center for Cultural Competence helps programs and organizations concerned with the delivery of services. "There is no one method for getting started on the journey towards cultural competence." Human service agencies need to systematically incorporate competent principles and practices at all levels, including policy making, administrative, practice/service delivery, and consumer levels. This checklist provides guidance for getting started.

Harrell, A., Burt, M., Hatry, H., Rossman, S., Roth, J., & Sabol, W. (2000). *Evaluation strategies for human services programs: A guide for policymakers and providers*. Retrieved March 10, 2007, from www.ojp.usdoj.gov/BJA/evaluation/guide/documents/evaluation_strategies.html

Paper from the Urban Institute lays out, for the non-technician, the basic principles of program evaluation design that is critical to the planning function. It

signals pitfalls, identifies constraints that need to be considered, and presents ideas for solving potential problems.

Lewis, J. A., Packard, T. R., & Lewis, M. D. (2007). *Management of human service programs* (4th ed). Belmont, CA: Thomson/Brooks-Cole

Authors discuss the problems facing managers in the context of human service organizations. They cover the theory and practice of contemporary human service management and stress planning and program design, theory, and the design and use of information systems. Case examples/studies are used.

Mind Tools. (2007). *Force field analysis: Understanding the pressures for and against change*. Retrieved July 1, 2007, from: www.mindtools.com

Web site geared to career and management training. Once at the site, click on "Decision Making", then on "Force Field Analysis" for a brief article and free worksheet to examine pressures for and against change.

Minnesota Child Response Initiative. (n.d.) *Geo-mapping project in Minneapolis*. Retrieved June 29, 2007, from www.childresponse.org/documents/Geomaps_mpls.html

An example of how a geomapping tool was adapted to child welfare services needs.

National Child Welfare Research Center for Organizational Improvement [NRCOI]. (2007). *Effective strategic planning for child welfare agencies*. Portland, ME: C. E. Cutler Institute for Child & Family Policy, Muskie School of Public Service, University of Southern Maine. Retrieved July 1, 2007, from <http://muskie.usm.maine.edu/helpkids/about.htm>

Publication from one of seven national resource centers on children's issues, sponsored by the Children's Bureau of the U.S. Department of Health and Human Services. This center has many child welfare management-oriented fact sheets, publications, videos, links, and other easily-accessible resources.

Netting, F. E., Kettner, P. M., & McMurtry, S. L. (1998). *Social work macro practice* (2nd ed.). New York: Longman.

Among the parts of this book is one on the organization as the arena of change. Within that part are chapters which address the assessment and planning components. Ways in which the organizational structure can be assessed for readiness for change are addressed.

Patti, R. (Ed.). (2000). *The handbook of social welfare management*. Thousand Oaks, CA: Sage.

Provides an integrated treatment of theory, research, and practice pertaining to social welfare management in public and nonprofit sectors. Examines functions performed by social welfare managers and addresses strategic management issues.

Schmitz, C., & Parsons, B. A. (1999). *Everything you wanted to know about logic models but were afraid to ask*. Retrieved July 1, 2007, from <http://www.insites.org/publications.html#every>

Paper addresses situations in which private foundations design initiatives and award grants to a number of sites. Logic model communicates why programs will work, or why they are good solutions to identified problems.

Weinbach, R. W. (2008). *Social worker as manager: A practical guide to success* (5th ed.). Boston: Allyn & Bacon, Inc.

Author provides a book written for practitioners who wish to understand the role of manager within human services agencies. He presents practical advice on how to perform effectively in such organizations.

Accountability and Budgeting

Christian, S. (2006). *The changing landscape of federal child welfare financing*. Retrieved March 19, 2009, <http://www.ncsl.org/print/cyf/CWFinancing.pdf>

Update on federal budget related to child welfare. It is subtitled "A Primer for Policymakers."

Congress, E., & Gummer, B. (1997). Is the Code of Ethics as applicable to agency executives as it is to direct service practitioners? In E. Gambrill & R. Pruger (Eds.), *Controversial issues in social work ethics, values, and obligations* (pp. 137-150). Boston: Allyn & Bacon.

The editors brought together practitioners and academicians to present pro and con arguments of this and many other questions.

The Finance Project. (1997). *Money matters: A guide to financing quality education and other services*. Washington, DC: Author.

This handbook, intended for state and local decision makers, discusses alternative financial approaches and strategies for developing and sustaining public support.

Lewis, J., Lewis, M. D., Packard, T., & Souflee, F. (2001). *Management of human service programs* (3rd ed). Belmont, CA: Wadsworth.

Chapter 8 addresses the relationship between financial management and program goals. It presents budget functions (planning, coordinating & communicating, monitoring progress and evaluating performance. It also talks about steps in the budgeting process and different approaches to budget formulation.

O'Brien, M. (1998, Winter). Collaborative approaches to financing comprehensive services. *Managing Care for Children and Families*, 1(2), (NRCOI newsletter). Retrieved February 26, 2007, from <http://muskie.usm.maine.edu/helpkids/newsletter.htm>

This article focuses on the redeployment of funds.

Schorr, L. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America*. New York: Anchor Books Doubleday.

Critical analysis of how education, welfare, and family support systems have failed. It also discusses successful programs and addresses the imperative to rebuild programs that are successful.

