

# Day Eight

## Part Three: Supervisor as the Critical Link



### TOPICS

Federal and State Outcomes

The Regional Quality Assurance Model

Ethics in Supervision

Project Presentations

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## Part Three: Supervisor as Critical Link

Section	Time	Materials	Activities
<b>Day 8 Introduction</b>	30 minutes	<ul style="list-style-type: none"> <li>▪ PPT 8.1-8.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ice-breaker: Ways I know I make a difference.</li> </ul>
<b>Federal and State Outcomes</b>	1 hour & 30 minutes	<ul style="list-style-type: none"> <li>▪ PPT 8.3-8.11</li> <li>▪ Flipchart</li> <li>▪ Markers</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Top Ten</li> <li>▪ The Rogers Family (<i>Optional</i>)</li> <li>▪ Working Together to Meet Outcomes</li> </ul>
<b>The Regional Quality Assurance Model</b>	45 minutes	<ul style="list-style-type: none"> <li>▪ PPT 8.12-8.19</li> <li>▪ Flipchart</li> <li>▪ Markers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality Practice</li> </ul>
<b>Ethics in Supervision</b>	1 hour & 30 minutes	<ul style="list-style-type: none"> <li>▪ PPT 8.20-8.27</li> <li>▪ Flipchart</li> <li>▪ Markers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ethical Decision Case Studies</li> <li>▪ Ethical Principles</li> <li>▪ Case Study: Ethical Principles (<i>Optional</i>)</li> <li>▪ Value Centered Ethics</li> </ul>
<b>Project Presentations</b>	3 hours	<ul style="list-style-type: none"> <li>▪ Participant supplied</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project Presentations</li> </ul>
<b>Wrap-up</b>	15 minutes	<ul style="list-style-type: none"> <li>▪ PPT 8.28</li> <li>▪ Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete Evaluations</li> <li>▪ Leadership Panel Questions Homework</li> </ul>

# Day 8 Introduction

Materials  
PPT 8.1-8.4



30 Minutes

## Presentation – Day 8 Introduction

- ▶ Welcome back to Supervising for Excellence training.
- ▶ Today we are continuing with Part Three: Supervisor as the Critical Link by discussing your role in the **Regional Quality Assurance Model, federal and state outcomes and ethics.**



## Activity – Ways I know I make a difference.

### INTRODUCE the Activity

- ▶ We are going to start today with a brag session. As child welfare supervisors we impact important outcomes every day. With each success, we know we have made a true difference in the lives of our clients. We have a lot to be proud of.

### PURPOSE of Activity

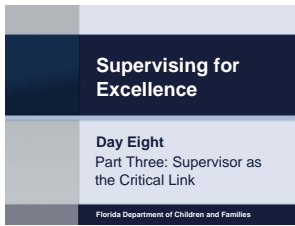
- *Get ready for the day of training.*
- *Provide participants the opportunity to share and brag about how they make a difference as a child welfare supervisor.*

### DIRECTIONS for Activity

- ▶ **Instruct** participants to think about their experiences and successes as a child welfare supervisor. Have them identify one specific thing that they do particularly well, or one positive outcome that made an impression on them. What makes them proud of themselves in their work?
- ▶ **Instruct** participants to complete this statement: “I know I make a difference as a child welfare supervisor because...”
- ▶ **Allow** several minutes for participants to record their “brags”, then go around the room and have them read aloud.

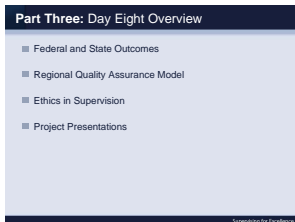


## PowerPoint Presentation – Day Eight Overview (SLIDES 8.1 – 8.2)



### SLIDE 8.1

PowerPoint Title Slide: Supervising for Excellence—Day Eight: Part Three: Supervisor as the Critical Link



### SLIDE 8.2

PowerPoint Slide: Part Two—Day Four Overview

- ▶ Today we are going to discuss supervising as it relates to your role in the larger system. Today's topics include:
  - ▶ **Federal and State Outcomes**—during which we will look at the purpose and outcomes of federal and state reviews of the child welfare system and will identify the link between Federal and State Outcomes and supervisory responsibilities.
  - ▶ **Regional Quality Assurance Model**—during which we will identify and build on strategies for utilizing quality assurance processes and findings to guide your decision making and daily activities.
  - ▶ **Ethics in Supervision**—during which we will increase your awareness of professional ethics for supervisors and develop strategies for tackling common ethical dilemmas in child welfare.
  - ▶ **Culminating Project Presentations**—during which we will continue our presentations.



## Transition

- ▶ Let's begin by looking at the purpose and outcomes of federal and state reviews of the child welfare system.

# Federal and State Outcomes

## Materials

PPT 8.3-8.11

The Rogers Family  
Answers

Key Findings Handout

CFSR Outcomes  
Handout



1 hour  
30 minutes

Recommended Reading

## Presentation – Federal and State Outcomes

- ▶ During this section of the training, we will discuss federal and state outcomes and how these outcomes relate to your daily activities as a supervisor.
- ▶ We will review **Adoption and Safe Families Act (ASFA)** requirements and its impact on case practice.
- ▶ We will also cover the requirements of the **Child and Family Services Review (CFSR)**.
- ▶ Additionally, we will review child welfare goals, outcomes and measures as defined by federal and state requirements.

<http://www.acf.hhs.gov/programs/cb/cwmonitoring/index.htm#cfsr>

[http://basis.caliber.com/cwig/ws/cwmd/docs/cb\\_web/SearchForm](http://basis.caliber.com/cwig/ws/cwmd/docs/cb_web/SearchForm)



## PowerPoint Presentation – ASFA (SLIDES 8.3 – 8.7)

### SLIDE 8.3

PowerPoint Slide: ASFA

- ▶ The Adoption and Safe Families Act of 1997 (ASFA) establishes unequivocally that our national outcome goals for children in the child welfare system are:
  - ▶ Safety
  - ▶ Permanency
  - ▶ Well-being
- ▶ ASFA is more than compliance. ASFA is about the needs of children and families in our system and what is good for them.



**Safety**

- **S1:** Children are, first and foremost, protected from abuse and neglect
- **S2:** Children are safely maintained in their own homes whenever possible



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## SLIDE 8.4

### PowerPoint Slide: Safety

- ▶ S1: Children are, first and foremost, protected from abuse and neglect.
- ▶ S2: Children are safely maintained in their own homes whenever possible.

**Permanency**

- **P1:** Children have permanency and stability in their living situations
- **P2:** The continuity of family relationships and connections are preserved for children



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## SLIDE 8.5

### PowerPoint Slide: Permanency

- ▶ P1: Children have permanency and stability in their living situations.
- ▶ P2: The continuity of family relationships and connections are preserved for children.