State of California, Health and Human Services. (2007). *Governor's budget summary 2007-08, Child welfare services*. Retrieved February 15, 2007, from <http://www.ebudget.ca.gov/Revised/BudgetSummary/HHS/1249567.html>

State of California, Legislative Analyst's Office. (2006). *Social services budget background materials presented to Hon. Patty Berg, Chair, Assembly Budget Subcommittee No. 1 on Health & Human Services* (10/26/2006). Retrieved February 15, 2007, from www.lao.ca.gov/handouts/socservices/2006/Background_Materials_102606.pdf

Resiliency: Building and Retaining a Resilient Staff

Anderson, D. G. (2000) Coping strategies and burnout among veteran child protection workers. *Child Abuse and Neglect*, 24(6), 839-848.

Article explores how 151 veteran (2+ years) front-line child protective service (CPS) investigations workers in a southeastern U.S. social services department cope with job stress. Those who used engaged coping strategies were less likely to feel depersonalized and more likely to feel a sense of personal accomplishment.

Austin, M. J., & Hopkins, K. M. (Eds.). (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage.

This volume is a collection of articles about various human services programs and their attempts at integration. It focuses on collaborations and neighborhood-based service systems.

Azar, S. T. (2000). Preventing burnout in professionals and paraprofessionals who work with child abuse and neglect cases: A cognitive behavioral approach to supervision. *Journal of Clinical Psychology, 56*, 43-63.

Article focuses on the potential for burnout in both paraprofessional and professional levels of social workers in child welfare. Discusses strategies in supervision for combating early manifestations of burnout and to prevent its full-blown occurrence.

Bednar, S. G. (2003). Elements of satisfying organizational climates in child welfare agencies. *Families in Society, 84*(1), 7-13.

This article reviews research on job satisfaction in child welfare systems and on factors that influence a worker's decision to leave a job or stay, as well as organizational climate factors which have been linked to job satisfaction, consumer satisfaction, and client outcomes.

Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. *Families in Society: Journal of Contemporary Human Services, 84*, 463-470.

Focus is on how work stresses can contribute to vicarious trauma. Identifies both personal and organizational correlates. Authors review the growing literature on the organizational components of vicarious trauma and suggest changes in organizations.

Bernotavicz, F. (2004). *Retention of child welfare caseworkers: A report*. Portland, ME: National Child Welfare Resource Center for Organizational Improvement.

Report on Maine's Division of Human Services regarding factors that caused staff to leave their employment with DHS. Findings and recommendations are given.

Bride, B. E. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work, 52*(1), 63-70.

Purpose of the study was to investigate the prevalence of STS in a sample of social workers. Concludes that social workers engaged in direct practice are highly likely to be secondarily exposed to traumatic events through their work with traumatized populations and many may meet the criteria for STS.

Brohl, K. (2004) *The new miracle workers: Overcoming contemporary challenges in child welfare*. New York: Child Welfare League of America.

Looks at the external and personal stressors that contribute to burnout and describes the symptoms of the condition. Tips for preventing and overcoming burnout are presented. Other chapters discuss how workers can increase their resilience by alleviating depression and becoming more optimistic.

Burry, C. L. (2002). Working with potentially violent clients in their homes: What child welfare professionals need to know. *Clinical Supervisor, 21*, 145-152.

Article outlines practical strategies for reducing risks and maintaining personal safety while carrying out child welfare responsibilities

Center for the Study of Social Policy. (2002). *Human resource management innovation in selected jurisdictions*. Washington, DC: Author.

In order to combat the staff turnover and retention problems seven jurisdictions, one of which is Sacramento County, were examined. This publication describes what they have done to improve staff training, allow time off for educational programs, establish effective communications policies, and adopt new hiring practices.

Clymer, C., & Wyckoff, L. (2003). *Employment retention essentials: Building a retention-focused organization*. Philadelphia: Public/Private Ventures

Guide explains how employment programs can use strategies to encourage job stability and growth for disadvantaged individuals. Job coaches, career advisors and mentors are mentioned.

Dane, B. (2000). *Child welfare workers: An innovative approach for interacting with secondary trauma*. New York: New York University, Shirley M. Ehrenkranz School of Social Work.

Article summarizes two groups which provided data to develop a training model addressing the need to develop coping strategies to respond to job stress and vicarious traumatization.

Davis, B. (2001). The restorative power of emotions in child protective services. *Child and Adolescent Social Work Journal, 18*, 437-454.

Paper examines the significance of emotions for validation, enrichment, and guidance in everyday behavior. CPS workers need to be comfortable with their own feelings in order to be aware of and professionally responsive to, the importance of their clients' emotions. Stresses the need for staff to have time and informal supports to analyze and cope with their feelings.

- Dutton, J. E. (2002). *Energize your workplace*. San Francisco: Jossey-Bass.
Innovative resource helps individuals think creatively about ways to build high quality relationships at work. Examines five pathways for turning negative relationships into positive ones.
- Easterby-Smith, M., Burgoyne, J., & Araujo, L. (Eds.). (1999). *Organizational learning and the learning organization: Developments in theory and practice*. Thousand Oaks, CA: Sage.
Provides an original overview of key debates within the field of organizational learning from the perspectives of practitioners and academics, and examines the Ellett inter-relationships between the two.
- Figley, C. R. (Ed.). (2002). *Treating compassion fatigue*. New York: Brunner-Routledge.
In this book, through examination of contemporary theory and research, leaders in the field come together to further clarify the concept of compassion fatigue. This book brings to light the “cost of caring” for those in emotional distress, allowing professionals to fully prosper in their compassionate efforts.
- Finger, M., & Brand, S. B. (1999). The concept of the “Learning Organization” applied to the transformation of the public sector. In M. Easterby-Smith, J. Burgoyne, & L. Araujo (Eds.), *Organizational learning and the learning organization: Developments in theory and practice* (pp. 140-151). Thousand Oaks, CA: Sage.
The authors discuss the application of the concept of the "Learning Organization" to the public sector.
- Graef, M., & Hill, E. (2000). Costing child protective services staff turnover. *Child Welfare*, 79(1), 75-95.
This article details the process of determining a child welfare agency's actual dollar costs directly attributed to protective services turnover of staff, using the agency's human resources database and interviews with administrative personnel.
- Greene, R. R. (Ed.). (2002). *Resiliency: An integrated approach to practice, policy, and research*. Washington DC: NASW Press
Presents a comprehensive and practical framework that integrates social work theory, policy, research, and method. Promotes resilience-based practice and facilitates its application.
- 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.

Harvard School of Public Health. (2007). *Food pyramids*. Retrieved July 1, 2007, from: www.hsph.harvard.edu/nutritionsource/pyramids.html

Information and illustrations about the health benefits derived from eating nutritionally wholesome foods.

Kahn, W. A. (2001). Holding environments at work. *Journal of Applied Behavioral Science*, 37(3), 260-279.

Kahn, W. A. (2003). The revelations of organizational trauma. *Journal of Applied Behavioral Science*, 39(4), 364-380.

Kahn, W. A. (2005). *Holding fast: The struggle to create resilient caregiving organizations*. New York: Brunner-Routledge.

This book focuses on the particular stress of caregiving work, its influences on the people and organizations who do that work, and what they can do about it.

Lewandowski, C. A. (2003). Organizational factors contributing to worker frustration: The precursor to burnout. *Journal of Sociology and Social Welfare*, 30(4), 175-185.

Study examined the organizational factors that contribute to workers' frustration with their work situation. Findings indicate that factors most directly affecting clients were predictive of frustration, rather than factors that may indirectly support service quality or factors impacting workers' professional autonomy.

Limoncelli, T. (2005). *The art of time management for system administrators*. Sebastopol, CA: O'Reilly Publishers.

This book is written for those in management positions in industries other than human services. Systems administrators however are faced with situations commonly experienced by Social Services managers and administrators. The author has put together tips and techniques to help cultivate those time management skills you need when managing competing needs/demands of large projects and programs.

Luthar, S. S., & Cicchetti, D. (2000). The construct of resilience: Implications for interventions and social policies. *Development and Psychopathology*, 12, 857-885.

The focus of this article is on the interface between research on resilience—a construct representing positive adaptation despite adversity—and the application of this work to the development of interventions and social policies.

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 meta-analysis. *The Social Service Review*, 75(4), 625-661.

Article reports that burnout, job dissatisfaction, availability of employment alternatives, low organizational and professional commitment, stress, and lack of social support are the strongest predictors of turnover or intention to leave.

National Association of Social Workers. (2005). *Professional social workers in child welfare work: Research addressing recruitment and retention dilemma*. Retrieved March 12, 2007, from <http://www.socialworkers.org/research/naswResearch/0404chldwlfr>

Web page summarizes the findings of a number of studies that identify challenges to the recruitment and retention of social workers. Recommendations are made for sustaining university/agency partnerships.

Pines, A., & Aronson, E. (1988). *Career burnout: Causes and cures*. New York: Free Press.

A classic guide that first defined 'burnout' and then explored the impact of stress-filled, demanding, yet unrewarding job situations that resulted in the physical and emotional exhaustion of staff.

Rothschild, B. (2006). *Help for the helper: The psychophysiology of compassion fatigue and vicarious trauma*. New York: W. W. Norton & Company, Inc.

Burnout is a pressing issue. The author examines the literature from neurobiology, social psychology, and folk psychology in order to explain how practitioners suffer from an excess of empathetic response. Presents strategies for dealing with burnout and stress.

Savicki, V., & Cooley, E. (1994). Burnout in child protective service workers: A longitudinal study. *Journal of Organizational Behavior*, 15, 655-666.

Authors look at the impact of burnout as a phenomenon over time. Conclusion is that relationship of environmental factors to changes in burnout are consistent with previous, non-quantitative descriptions of the CPS job.

Scaer, R. (2005). *The trauma spectrum: Hidden wounds and human resiliency*. New York: W.W. Norton and Company, Inc.

Written by a neurologist, the author examines the biological responses present in the continuum of trauma. He includes information about resiliency and the mediating force it has on the impact of traumatic events.

Seligman, M. (1998). *Learned optimism*. New York: The Free Press.

Psychologist/author outlines steps to follow that enable an individual to rise

above negative thoughts and emotions to focus on the positive aspects of their lives.

Seligman, M. (2002). *Authentic happiness*. New York: The Free Press.

Author shows how Positive Psychology is shifting the profession's paradigm away from its narrow-minded focus on pathology, victimology, and mental illness to positive emotion and mental health. The book provides the tools you need in order to ascertain your most positive strengths and how you can put them to use thus developing natural buffers against negative emotion.

Shulman, L. (1993). *Interactional supervision*. Washington, DC: NASW Press.

A classic text that illustrates how supervisory relationships, dynamics, and skills create a parallel process for understanding the helping relationship. Individual staff and unit groups treat their clients as they observe and experience such treatment by their supervisors.