**Well-Being**

- **WB1:** Families have enhanced capacity to provide for their children's needs
- **WB2:** Children receive appropriate services to meet their educational needs
- **WB3:** Children receive adequate services to meet their physical and mental health needs



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## SLIDE 8.6

### PowerPoint Slide: Well-being

- ▶ WB1: Families have enhanced capacity to provide for their children's needs.
- ▶ WB2: Children receive appropriate services to meet their educational needs.
- ▶ WB3: Children receive adequate services to meet their physical and mental health needs.

**Supervisor's Role**

- Supervisors play a crucial role in ensuring that the goals of ASFA are met.
- By using a results-oriented approach supervisors can determine and communicate to staff how well the organization is performing in each specific outcome area (safety, permanency and well-being).



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## SLIDE 8.7

### PowerPoint Slide: Supervisor's Role

- ▶ ASFA is about good child welfare practice and supervisors play a crucial role in ensuring that the goals of ASFA are met.
- ▶ By using a results-oriented approach supervisors can determine and communicate to staff how well the organization is performing in each specific outcome area (safety, permanency and well-being).



## Activity – The Top Ten

### INTRODUCE the Activity

- ▶ Let's look at the top ten ASFA requirements.

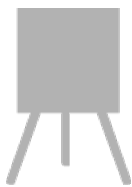
### PURPOSE of Activity

- *To provide participants with an overview of the ASFA requirements as they related to their role and priorities.*

### DIRECTIONS for Activity



- **Refer** participants to PG pages 8.4: **Top Ten ASFA Requirements**.
- **Instruct** participants to prioritize the requirements based on their own values as a child welfare supervisor. *What is the most important? Least important?*
- **Emphasize** that there are no wrong answers. *This is an exercise to help the supervisors see the direct relationship between ASFA requirements and their own values as child welfare supervisors.*
- **Allow** a few minutes for individuals to complete this activity.
- **Ask** for volunteers to share their first priority, second, third, etc...



- *List these on a flipchart.*
- **Note** that the items at the top of each participant's list are probably the requirements they are already good at meeting. *The requirements at the bottom of their lists are probably the ones the participant needs to focus on meeting most.*



- **Refer** participants to PG pages 8.5-8.8: **Top Ten ASFA Requirements** for reference.



## Activity – The Rogers Family (*Optional*)

### INTRODUCE the Activity

- ▶ Let us do another activity to reinforce the purpose behind ASFA requirements.

### PURPOSE of Activity

- *To provide participants with an opportunity to apply ASFA requirements to a case family.*

### DIRECTIONS for Activity

- *Refer participants to PG page 5.9: **The Rogers Family**.*



#### From the Participant's Guide

On March 30th, a call comes into the hotline with a report that Mr. and Ms. Have two young children, ages four and six, and that the children wander the apartment building without supervision at times. The caller is concerned that the parents may be involved with drugs and that the children are exposed to individuals who use and sell drugs. The apartment is alleged to be filthy. The investigator finds that the apartment is unkempt but within an acceptable range and that the parents are interested in services to assist them with managing the stress of being unemployed with two children. Parents admit to occasional alcohol use and to having many people who visit the home but deny drug exposure. The parents admit that at times, they have left the door ajar and have had to run into the hall to get the children. A safety plan is put in place that includes child-proofing the home, keeping the children in adult supervision at all times, and assessment for services to cope with possible alcohol abuse or dependence and parenting skills.

On May 30, 2005 at 7:30 am, the Hotline receives a call from a neighbor who is concerned about the Rogers' children who live next door. He reports that the children, ages four and six, are at his door in their pajamas asking for food because their parents are not home. The neighbor is advised to keep the children with him and that law enforcement and social services will be there shortly. The agency case records show a history of the Rogers' children being left alone and alcohol and drug abuse issues with both parents. A safety plan that was developed less than a month ago is in place. Based on the children's statements and the absence of the parents, the children are taken into temporary physical custody and placed in a licensed foster home. No relatives were available. The parents are located later that day and informed that the children are sheltered.



On August 25, 2005, the court issues a dispositional order for each child that continues the out-of-home placement. The two court orders include judicial findings for each child that “it is contrary to the child’s welfare to remain in the home” and that “the agency has made reasonable efforts to prevent the removal of the children from the home through provision of safety services to the Rogers family, including supervision/observation one hour, three times per week; assistance from the social worker to help the parents identify a safe and appropriate caregiver for instances when parent chooses to consume alcohol; and arrangements for respite care two times per week.” The children remain in the same foster care placement.

On June 5, 2006, the court enters an order to extend the original dispositional order. In the extension order, the court makes a judicial finding that “the agency has made reasonable efforts to carry out the provisions of the permanency plan – see the court report.”

**Instruct** small groups to apply ASFA and answer one of the following questions: (Assign each group a question)

- ? **Is the judicial finding of contrary to the welfare; Timely? Sufficient?**
- ? **Is the judicial finding of reasonable efforts to prevent removal; Timely? Sufficient?**
- ? **Is the judicial finding of reasonable efforts to carry out the provisions of the permanency plan; Timely? Sufficient?**

- *Review each group’s answers to each question and add any information from the correct answers given below if not provided by the groups.*
- *Provide Handout: **The Rogers Family Answers** from the appendix.*

**Answers:**

- ? **Is the judicial finding of contrary to the welfare:**
  - ❖ Timely? Technically, Yes. The first court order is the dispositional order if no Temporary Physical Custody Order is generated. However, the intent of ASFA is that this judicial review and finding occur as close to the removal as possible, recognizing the severity of removing a child, even temporarily, from the home.

❖ Sufficient? No. Although the court order does include the words “contrary to the welfare,” it does not include detailed, child-specific information as the basis for the finding. If a more detailed finding was made in the hearing, but was not documented on the court order, then the only documentation that is sufficient is a transcript.

? **Is the judicial finding of reasonable efforts to prevent removal:**

❖ Timely? No. This finding must be made no later than 60 days from removal with no exceptions. In this scenario, the removal was on March 30th, the finding was due on July 29th, but the actual finding wasn't made until August 25th. A common mistake is to simply count two months from date of removal (May 30th). In that instance, the finding would be late by one day.

❖ Sufficient? Yes. The finding provides detail about the efforts and activities of the agency specific to this child and family to prevent the removal. The more detail provided for all judicial findings the better. The intent is for the court to provide an important procedural safeguard against inappropriate agency action by providing individualized oversight, not “rubber-stamping”. This requires that the worker provide detailed information to the court to serve as the basis for any finding of fact. The importance of communication with the court, district attorney and/or corporation counsel about the ASFA timeline, the content of judicial findings, and the administrative impact of needing to have more information in court orders.

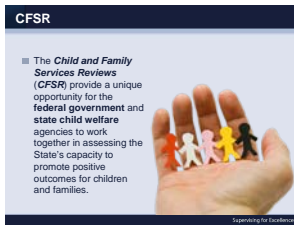
? **Is the judicial finding of reasonable efforts to carry out the provisions of the Permanency Plan:**

❖ Timely? No. The finding is required no later than 12 months from the date of removal and every 12 months thereafter. The removal date is March 30, 2005, the finding is due no later than March 30, 2006, but it was made late on June 5, 2006.