Skovholt, T. M. (2001). *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals*. Boston: Allyn & Bacon.

This book gives clear explanations of practitioner stress and provides remedies that can be implemented. A "Self-Care" action plan is included and provides a practical and helpful tool for practitioners.

Stamm, B. H. (2005). *Professional quality of life: Compassion satisfaction and fatigue subscales, Revision-IV (ProQOL)*. Retrieved July 1, 2007 from: <http://www.isu.edu/~bhstamm/tests.htm>

Printable copy of a self-administered and self-scored test of compassion satisfaction and compassion fatigue. Includes author's permission to use.

Stanley, J. G. (2002). *In the firing line: Violence and power in child protection work*. New York: John Wiley and Sons, Inc.

Article discusses the application of hostage theory to those workers in CPS positions. Findings suggest that continual exposure to violence, verbal, emotional, and physical intimidation by families seen by workers impacts worker practice and may contribute to the failure to prevent re-abuse of children.

Vieth, V. (2001). When days are gray: Avoiding burnout as child abuse professionals. *American Prosecutors Research Institute [APRI] Update*, 14, 1-2.

Article explores reasons for high turnover and low retention and offers possible solutions. Author identifies a lack of honor and appreciation by child welfare

departments and communities as contributing to the turnover and retention problems.

Wagner, R., vanReyk, P., & Spence, N. (2001). Improving the working environment for workers in children's welfare agencies. *Child & Family Social Work, 6*(2), 161-178. The working environment and workplace ecology of children's welfare agencies is important to the quality of their service provision. This research argues that concrete strategies can be developed from a detailed understanding of significant factors impacting workers' satisfaction and morale.

Weaver, D., Chang, J., Clark, S., & Rhee, S. (2007). *Keeping public child welfare workers on the job. Administration in Social Work, 31*(2), 5-25. Research study that addresses theories of job turnover, predictors of turnover, and the results on the retention of child welfare workers in California.

Weinger, S. (2001). *Security risk: Preventing client violence against social workers.* Washington, DC: NASW Press
This manual describes the reasons for client violence and identifies the different types of violence that can occur. Step-by-step prevention strategies are discussed.

Weisbord, M. R. (2004). *Productive workplaces revisited: Dignity, meaning, and Community in the 21st century.* (2nd ed.). San Francisco: Jossey-Bass. Author explores effective strategies for improving workplace productivity through dignity, meaning, and community.

Yin, R. T. (2004). Innovations in the management of child protective workers: Building worker resilience. *Social Work, 49*(4), 604-609. Author discusses the management strategies that have a major and positive impact on the child protective services work environment and on the quality of services delivered to abused children.

Supervision

Alberta Teachers' Association, (2004). *Policy and position papers: Policy on professional growth, supervision and evaluation.* Retrieved July 7, 2007, from <http://www.teachers.ab.ca/About+the+ATA/Policy+and+Position+Papers/Policy/Educational+Policy/Professional+Growth+Supervision+and+Evaluation.htm>
Online article giving multiple purposes of supervision.

- Austin, M. J., & Hopkins, K. M. (Eds.) (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage.
Primary source for description of management practices and processes in the social services. Chapters 2, 7, 8, and 12-14 all focus on supervision roles and issues, while Chapter 25 (Faller et al.) is wholly devoted to supervision in child welfare settings.
- Bennett, J. B., & Lehman, W. E. K. (2002). Supervisor tolerance-responsiveness to substance abuse and workplace prevention training: Use of a cognitive mapping tool. *Health Education Research, 17*(1), 27-42.
Authors provide analysis of differing supervisory reactions to workers suspected of substance abuse; provide guidance on more effective responses to troubled workers.
- California Social Work Education Center. (2005). *Standards and values for public child welfare practice in California*. Retrieved July 7, 2007, from http://calswec.berkeley.edu/CalSWEC/CalSWEC_Standards.html
Six standards specific to child welfare supervisors, among a longer list for administrators and workers.
- Carroll, M., & Tholstrup, M. (2001). *Integrative approaches to supervision*. Philadelphia: Jessica Kingsley Publishers.
Collected chapters from the United Kingdom that bring together cyclical, narrative, and collaborative models of supervision in a form that integrates the art and science aspects of each. Incorporates some Jungian typology, along with discussions of anti-oppressive practice and litigation avoidance.
- Dorman, R. L., & Shapiro, J. P. (2004). *Preventing burnout in your staff and yourself: A survival guide for human services supervisors*. Washington, DC: CWLA Press.
A slender manual that describes the components of job satisfaction and burnout. It adds strategies for prevention of the latter.
- Fox, S. R., Miller, V. P., & Barbee, A. P. (2003). Finding and keeping child welfare workers: Effective use of training and professional development. *Journal of Human Behavior in the Social Environment, 7*(1-2), 67-81.
Description of a public child welfare certification program for BSWs in Kentucky to address the dearth of prepared child welfare staff.

- Gibbs, J. A. (2001). Maintaining front-line workers in child protection: A case for refocusing supervision. *Child Abuse Review, 10*, 323-335
Article connects the value of supportive supervision to worker retention.
- Heathfield, S. M. (2007). *Your guide to human resources*. Retrieved July 7, 2007, from <http://humanresources.about.com/od/glossaryd/a/discipline.htm>
Online reference that examines “progressive discipline” stages, for use by supervisors with workers who do not meet performance expectations.
- Helfgott, K. P. (1991). *Staffing the child welfare agency: Recruitment and retention*. Washington, DC: CWLA.
A look at the pre-Title IV-E landscape when worker recruitment was at crisis-level.
- Institute on Social Welfare. (1948). *Summary of sessions on supervision as a means of professional growth* (led by Bertha C. Reynolds) and *Children in foster care* (led by Edith L. Lauer), University Extension, University of California, Berkeley.
- Jordan Institute for Families, University of North Carolina, School of Social Work. *Staying power!* Retrieved April 3, 2007, from <http://ssw.unc.edu/jif/rr/products.htm>
Training modules, video, and toolkits.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work* (4th ed.). New York: Columbia University Press.
A scholarly yet lively tome that has passed the test of time. It incorporates the history, definitions, and significance of administrative, educational, and supportive supervision. It includes descriptions of the problems and stressors, as well as innovations.
- Kumagai, B. T., & Kleiner, B. H. (1995). Managing the transition to supervision [electronic version]. *Work Study, 44*(1), 8-10.
Online tips about moving from a line worker position to a supervisory one.
- Landsman, M. (2007). Supporting child welfare supervisors to improve worker retention. *Child Welfare, 86*(2), 105-125.
The most recent article connecting quality supportive supervision with worker retention. This one is based on a successful 3-year federally funded program in a Midwestern state.

Modcrin, M. (2007). *For field instructors: Supervision framework*. Graduate School of Social Work, Portland State University, OR. Retrieved July 7, 2007, from <http://www.ssw.pdx.edu/mswfield/forfi/pgSupervisionFramework.php>

Continuing support for the ideas of Shulman on parallel process in the supervisory relationship with workers.

Munson, C. E. (2002). *Handbook of clinical social work supervision* (3rd ed.). New York: Haworth Social Work Practice Press.

Author systematically reviews the literature on history, definitions, purposes, and roles of clinical supervision. He discusses how to develop techniques within one's style as a supervisor, to use theory and feedback, and he provides case examples. Despite a chapter on settings, he does not include a section specific to child welfare.

Perlmutter, F. D., Bailey, D., & Netting, F. E. (2001). *Managing human resources in the human services: Supervisory challenges*. New York: Oxford University Press.

An examination of the managerial view of supervision.

Reamer, F. G. (2007). *The ethics of supervision: What every clinical supervisor needs to know*. Workshop given June 7, 2007, at the Third International Interdisciplinary Conference on Clinical Supervision, University at Buffalo, State University of New York (Shulman & Safyer, conference co-chairs).

Video clip retrieved on July 7, 2007 at <http://www.socialwork.buffalo.edu/cconference/workshop.asp>

Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work, 50*(4), 325-334.

Relevance of documentation has changed over the years from a focus on theory-building, research, and teaching, to current emphasis on risk management for protecting clients and practitioners.

Reamer, F. G. (1995). Malpractice claims against social workers. *Social Work, 40*(5), 595-601.

Data taken from the NASW Insurance Trust on the frequency and cost of claims of malpractice against social workers was summarized and analyzed. Majority of claims involved incorrect treatment or sexual impropriety. Author offered suggestions to minimize liability claims.

- Reamer, F. G. (1992). The impaired social worker. *Social Work, 37*(2), 165-170.
Impairments (physical, personal, and emotional) described. Research on prevalence and responses reviewed, with a model assessment and action plan offered for social workers who encounter impaired colleagues.
- Rutgers, the State University of New Jersey, Center for Children and Families. (2004). *Supervision in public child welfare services* [CD-ROM]. Camden, NJ: Author.
An interactive training product with curriculum modules on supervising a unit of line workers on work planning and casework assignments. Contains multiple choice elements for arriving at the best resolutions in case conference times with workers. Made in conjunction with the New Jersey Department of Human Services, Division of Youth and Family Services (DYFS) and is very particular to that agency.
- Shulman, L. (1993). *Interactional supervision*. Washington, DC: NASW Press.
A classic volume that assists new and experienced supervisors to frame interactions with their staff members, individually and in groups, with a view toward parallel process. Examines both the education and evaluation functions of the supervisor, as well as managing conflicts with the system.
- Voluntary Action Leicester [VAL]. (2000). *Supervision of staff*. Retrieved July 7, 2007, from www.voluntaryactionleicester.org.uk
British resource website for nonprofit agencies to help with management issues including supervision.

Teamwork and Collaboration

- Abbott, B., Jordan, P., & Murtaza, N. (1995). Interagency collaboration for children's mental health services: The San Mateo County model for managed care. *Administration and Policy in Mental Health, 22*(3), 301-313.
This is a case study of collaboration between mental health, probation, social, and education services to children with mental health problems. The program used centralized authorization and treatment management. It merges funding streams to ease access to the system.
- Abramson, J. S. (1990). Making teams work. *Social Work With Groups, 12*(4), 45-63.
Discussion of the different roles social workers play in teams (member, leader, and consultant) and the skills needed.

Abramson, J., & Rosenthal, B. (1995). Interdisciplinary and interorganizational collaboration. In R. Edwards (Ed.), *The encyclopedia of social work* (19th ed., pp. 1479-1489). Washington, DC: NASW Press.

Reference work that provides definition and description of various concepts, terms, and theories in social work practice at all levels.

Austin, M. J., (Ed.). (1997). *Human services integration*. New York: Haworth Press.

The volume is a collection of articles about various human services programs and their attempts at integration. It focuses on collaborations and neighborhood-based service systems.