❖ Sufficient? Probably yes. If the court report has a discrete section that provides a detailed description of the agency's efforts to carry out the provisions of the permanency plan, then a reference to the attached court report is sufficient. If the court report does not specifically address the actions of the agency to support this particular judicial finding, then the finding is not sufficient.



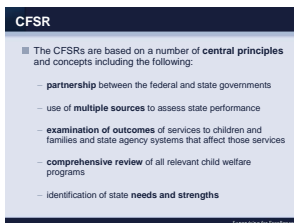
## PowerPoint Presentation – CFSR (SLIDES 8.8 – 8.11)



### SLIDE 8.8

PowerPoint Slide: CFSR

- ▶ The **Child and Family Services Reviews (CFSR)** provide a unique opportunity for the federal government and state child welfare agencies to work together in assessing the State's capacity to promote positive outcomes for children and families.
- ▶ The child and family services reviews are a collaborative effort between the Federal and State governments. A review team composed of both State and Federal and State staff conducts the reviews and evaluates State performance.



### SLIDE 8.9

PowerPoint Slide: CFSR

- ▶ The CFSRs are based on a number of **central principles** and concepts including the following:
  - ▶ **Partnership** between the federal and state governments. The child and family services reviews are a collaborative effort between the Federal and State governments. A review team composed of both State and Federal and State staff conducts the reviews and evaluates State performance.
  - ▶ The review teams collect information from **multiple sources** to make decisions about a States' performance. The sources of information include a Statewide Assessment, completed by State members of the review team; statewide aggregate data; onsite reviews of a sample of case records and case-related interviews with children, parents, foster parents, and case managers and other professionals working with a child; and interviews with State and community stakeholders.

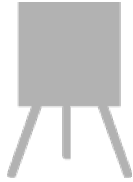
- ▶ The reviews examine State programs from two perspectives. First, the reviews look at **outcomes** of services provided to children and families served by the State agency. Second, they examine **systemic factors** that have an effect on the agency's ability to help children and families achieve positive outcomes.
- ▶ **Comprehensive review** of all relevant child welfare programs. The reviews will focus on how all the State's child welfare programming affects positive outcomes for children and families.
- ▶ The reviews are designed to capture both the strengths and the needs of State programs. With a strong emphasis on using the reviews to drive program improvements, the reviews identify the strengths of State programs that can be used to make improvements in other program areas, where needed.



## SLIDE 8.10

### PowerPoint Slide: CFSR

- ▶ Promotion of **practice principles**.
- ▶ The reviews **emphasize accountability**. While the review process includes opportunities for States to make program improvements before having Federal funds withheld because of nonconformity, there are significant penalties associated with the failure to make the improvements needed to attain substantial conformity.
- ▶ Focus on **improving systems**. Following the reviews, State Child Welfare agencies, with the support of their Federal ACF Regional Office partners developed Performance Improvement Plans for strengthening their system's capacity to create positive outcomes for children and families.
- ▶ Enhancement of state capacity to become **self-evaluating**. Through conducting the Statewide Assessment and participating in the onsite review, States have become familiar with the process of examining outcomes for children and families and systemic factors that affect those outcomes. They can adapt this process for use in the ongoing evaluation of their systems and programs.



**Ask:**

? **What are some recent changes you have seen that help us to achieve good outcomes?**

- *Elicit responses and record on a flipchart. This is a good chart to keep up especially during the leadership panel, to help spark conversation.*



**SLIDE 8.11**

PowerPoint Slide: How We Do This?

- ▶ **CFSRs support improved outcomes** for children and families by **promoting** these **practice principles**:
- ▶ **Family-Centered Practice**, which is designed to:
  - ▶ Strengthen, enable, and empower families to protect and nurture their children
  - ▶ Safely preserve family relationships and connections when appropriate
  - ▶ Recognize the strong influence that social systems have on individual behavior
  - ▶ Enhance family autonomy
  - ▶ Respect the rights, values, and cultures of families
  - ▶ Focus on an entire family rather than select individuals within a family
- ▶ **Community-Based Practice**, which is designed to:
  - ▶ Support the needs of children within the context of their families and communities
  - ▶ Emphasize prevention-oriented services and supports
  - ▶ Provide local communities a role in identifying, designing, implementing, and overseeing services within the community

- ▶ **Individualizing Services**, which is designed to:
  - ▶ Tailor interventions to meet the specific needs of children and families served.
  - ▶ Recognize that children and families are affected by both individual and environmental factors.
  - ▶ Recognize that children and families and the environments in which they operate are unique.
  - ▶ Offer children and families opportunities to provide input in the identification of their strengths, needs, and goals and the means to achieve those goals.
  
- ▶ **Strengthening Parental Capacity**, which is designed to:
  - ▶ Enhance services and support for both parents and recognize the value of involving both parents in the care of their children.
  - ▶ Promote parents' strengths and self-esteem by emphasizing partnership with service providers.
  - ▶ Balance parental need for autonomy in decision-making with the need for ongoing support.
  
- ▶ Remembering back to Day Six when you identified your own sources and feelings of safety, well-being, permanency as a child, it is important to note the importance of these outcomes to children and the family as the child's preferred source of safety, well-being, and permanency. Even when parents cannot be the primary providers, parents can often contribute to the outcomes in the way they support children in placement or ongoing.



## Activity – Working Together to Meet Outcomes

### INTRODUCE the Activity

- ▶ Let do an activity that explores how parents, caregivers and workers form a team to insure that the outcomes are met: For example, how can a parent whose children are in foster care contribute to well-being?

### PURPOSE of Activity

- *To provide participants with an opportunity to use the indicators on the CFSR to examine how various adults in a child's life can/do contribute to outcomes.*

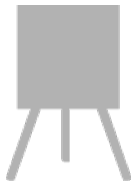
### DIRECTIONS for Activity

- **Create** groups: assign each an outcome:
  - *Safety*
  - *Permanency*
  - *Well-being*
- **Instruct** each group to identify how different adults in children's lives can contribute to the outcome, using the indicators on the CFSR as examples of each domain within the outcome. Use the following three categories of caregivers to identify contributions:
  - *Parents-Custodial.*
  - *Parents-Non-custodial.*
  - *Substitute Caregivers (kin, foster care, etc).*
- **Provide** examples (preferably using the example of a group home provider, because it will become clear that the group home can perform some but not all tasks needed to reach the outcome).

**Say:**

- ▶ Some **SAMPLE ANSWERS** using the example of a group home include:
  - ▶ **Safety:**
    - ▶ Supervision.
    - ▶ Security systems (?).
    - ▶ Staff are cleared and monitored.
  - ▶ **Well-Being:**
    - ▶ Staff track, transport, or provide services (health, mental health).
    - ▶ Link between group home and school (education).
    - ▶ Group home efforts to normalize experience for youth (field trips, etc.).
  - ▶ **Permanency:**
    - ▶ Support visitation with parents, relatives, and supports.
    - ▶ Allow youth to attend church and community events providing there is not a safety concern.
    - ▶ Provide support to parents during reunification, or to placement resources if transition or respite are current. \*  
Note: although Group Homes can support permanency, they cannot provide a lifelong family for youth.
- **Provide flipchart paper to each group for their 'caregiver type' and ask them to generate a list of contributions to each of the three outcomes.**

**SAMPLE RESPONSES (list on flipchart):**



**Safety**

- ❖ **Parents-Custodial –**
  - ❖ Follow safety plan.
  - ❖ Participate in services and commit to change to assure safety for the children in the home.
  - ❖ Change behaviors that endanger children: i.e. drug use, exposure to domestic violence, neglect, etc.
  - ❖ Change household composition if necessary to assure safety.