Austin, M. J., & Hopkins, K. M. (Eds.). (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage.

Articles that illuminate interactional, managerial, and analytic aspects of supervision within a *Learning Organization*. Includes description and definition of a *Learning Organization*.

Bailey, D., & Koney, K. (1996). Interorganizational community-based collaboratives: A strategic response to shape the social work agenda. *Social Work* 41(6), 602-611.

Block granting entitlement programs to reform public welfare, and other decentralizing, cost-cutting measures are labeled as the "devolution revolution." Interorganizational community-based collaboratives are proposed as an antidote. The paradoxical nature of collaboratives enhances linkages among local agencies, consumers, and other community residents to amplify their voices in program and policy decisions.

Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306. Washington, DC: NASW Press.

Author constructs a model that describes five components of interdisciplinary collaboration between social workers and other professionals, and four influences on that collaboration.

Congress, E. P. (1999). *Social work values and ethics: Identifying and resolving professional dilemmas*. Chicago: Nelson-Hall.

Two chapters are particularly relevant for the current bibliography: *Ethical Dilemmas in Interdisciplinary Collaboration*, and *Ethical Dilemmas in Supervising and Managing*.

Fatout, M., & Rose, S. (1995). *Task groups in the social services*. Thousand Oaks, CA: Sage.

This book looks at all aspects of task groups from formation through operation. It addresses issues of problem behavior and provides discussion of various problem-solving techniques.

Ginsberg, L., & Keys, P. R. (Eds.). (1995). *New management in human services* (2nd ed.). Washington DC: NASW Press.

This edited collection gives an overview of management theories and emerging issues. Included are discussion of the movement to a flat, rather than hierarchical organization, use of teams in management, the concept of Total Quality Management (TQM), and the recognition of the increasing organizational diversity and implication. Also discusses the concept of the *Intelligent Organization*.

Hill, S. E. K. (2007). Team leadership. In P. G. Northouse, *Leadership: Theory and practice* (4th ed., pp. 207-236). Thousand Oaks, CA: Sage.

Discussion of historical roots of organizational teams and leadership. Factors and characteristics that lead to successful team leadership are explored. A model is presented that looks at internal vs. external factors along the dimensions of task, relational, and environmental constructs.

Ilggen, D. R., Hollenbeck, J. R., Johnson, M., & Jundt, D. (2005). Teams in organizations: from input-process-output models to IMOI models. *Annual Review of Psychology*, 56, 517-543.

An examination of theory and research relevant to work groups and teams in organizations and over time. Gives attention to explanations of process mechanisms between team input and outcomes.

Lewandowski, C. A., & GlenMaye, L. F. (2002). Teams in child welfare settings: Interprofessional and collaborative processes. *Families in Society*, 83(3), 245-257.

This study examines the effectiveness of a public-private partnership as a model for service delivery. It identified factors that predict effectiveness of the team, both in terms of family participation and team satisfaction.

Lewis, J. A., Lewis, M. S., Packard, T., & Souflee, F. (2001). *Management of human service programs* (3rd ed). Belmont, CA: Wadsworth.

This text is designed for both new and experienced managers wanting to update skills. It includes a background of organizational theory, discussion of organizational environment, program design, human resources, finances, and

use of information systems. The various roles of the manager are discussed, as is the distinction between leadership and management.

McNamara, C. (2006). *Free basic guide to leadership & supervision*. Retrieved January 27, 2007, from www.managementhelp.org

This site contains a series of short guides to various aspects of management.

National Child Welfare Research Center for Organizational Improvement [NRCOI]. (2002). *Community partnerships and linkages: Reaching out to work together*. Retrieved July 23, 2007, from <http://muskie.usm.maine.edu/helpkids/pubstext/partnercurr/partnerships.htm>

Curriculum developed jointly with Maryland Department of Human Resources/Social Services Administration and Baltimore City Department of Social Services.

National Child Welfare Research Center for Organizational Improvement [NRCOI]. (2007). *Stakeholder involvement and interagency collaboration; Developing community partnerships in child welfare; and Approaches to collaboration...state-tribal partnerships*. Retrieved July 1, 2007, from <http://muskie.usm.maine.edu/helpkids/rcpdfs/stakeholderfacts.pdf>, and <http://muskie.usm.maine.edu/helpkids/about.htm>

Three publications from one of seven national resource centers on children's issues, sponsored by the Children's Bureau of the U.S. Department of Health and Human Services. This center has many child welfare management-oriented fact sheets, newsletters, videos, links, and other easily-accessible resources. The Stakeholder Fact Sheet discusses increasing recognition within communities, public agencies, and families that all of these groups/agencies must work together to serve the needs of children and families. It is no longer considered adequate for child welfare agencies to hold full responsibility for these issues.

Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage.

Begins with a definition of leadership and various sources of a leader's authority and power. It then examines multiple approaches and theories of leadership, with case studies and self-assessment instruments for each. Special topics are also included: Women and Leadership, Cultural Factors in Leadership, and Ethics in Leadership.

Stark, D. (1999). *Collaboration basics: Strategies from six communities engaged in collaborative efforts among families, child welfare and children's mental health*. Retrieved July 23, 2007, from <http://www.cssp.org/publications/index.php>

This document, along with the companion guide, illustrates the successes and struggles related to collaborative efforts in the six Partnership of Action sites. The sites have worked to bring together families, child welfare, children's mental health, and other related systems to address issues important to each of them.