### ❖ **Parents-Non-custodial –**

- ❖ Identify safe placement options for children when they cannot remain in the home.
- ❖ Engage in treatment and planning to resolve safety concerns.
- ❖ Commit to visitation with safety measures in place (if needed) with a step down to unsupervised visits and then reunification when safety concerns are addressed.

### ❖ **Relative/Foster Caregivers –**

- ❖ Licensing procedure: agree to checks and interviews to determine safety.
- ❖ Commit to assuring safe environment.
- ❖ Respect children's boundaries and concerns that may be due to early life experiences.
- ❖ Reassure children.
- ❖ When safe to do so, supervise visits.
- ❖ Commit to asking for help when get frustrated or overwhelmed by children in the home.

## **Well-Being**

- ❖ **Parents-Custodial –** continue to assure all well being needs are met, including school, health, mental health, and physical needs.
- ❖ **Parents-Non-custodial –** can be incorporated into the child's life. In letting parents perform tasks to contribute to as many of these tasks as possible, we support children's links if not reunification. Parents can:
  - ❖ Attend doctor appointments.
  - ❖ Do homework on the phone.
  - ❖ Complete a medical history.
  - ❖ Share information with substitute caregivers.
  - ❖ Attend school meetings, etc.

### ❖ **Relative/Foster Caregivers –**

- ❖ Attend doctor appointments.
- ❖ Assist with homework and educational needs.
- ❖ Provide communication as appropriate to parents and agency.
- ❖ Share information as appropriate with service.
- ❖ Attend school meetings, etc.

### **Permanency**

#### ❖ **Parents-Custodial –** strengthen family so child remains safely with parents.

- ❖ Develop support network or team to assure that child has stability within and beyond the home.

#### ❖ **Parents-Non-custodial –**

- ❖ Maintain visitation.
- ❖ Support visits and connections with relatives, community.
- ❖ Support and educate caregivers about traditions, rituals, cultural identity and extended family.
- ❖ Plan collaboratively for permanency with agency, caregivers, and other team members.

#### ❖ **Relative/Foster Caregivers –**

- ❖ Maintain traditions and connections to identity.
- ❖ Maintain and support ways that non custodial parents safely support a permanent connection.
- ❖ Commit to each child, preferably with a realistic concurrent plan in case reunification fails.
- ❖ Provide link to caregiver even after child is reunified.
- ❖ Plan collaboratively for permanency with agency, parents, and other team members.

## DEBRIEF Activity

- ▶ Let's look back at the posters you have generated. In each of these posters, you have identified how resources, or family and team members, can contribute to outcomes.

### Ask:

- ? **What is the role of the caseworker in promoting fullest use of the resources that parents, caregivers, families, and teams can offer in the interest of continuity and outcomes?**

### SAMPLE RESPONSES (list on flipchart):

- ❖ Encouraging all adults to work together to support the children, even though they may play different roles.
  - ❖ Modeling a non-judgment and collaborative approach with all caregivers, current and potential.
  - ❖ Building teams that allow parents and extended family to participate as fully as possible in a child's life, even when the family is non-custodial.
  - ❖ Inviting the family and friends' network to see themselves as a source of continuity, stability, and permanency to surround children during times of uncertainty.
  - ❖ Helping teams see how they can help children deal with the uncertainty of living with a concurrent plan: either the child will return home or move to alternate care, but the ultimate result will not be known for ten-to –fifteen out of twenty-two months. This is a lot of uncertainty that provokes anxiety in children.
- ***Explain** that this must all be based on a full assessment of safety for interactions: but when the parent is not a physical or emotional threat to the well-being of a child, the fullest participation possible with motivate adults to change and assist children with their sense of identity and worth.*

### Ask:

- ? **What is the role of the Supervisor in promoting the fullest participation of all caring adults in a child's life, throughout the casework process, and regardless of outcome?**

## SAMPLE RESPONSES (list on flipchart):

- ❖ Adopting a teaming approach, whether or not formal teaming is in place, to create collaboration across the group of adults involved in a child's life.
- ❖ Using every supervision session or case review to assist staff in thinking about how the child is experiencing the adults who are meaningful in her/his life.
- ❖ Modeling collaboration and value for what parents can offer, even if they cannot safely care for children in their homes.
- ❖ Asking caseworkers what they have done to promote involvement of parents, extended family and friends in the normal lives of children (whenever safe).
- ❖ Assisting caseworkers in helping parents and caregivers to work together in the interests of children regardless of permanency outcome.
- ❖ Asking the caseworker for the child and family 'voice' or viewpoint when making decisions about planning and supports.



## SUMMARIZE

- ▶ By encouraging your staff to see how each member of the team contributes to a child's **safety, permanency and well-being**, you are utilizing the **Family Centered Approach**, supporting the **Department's mission** and **promoting positive outcomes**.
- ▶ You are **validating parents in the caregiver role**, even when we are intervening or when they are not the physical custodians can both motivate parents towards change and can give children a sense of being surrounded by caring adults, which can ease their transitions even if they do not return to the custody of their parents.

## OPTIONAL HANDOUTS for Activity



- *Distribute handout **Key Findings** found as a PDF attachment in the trainer files and refer participants to PG pages 8.10- 8.18: **CFSR Outcomes**.*
  - **Key Findings** – *Reviews key findings of 2001 CFSR Review-PIP – Penalty.*
  - **CFSR Outcomes** – *Details of Outcome Goals and how item ratings are determined.*



## Transition

- ▶ As a result of the CFSR Key Findings, the Department prepared a **Program Improvement Plan (PIP)** which included action steps and benchmarks for bringing the State into conformity.
- ▶ From this, the **quality assurance system** was born. The next section will discuss the **Regional Quality Assurance Model**.

# The Regional Quality Assurance Model

## Materials

PPT 8.12-8.19



45 minutes

## Presentation – Quality Assurance

- ▶ During this section of the training, we will focus on quality assurance processes and findings and discuss how this relates to your role as a supervisor.
- ▶ The purpose is to provide you with a broad overview of the Department's Child Welfare Quality Assurance protocols – The Regional Quality Assurance Model.

## Recommended Reading

The website on Quality Assurance found at the Center for Child Welfare in Florida (<http://centerforchildwelfare.fmhi.usf.edu/qa/default.aspx>), includes the standards, plans, reports, framework, tools and schedules for quality assurance. Specifically, you should review:

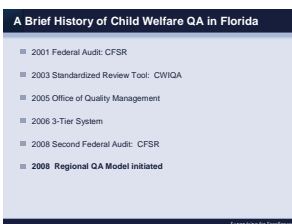
Quality of Practice Standards for Child Protective Investigators, Florida Department of Children and Families, Family Safety, Quality Assurance.