Vinokur-Kaplan, D., & Miller, P. (2004). The collaborative practice of workplace teams. In M. J. Austin & K. M. Hopkins (Eds.), *Supervision as collaboration in the human services: Building a learning culture* (pp. 59-70). Thousand Oaks, CA: Sage.

Chapter focuses on the LEAD (lead, empower, aim, direct) model of interdisciplinary team practice.

Watson, P. (2005, Fall). Stakeholder involvement in child welfare. *Child Welfare Matters* (NRCOI newsletter). Retrieved February 26, 2007, from <http://muskie.usm.maine.edu/helpkids/newsletter.htm>

The general view across the country within the profession is that there needs to be an active and ongoing collaboration with stakeholders in child welfare work. This newsletter brings together small reports from various states about their experiences using stakeholder processes in their planning. The general view across the country within the profession is that there needs to be an active and ongoing collaboration with stakeholders in child welfare work.

Yukl, G. (2005). *Leadership in organizations* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Comprehensive survey of major theories of leadership. This edition is updated to include discussion of controversies in the field and current issues.

Cross Training

Colorado Department of Human Services. (1995). *Crossing the bridge: A cross-training curriculum for domestic violence/child protection workers*. Denver, CO: Colorado Department of Human Services.

Curriculum designed to promote interdisciplinary response to family violence in Colorado. Five pilot training program results culminated in a manual.

Fleck-Henderson, A., & Krug, S. (1998) *Child welfare innovative training for exemplary practice (pro-gen)*. Boston: Simmons College Graduate School of Social Work Partnership Project on Domestic Violence and Child Abuse.

Curriculum for training supervisors was designed to improve the effective management of cases involving child abuse and domestic violence. Pilot project located in one DHS office.

Krahn, G. L., Thom, V. A., Sokoloff, K., Hylton, J., & Steinberg, M. (2000). *Every child special – every child safe: Protecting children with disabilities from maltreatment*. Retrieved March 12, 2007, from <http://ohsu.edu/oidd/>

Technical report reveals the need to cross train child protective and disabilities professionals. Five goals identified in relationship to this population found within child welfare caseloads.

Nembhard, D. A. (Ed.). (2007). *Workforce cross training*. Boca Raton, FL: CRC Press. Workforce cross training in call centers explored. Costs/benefits, and flexibility addressed. The article does not address human services but rather is an operations management view.

Schechter, S., & Sedlesdon, J. L. (1999). *Executive summary of effective intervention in domestic violence and maltreatment cases: Guidelines for policy and practice*. Retrieved March 10, 2007, from <http://ncjfcj.unr.edu>

Advisory Committee of the National Council of Juvenile and Family Court Judges focused on coordinating interventions provided by the child welfare system and domestic violence programs as well as other community programs. Emphasis on need for cross training of staff in order to improve case management services.

Showers, J. (1999). *Never, never, never shake a baby: The challenges of shaken baby syndrome*. Retrieved February 25, 2007, from, <http://www.childrenshospitals.net/nachri/index.html>

The most common themes emerging in this conference report are the need for communication, collaboration, and cross training among professionals of varying disciplines; the value of listening to family members who have been victimized; and the critical need for research on SBS-related issues. Search author's name to find (sbsreport.pdf).

INTERNET RESOURCES

American Public Human Services Association
www.aphsa.org

The Brookings Institution
www.brook.edu

California Center for Research on Women and Families
www.ccrwf.org

Child and Family Policy Institute of California
www.cfpic.org

Center for Social Services Research
<http://cssr.berkeley.edu>

Child Welfare Directors Association of California
www.cwda.org

Child Welfare League of America (includes the Trieschman Center for Consultation & Training for line staff and supervisors—conferences, retreats, curricula)
www.cwla.org

Portland (OR) State University Child Welfare Partnership
www.cwp.pdx.edu/sfe/pgcurrOverview.shtml

Casey Family Programs
www.casey.org

Children's Defense Fund
www.childrensdefense.org

State of California, Department of Health and Human Service (click on Health and Human Services to access the Child Welfare budget)
www.ebudget.ca.gov/BudgetSummary/BSS/BSS.html

Joint Center for Poverty Research
www.jcpr.org

National Child Welfare Research Center for Organizational Improvement, Edmund S. Muskie School of Public Service, University of Southern Maine
<http://muskie.usm.maine.edu/helpkids/about.htm> or nrcoi.org

State of California, Legislative Analyst's Office
www.lao.ca.gov

About.com: Management
<http://management.about.com/cs/people/a/crosstrain.htm>

Free basic guide to leadership and supervision
www.managementhelp.org

National Association of Social Workers, California Chapter
<http://naswca.org>

National Conference of State Legislatures
www.ncsl.org

National Indian Child Welfare Association (includes text of PL 95-608/ICWA, subsequent laws & amendments, and tribal listings of all U.S. first nations)
www.nicwa.org

Public Policy Institute of California
www.ppic.org

University of Michigan, School of Social Work Training Program for Child Welfare Supervisors with online PowerPoint courses on cultural issues, ICWA, cultural competence. Home site has articles and additional PowerPoints on supervisory skills and outcome-oriented services
www.ssw.umich.edu/tpcws/culturalIssues/culturalCompetence.html

University of North Carolina, Chapel Hill, Family and Children's Resource Program Children's Services Practice Notes
http://ssw.unc.edu/fcrp/cspn/vol9_no1/fcsupv.htm