Quality of Practice Standards for Case Management, Florida Department of Children and Families, Family Safety, Quality Assurance.

Florida's Child Welfare Regional Quality Assurance Model Proposed Implementation Plan, Florida Department of Children and Families, Family Safety, Quality Assurance.



## PowerPoint Presentation – Regional QA Model (SLIDES 8.12– 8.19)

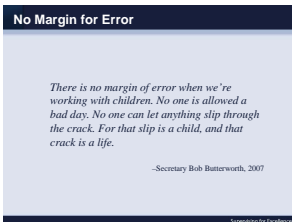


### SLIDE 8.12

PowerPoint Slide: A Brief History of Child Welfare QA in Florida

- ▶ 2001 Federal Audit: CFSR
- ▶ 2003 Standardized Review Tool: CWIQA
- ▶ 2005 Office of Quality Management
- ▶ 2006 3-Tier System

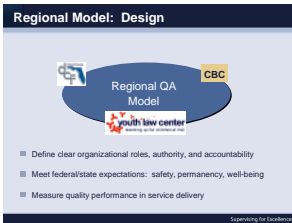
- ▶ 2008 Second Federal Audit: CFSR
- ▶ **2008 Regional QA Model initiated:**
  - ▶ The Department's previous Secretary, Attorney General Bob Butterworth, acknowledged that child maltreatment tragedies highlight performance gaps in Florida's child welfare program. In responding to the urgent need for change at the service delivery level, the Secretary established regional offices and mandated the development of a comprehensive regional quality assurance system. Paramount to this reorganization was the **need to address the quality of service delivery at the local level.**



### SLIDE 8.13

PowerPoint Slide: No Margin for Error

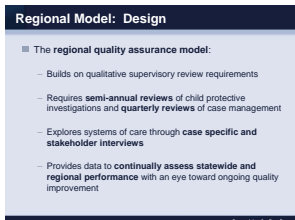
- ▶ The reason for the regional quality assurance system can be summarized in a statement by former Secretary Butterworth:
  - ▶ *There is no margin of error when we're working with children. No one is allowed a bad day. No one can let anything slip through the crack. For that slip is a child, and that crack is a life.*



### SLIDE 8.14

PowerPoint Slide: Regional Model: Design

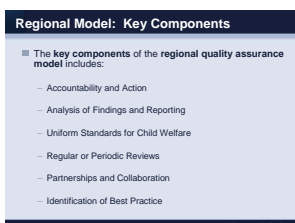
- ▶ The Office of Family Safety, the Assistant Secretaries for Programs and Operations, Community Based Care (CBC) provider representatives, the Youth Law Center and the Regions subsequently collaborated to design a **quality assurance system** that focuses on clear assignment of organizational roles, responsibilities, authority, and accountability at the regional and lead agency level. The new design places more attention on the quality of services delivered at the local level while also ensuring compliance with state and federal expectations for child safety, permanency, and child and family well-being.



## SLIDE 8.15

### PowerPoint Slide: Regional Model: Design

- ▶ The regional quality assurance model replicates some of the framework and processes developed by Chapin Hall, Center for Children, at the University of Chicago and:
  - ▶ Builds on **qualitative supervisory review** requirements.
  - ▶ Requires **semi-annual reviews of child protective investigations** and **quarterly reviews of case management**.
  - ▶ Explores systems of care through **case specific and stakeholder interviews**.
  - ▶ Provides data to **continually assess statewide and regional performance** with an eye toward ongoing **quality improvement**.



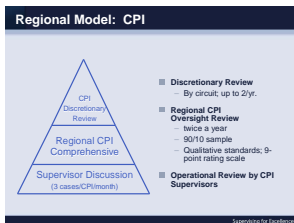
## SLIDE 8.16

### PowerPoint Slide: Regional Model: Key Components

- ▶ The regional model for quality assurance focuses on service delivery and includes a comprehensive system that evaluates the quality of services, identifies strengths and needs of the service delivery system, provides relevant reports, and drives improvement in services and outcomes. The key components include:
  - ▶ **Accountability and Action** – Accountability is critical to ensure public trust in the child welfare system. Accountability is expected from regions, with responsibility for oversight of child protective investigations and of community-based care; from CBCs, with responsibility for non-investigative services; and from certain local Sheriffs with statutory responsibility for protective investigations.
  - ▶ **Analysis of Findings and Reporting** – Service performance and data reporting is necessary to ensure trends are identified so that action can be taken by the Department and community based care agencies when needed. The model ensures data reporting is aligned with contracts, legislative measures, and new federal child welfare measures across the full range of activities of the child welfare program.



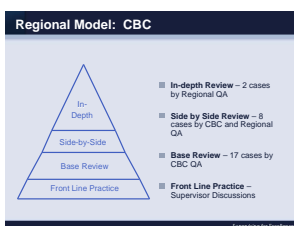
- ▶ **Uniform Standards for Child Welfare** – Achieving excellence is only possible if all participants in the child welfare program are working toward a common goal with clear expectations.
- ▶ **Regular or Periodic Reviews** – including hotline reviews, CPI supervisory reviews, regional discretionary CPI reviews, regional QA review of CPI, CBC supervisory reviews, CBC base reviews, collaborative side-by-side reviews, collaborative in-depth reviews, child death reviews, executive management discretionary reviews, external federal reviews and state reviews, and cross-agency and other reviews.
- ▶ **Partnerships and Collaboration** – Efforts for continuous improvement must take place at the community level.
- ▶ **Identification of Best Practice** – Continuous improvement is promoted through shared learning and the identification of best practice. This model provides an online repository with findings, best practice recommendations, and other qualitative information to push improvement throughout the child welfare system.



## SLIDE 8.17

PowerPoint Slide: Regional Model: CPI

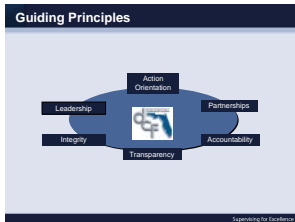
- ▶ **Discretionary Review**
  - ▶ By circuit; up to 2/yr.
- ▶ **Regional CPI Oversight Review**
  - ▶ Twice a year.
  - ▶ 90/10 sample.
  - ▶ Qualitative standards; 9-point rating scale.
- ▶ **Operational Review by CPI Supervisors**



## SLIDE 8.18

PowerPoint Slide: Regional Model: CBC

- ▶ **In-depth Review** – 2 cases by Regional QA.
- ▶ **Side by Side Review** – 8 cases by CBC and Regional QA.
- ▶ **Base Review** – 17 cases by CBC QA.
- ▶ **Front Line Practice** – Supervisor Discussions.



## SLIDE 8.19

### PowerPoint Slide: Guiding Principles

- ▶ Mr. Butterworth's successor, Secretary George Sheldon, continues to support the regional quality assurance model as it **embraces the Department's mission and its guiding principles**: Transparency, Orientation to Action, Community Partnerships, Integrity, Leadership and Accountability.



## Discussion – Regional QA and the Supervisor

### INTRODUCE the Discussion

- ▶ As a supervisor, you are key to bringing the Regional Quality Assurance Model to life. Let's talk about how its implementation has impacted your role as a supervisor.

### PURPOSE of Discussion

- *To provide participants with an opportunity to share some of their experiences with the Regional Quality Assurance Model.*

#### Ask:

- ? **How has the implementation of the Regional Quality Assurance Model affected your current day to day duties?**
  - *Elicit responses and briefly discuss.*

#### Ask:

- ? **What tools from the Regional Quality Assurance Model have you utilized in your role as a supervisor? How?**
  - *Elicit responses and briefly discuss.*

#### Ask:

- ? **How do you see the Regional Quality Assurance Model affecting the future of child welfare? Your unit? Your job?**
  - *Elicit responses and briefly discuss.*



## Activity – Quality Practice

### INTRODUCE the Activity

- ▶ The driving force behind Quality Assurance is quality practice.
- ▶ Let's reflect on what quality practice means to us and what it looks like in your daily work.
- ▶ The questions in this activity are the same questions the Department and Quality Assurance asks of the entire child welfare system.

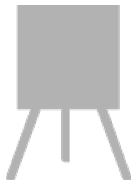
### PURPOSE of Activity

- *To provide participants with an opportunity to reflect on and share experiences involving quality practice for supervisors*

### DIRECTIONS for Activity



- **Refer** participants to PG page 8.19: **Quality Practice**.
- **Direct** participants to answer the questions independently.
- **Lead** a group discussion.



#### Ask:

- ? **How do you as a supervisor insure that we are meeting the best interests of the child through quality service delivery?**
  - **Elicit** answers and discuss.

**Ask:**

? **How do you as a supervisor insure that you are providing services in accordance with the Department's Guiding Principles?**

- *Elicit answers and discuss.*

**Ask:**

? **How do you as a supervisor continually work to improve your skills and the capabilities and the skills/capabilities of your child welfare team?**

- *Elicit answers and discuss.*



## **Transition**

- ▶ The Quality Assurance Regional Model drives change in the state's child welfare system. One of your critical roles is that of change manager, which we will be covering tomorrow.
- ▶ Right now, let us turn to **Ethics in Supervision**, which is a key element of best practice in child welfare.

# Ethics in Supervision

## Materials

PPT 8.20-8.27



1 hour  
30 minutes

## Presentation – Ethics in Supervision

- ▶ We conducted an activity earlier today that involves a very sensitive issue involving ethics. We are going to continue that discussion by defining ethics, morals, and professional ethics in supervision, identifying common ethical dilemmas that occur on the job and identifying and discuss specific ethical terms and principles.

## Presentation – Ethics Defined

- ▶ According to Webster's, ethics is defined as the study of what is right and what is wrong.
- ▶ An ethical issue requires a person to choose among actions that may be evaluated as right or wrong.
- ▶ In some situations, it's pretty obvious what the right and wrong thing to do is (for example: should I steal a bracelet from this store?), but often, it's more unclear (for example, should I steal from a farm stand if I'm starving?).
- ▶ Unfortunately for those of us working in the field of child welfare, most of the ethical issues we'll face fall into the unclear category.
- ▶ Professional ethics, or ethics arising out of everyday work life, tend to involve issues that are more relevant to you.
- ▶ Ethical behavior on the job requires a certain mindset.
  - ▶ **You have a responsibility to act ethically, not because you might be caught doing something wrong, but because you feel it's necessary to do it right.**
  - ▶ This attitude sounds good in theory, but in times of workplace stress, it can go right out the window.
- ▶ Employees use all kinds of excuses for unethical behavior, including
  - ▶ "Everyone does it this way."
  - ▶ "I'm under so much pressure."
  - ▶ "Our place on the leader board will drop."
  - ▶ "I won't look like a good supervisor- even though I work harder than all of my peers."



## PowerPoint Presentation – Ethics (SLIDES 8.20 – 8.22)

### Definition of Ethics

- The branch of philosophy that deals with morality. Ethics is concerned with **distinguishing between good and evil** in the world, **between right and wrong** human actions, and **between virtuous and non-virtuous** characteristics of people.
- A system of **moral principles** governing a culture.
- The **principles of conduct** governing
  - an individual,
  - a group
  - or a profession

### SLIDE 8.20

#### PowerPoint Slide: Definition of Ethics

- ▶ Ethics is the branch of philosophy that deals with morality. Ethics is concerned with **distinguishing between good and evil** in the world, **between right and wrong** human actions, and **between virtuous and non-virtuous** characteristics of people.
- ▶ A system of **moral principles** governing a culture.
- ▶ The principles of conduct governing:
  - ▶ An individual.
  - ▶ A group.
  - ▶ A profession.

#### Ask:

- ? **Based on the above points, what are some experiences you have had involving ethics in child welfare?**
  - *Elicit responses and briefly discuss.*
- ? **What are some differences between your individual or personal ethics and your professional ethics?**
  - *Elicit responses and briefly discuss.*

**Personal Ethics**

- Your own moral beliefs and values used in your daily life as a practical guide to living, deciding right from wrong, and functioning in society.
- Although personal, they are typically learned from a group and are essentially shared by a group.



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## SLIDE 8.21

### PowerPoint Slide: Personal Ethics

- ▶ Your own moral beliefs and values used in your daily life as a practical guide to living, deciding right from wrong, and functioning in society.
- ▶ Although personal, they are typically learned from a group and are essentially shared by a group.
- ▶ Ethics refers to the study and the development of the individual's standard to include their feelings, laws, and social norms which can deviate from what is ethical.
- ▶ Ethics is the continuous study of one's moral beliefs and one's moral conduct, and the effort to ensure that the institutions that we help shape, live up to the standards that are reasonable and solidly-based.

**Professionalism**

- Conduct and qualities that characterize a person or group in a profession.
- Conduct or aspirations that exceed the minimum requirements
- Professionalism requires **consistency with the rule**, even if the professional conduct engaged in is not expressly required by the rule



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## SLIDE 8.22

### PowerPoint Slide: Professionalism

- ▶ Conduct and qualities that characterize a person or group in a profession.
- ▶ Conduct or aspirations that exceed the minimum requirements.
- ▶ Professionalism requires **consistency with the rule**, even if the professional conduct engaged in is not expressly required by the rule.



## Discussion – Benefits of Ethics

### INTRODUCE the Discussion

- ▶ We all know that acting in an ethical way is the right thing to do, but there are many benefits to be had from conducting yourself in an ethical manner.
- ▶ Let's talk a little about these benefits now?