Influencing State Policy
www.statepolicy.org

National Association of Social Workers

www.socialworkers.org

www.socialworkers.org/resources/abstracts/default.asp (NASW policy abstracts)

State-by-state round up of policy bills

www.stateline.org

WORKPLACE MANAGEMENT AND CHILD WELFARE POLICY CURRICULUM GRID

**The 10 module topics address the indicated Curriculum Competencies for
Public Child Welfare in California (CalSWEC, 2003).**

Module Topics and the Corresponding Title IV-E Competencies

	Undergraduate level	MSW level	Continuing education level
Module I: Workplace environment	4.1, 4.2	4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 8.1, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9	4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 8.1, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9
Module II: Policy/Practice	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9	4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9
Module III: Assessment	4.3, 4.6	4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 8.1, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9	4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 8.1, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9
Module IV: Planning	4.3, 4.5	4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9	4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9
Module V: Accountability and Budgeting	4.4, 4.5	4.4, 4.5, 4.6, 4.7, 4.8, 4.9 8.1, 8.2, 8.4, 8.5, 8.6, 8.8, 8.9 4.1, 4.4, 4.6, 4.9 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.9	4.4, 4.5, 4.6, 4.7, 4.8, 4.9 8.1, 8.2, 8.4, 8.5, 8.6, 8.8, 8.9 4.1, 4.4, 4.6, 4.9 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.9
Module VI: Developing resilient staff	4.6	4.6, 4.7, 4.8, 4.9, 4.10 8.1, 8.2, 8.4, 8.5, 8.6, 8.8, 8.9	4.6, 4.7, 4.8, 4.9, 4.10 8.1, 8.2, 8.4, 8.5, 8.6, 8.8, 8.9
Module VII: Supervision	4.4, 4.3	4.1, 4.6, 4.7, 4.8, 4.9 8.1, 8.5, 8.6, 8.8	4.1, 4.6, 4.7, 4.8, 4.9 8.1, 8.5, 8.6, 8.8
Module VIII: Teamwork and Collaboration	4.2, 4.4	4.3, 4.4, 4.6, 4.7, 4.8, 4.10 8.1, 8.3, 8.5, 8.7, 8.9	4.3, 4.4, 4.6, 4.7, 4.8, 4.10 8.1, 8.3, 8.5, 8.7, 8.9
Module IX: Cross training	4.4	4.3, 4.4, 4.6, 4.8 8.1, 8.5	4.3, 4.4, 4.6, 4.8 8.1, 8.5

HANDOUTS

MODULE IV: PLANNING

Logic Model for the Evaluation of the Title IV-E Project

California Social Work Education Center Logic Model for Evaluation of the Title IV-E Project						
Logic Model Components	Situation Statement and Assumptions (1989): Master's level social workers (MSWs) are specifically recruited and educated to understand the problems of poverty and hold values that help the poor, but they do not work in public social services. Most of the MSW social workers that do work in public social services work in child welfare, but this number has decreased over the years. What effect does the Title IV-E CalSWEC project have on MSWs working in public child welfare services? The evaluation is designed to evaluate the student/graduate educational outcomes.					
	Inputs→ (resources--what is invested?)	→Outputs (activities/ participation--what is done?)	→Outcomes (short time-- what results, what are the changes or benefits?)	→Outcomes (medium term)	→Outcomes (long term)	→Impacts (on society)
Results	Federal money for education and curriculum development State monitoring of master contract between the federal government and CalSWEC					
Instruments	Master and sub-contract reviews New graduate survey					

Clark, S. (2006). *Title IV-E program career trajectory study*. Berkeley: University of California at Berkeley, California Social Work Education Center. Used with permission of author.

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.

MODULE VIII: TEAMWORK AND COLLABORATION

Decision-Making Techniques

NOMINAL GROUP TECHNIQUE

Nominal Group Technique is an orderly process to maximize participation, but limit argumentative style and the tendency for some individuals to dominate the discussion. It is most often used for problem identification and program planning, and involves small work groups that initially work silently and individually. Then discussion is brought to the work group, and finally to the larger group. These are the steps to be used:

- The facilitator provides the procedures to be followed.
- The facilitator presents the issue/question that is to be considered.
- Participants, working individually and silently, write their thoughts/solutions on a card.
- Cards are collected within the small work group (and redistributed) and the ideas are read one at a time.
- Each idea is discussed in order.
- Individuals will privately rank the ideas. This will be tallied and discussed.
- Each small work group will come up with the 3-5 ideas that they feel are the most important.
- These (along with the ideas of the other small work groups) are posted in the front of the room so that the large group can see them.
- A spokesperson for each small work group will discuss the ideas that his or her group presents.
- The large group will take a final vote to prioritize the ideas presented.

DELPHI TECHNIQUE

The Delphi technique involves the solicitation and refinement of information from a group of experts who are unable to attend meetings. It uses a series of questionnaires, and assures anonymity since individual opinions are assembled and aggregated statistically.

This method can be time consuming and expensive. It requires preplanning in which participants are informed of the process. Otherwise, the level of motivation and participation is likely to decrease markedly. The following guidelines will help.

- Identify key issue or issues about which opinion is being sought.
- Prepare an open-ended questionnaire, and send it to pre-selected key individuals or a panel of experts.
- Analyze the responses to see where there is agreement and disagreement.
- Redraft the questionnaire to address those issues where there is disagreement. Include the differing points of view in the questionnaire.
- Send it to the same people for response.
- Repeat this process until consensus is reached.
- Provide a follow-up report to all participants.