### PURPOSE of Discussion

- *To discuss how benefits benefit supervisors.*

#### Ask:

- ? **Why do ethics matter? What are some benefits of ethics?**

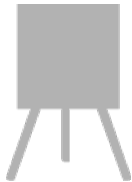
#### SAMPLE RESPONSES (list on flipchart):

##### Ethics can:

- ❖ Help you make choices that you can live with.
- ❖ Reduce the emotional stress and psychological stress that can be caused by moral indecision and confusion.
- ❖ Ensure that you act in a way that serves the best interest of society in general and their service users in particular.
- ❖ Ensure that you act in a way that serves the best interest of your chosen profession.
- ❖ Cultivate strong teamwork and productivity.
- ❖ Help support employee growth and meaning.
- ❖ Be an insurance policy by helping to ensure that policy is legal.
- ❖ Help you avoid criminal behavior and/or acts of omission and help to lower fines.
- ❖ Help manage values associated with quality management, strategic planning and diversity management.
- ❖ Help to promote a strong public image.

##### Ethical behavior can:

- ❖ Substantially improve society.
- ❖ Help to maintain a moral course in turbulent times.







## PowerPoint Presentation – Ethics (SLIDES 8.23 – 8.26)

**Questions That Guide Ethics**

- How prevalent is the problem?
- What are the morally significant facts?
- Does everyone think there is a problem?
- What place, if any, does race, ethnicity, and culture have in moral theory?



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### SLIDE 8.23

PowerPoint Slide: Questions that Guide Ethics

- ▶ Questions that guide ethics include:
  - ▶ How prevalent is the problem?
  - ▶ What are the morally significant facts?
  - ▶ Does everyone think there is a problem?
  - ▶ What place, if any, does race, ethnicity, and culture have in moral theory?

**Ethical Filters – EPIC**

- Empathy** – Understanding the thoughts and feelings of others
- Patience** – Taking the time to understand before we act
- Integrity** – Honesty and truth in all situations
- Courage** – Doing what is right even when it is difficult

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### SLIDE 8.24

PowerPoint Slide: Ethical Filters: EPIC

- ▶ **Ethical Filters** include:
  - ▶ **Empathy** – Understanding the thoughts and feelings of others.
  - ▶ **Patience** – Taking the time to understand before we act.
  - ▶ **Integrity** – Honesty and truth in all situations.
  - ▶ **Courage** – Doing what is right even when it is difficult.

**Steps For Ethical Decision-making**

- STEP 1** – Identify the ethical dilemma or problem relevant to the decision that needs to be made.
- STEP 2** – Gather all relevant data and identify affected individuals. Who will be affected and how?
- STEP 3** – Review the law, agency policy, and professional code of ethics to determine if existing standards provide a clear course of action.
- STEP 4** – Consult with supervisor, legal persons, colleagues or who ever is appropriate.
- STEP 5** – Consider all courses of action and the likely consequences surrounding those actions.
- STEP 6** – Make the final decision.

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### SLIDE 8.25

PowerPoint Slide: Steps For Ethical Decision-making

- ▶ Steps for **ethical decision making** include:
  - ▶ **STEP 1** – Identify the ethical dilemma or problem relevant to the decision that needs to be made.
  - ▶ **STEP 2** – Gather all relevant data and identify affected individuals. Who will be affected and how?
  - ▶ **STEP 3** – Review the law, agency policy, and professional code of ethics to determine if existing standards provide a clear course of action.

- ▶ **STEP 4** – Consult with supervisor, legal persons, colleagues or whoever is appropriate.
- ▶ **STEP 5** – Consider all courses of action and the likely consequences surrounding those actions.
- ▶ **STEP 6** – Make the final decision.



## SLIDE 8.26

### PowerPoint Slide: Ethical Principles

- ▶ Ethical principles include:
  - ▶ Ethical dilemma.
  - ▶ Confidentiality.
  - ▶ Cultural competence and social diversity.
  - ▶ Conflicts of interest.
  - ▶ Self-determination.
  - ▶ Sexual relationships.
  - ▶ Derogatory language.
  - ▶ Informed consent.



## Activity – Ethical Decision Case Studies

### INTRODUCE the Activity

- ▶ Let us turn to our participant's guides to look at some more case studies involving ethical decisions for supervisors.

### PURPOSE of Activity

- *To provide participants with an opportunity to approach ethical decisions using Questions, EPIC, and 7 Steps.*

### DIRECTIONS for Activity



- *Refer participants to PG pages 8.20-8.23: Ethics Case Scenarios:*

Case Study # 1 – Affirmative Action

Case Study # 2 – Discrimination in the Workplace

Case Study # 3 – Employee Absence

Case Study # 4 – Substance Abuse

- **Divide** into 4 groups and assign one topic to each group
- **Instruct** Groups to use the Questions, EPIC, and 7 Steps and prepare a presentation to the rest of the class. This can be done through role playing, acting, drawing. Encourage the class to make the presentation come alive for their peers.
- **Remind** presenters that they will have to describe the scenario to the class.

## From Participants Guide

### Case Study # 1 ~ Affirmative Action

Samuel is a vice president in a large corporation. As part of his duties, he manages twenty supervisors, nineteen of these supervisors are male, one is black, and one is a white female.

Samuel is replacing one of his white male supervisors, and he has advertised the position in-house and outside, as required by his company's hiring policies. After reviewing all of the applications, he believes that Dan, an employee of the company for 15 years, is the most qualified for the position. However, in the pool of applicants there are three qualified women (two Asian and one white), and two qualified black men. Morally what should Samuel do?

#### Questions:

1. Is it fair to hire Dan, even though this will mean that the supervisors will have definite gender and race inequity?
2. Is it fair to Dan to hire someone less qualified to agree with Affirmative Action?
3. Would it be fair to hire a woman, or to hire a black male?
4. Should Samuel give up and let other supervisors vote on who should be hired?

## **Case Study # 2~ Discrimination in the Workplace**

Sandra, a top graduate from the University of South Florida in Social Work, was recently hired by a Community Based Care Agency into a management position. She finished the agency's Supervising for Excellence training program and was in the top of her group, completed the pre-service certification training and was in the top of her group, completed an internship with the agency, and is performing above the norm in her position. She really enjoys her work.

As a black woman she feels isolated, as there are no other black female or black males in management, and there are only a few women in her area. One day at work she heard a conversation between two of her male co-workers and their supervisor. They were complaining to him about Sandra's lack of qualifications and her unpleasant personality. They cursed affirmative action regulations for making the hiring of Sandra necessary.

Sandra is very upset and wants to quit.

### **Questions:**

1. Should Sandra quit?
2. Are her co-workers correct in their evaluation?
3. Should she confront the co-workers?
4. Should she confront the supervisor?
5. Should she file a discrimination suit?
6. What else could she do?

### **Case Study # 3~ Employee Absence**

Melanie, an employee that you supervise, has been warned about her excessive absenteeism several times, both verbally and in writing. The written warning included notice that “further violations will result in disciplinary actions”, to include suspension or discharge. Shortly after the warning was issued, Melanie called in because her babysitter was sick and could not care for her infant child, so she had to stay home. You informed Melanie that she had already exceeded the allowed absences and stated that if she did not come in, she could be suspended. Melanie did not report to work, and you suspended her for fifteen days.

During a hearing with Human Resources, Melanie argued that it was not her fault that her babysitter had called in sick, and further stated that she had no choice but to stay home and care for her child. You stated that Melanie had not made a good faith effort to make other arrangements for her child, nor had she made other arrangements for her cases to be covered and deadlines to be met. You stated that not having a babysitter was not a justifiable excuse for being absent.

#### **Questions:**

1. Was the suspension fair?
2. Did you act responsibly?
3. Should Melanie be fired?
4. Should the babysitter be fired?
5. Was Melanie fair in her actions?
6. What is your solution for working mothers?
7. Should working fathers take turns staying home?
8. Should your agency provide daycare for your children?

### **Case Study # 4 ~Substance Abuse**

Your employee was fired for poor job performance, and poor attendance. Your employee did not turn in paperwork on time, missed court appearances, did not make adequate home visits, and received numerous complaints from families. Your employee confided in a co-worker that she had a substance abuse problem after she was fired. Her co-worker breached confidence and reported the information to you.

You have no employee assistance program in place, and the agency had not been aware of your employee's condition. You made arrangements for your employee to receive treatment and to continue to receive insurance benefits, and you approved her employee insurance claim.

Following treatment, she wanted to be reinstated, maintaining that she had been discharged and is fully capable of being a productive employee. She pleaded for another chance. She argued that you should have recognized that she had a problem and offered treatment. You said that she should have notified you and should not have confided in her co-worker. You further stated that once you found out about the problem that you did everything possible to help her, and further stated that she was not fired for substance abuse, she was fired for poor job performance, absenteeism, distracting others, and wasting time.

#### **Questions:**

1. Should your employee be reinstated?
2. Was your agency fair to assist with treatment?
3. Did you act ethically toward your employee?
4. Did you act ethically for your agency?
5. Would it be fair to other employees to reinstate her?



## Presentation – CWLA Standards



- *Refer participants to PG page 8.24: **Standards for Abused or Neglected Children and their Families.***
- *Discuss these guidelines.*

### From Participant's Guide

#### **CHILD WELFARE LEAGUE OF AMERICA (Standards For Abused Or Neglected Children And Their Families)**

##### **CORE VALUES, PRINCIPLES, AND ELEMENTS OF AN EFFECTIVE RESPONSE TO CHILD PROTECTION**

##### **Principles guiding the establishment of a community response to child welfare:**

- The first goal of child welfare intervention by state and community agencies must be to assure the welfare and safety of children.
- It is in the best interest of communities to make available to parents the necessary services, resources and support that will strengthen their capacity to carry out their parental obligations to their children.
- Communities and child welfare agencies have a responsibility to prevent
- Child abuse and neglect by educating the public about their effect and by allocating the necessary resources to child abuse prevention efforts.
- The child protection system must be able to correctly identify children and families that are in need of protection, and tailor a response to meet their safety and service needs.
- Services and supports must be respectful of and responsive to cultural differences and must build on the strengths and protective factors within families and communities.
- Families served through the child protective services system should clearly understand what familial outcomes are expected of them, and whether or not their acceptance of service is voluntary and/or court ordered to protect the child.

- An aggressive and comprehensive public response is needed when there is harm to a child caused by physical abuse, sexual abuse, or chronic neglect.
- Public officials, business and community leaders, and citizens must be informed so that they understand the needs of abused and neglected children, participate in their community's child protection system, form new partnerships, and influence the public policy agenda related to child protection.
- Agencies must have competent staff skilled in working with children and families and in forming strong working relationships with professionals and others in the community who can be a resource for families.
- Action taken and services provided by child protection agencies should be based upon expected outcomes. Data must be collected and analyzed to determine if these outcomes are achieved.



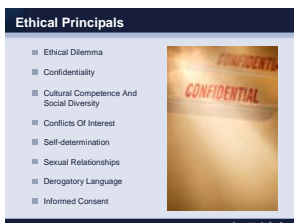
## Activity – Ethical Principles

### INTRODUCE the Activity

- ▶ Let's do an activity involving ethical principles in child welfare. We will begin by discussing these ethical principles:

### PURPOSE of Activity

- *To provide participants with an opportunity to brainstorm ethical dilemmas involving ethical principles.*



### SLIDE 8.26

Repeat PowerPoint Slide: Ethical Principles

- ▶ **Ethical dilemma:** Being faced with meeting your obligations to two different parties at the same time, and not being able to meet your obligation to one without violating your ethical commitment to the other.
- ▶ **Confidentiality:** A professional obligation to protect disclosure of client information. Confidentiality may be breached for compelling reasons such as:
  - ▶ Cases of child abuse or neglect.
  - ▶ A client plans to hurt self or others.
  - ▶ Response to a court order.



- ▶ **Cultural competence and social diversity:** An obligation of a social worker to have a knowledge base of their client's cultures, and be able to demonstrate competence in the provision of services that are sensitive to client's cultures, and to differences among people and cultural groups.
- ▶ **Conflicts of interest:** When a counselor is engaged in dual or multiple relationships which may conflict with one another.
- ▶ **Self-determination:** The obligation of a social worker to respect and promote the right of clients to act in their own best interest. Social worker may limit client's right to self-determination when in the social worker's professional judgment, the client's actions or potential actions pose a serious, foreseeable and imminent risk to themselves or others.
- ▶ **Sexual relationships with clients:** When a social worker has a sexual relationship with a client whether consensual or forced.
- ▶ **Derogatory language:** The use of disparaging language in written or verbal communications to or about clients. Social worker should use accurate and respectful language in all communication to or about clients.
- ▶ **Informed consent:** Informed consent is a function which allows for the protection of and the ability of individuals to make their own choices and decisions. The following conditions should exist before a client's permission can be considered given with "informed consent".
  - ▶ The client must know and understand the implications and consequences of giving consent; he or she must be able to comprehend the language that is used.
  - ▶ The consent must be voluntary.
  - ▶ The client must be competent to determine whether or not to give the permission or consent.

## DIRECTIONS for Activity



- **Refer** participants to PG page 8.25: **Ethical Principles/Terms**
- **Assign** two or three of these topics to a group and ask them to come up with a dilemma they have faced in this area. If they do not have a specific dilemma, ask the group to create one.
- **Instruct** each group to choose a speaker to present their examples to the large group.
- **Review** and discuss each item with the group.



## Activity – Case Study: Ethical Principles (Optional Activity)

### INTRODUCE the Activity

- ▶ Let's get some more practice by applying ethical principles to a case. I want you to think about the legal aspects of the case as well as you are reading and answering the questions.

### PURPOSE of Activity

- *To give participants the opportunity to practice applying ethical principals to a case.*

### DIRECTIONS for Activity



- **Refer** participants to PG page 8.26: **Ethical Principals Case Scenario**.
- **Direct** participants to read the case study and answer the questions independently.

### From Participant's Guide

#### Ethical Principles Case Scenario

Kevin is a fourteen year-old adolescent male and the client of a social worker who is working with the boy's family. Historical problems associated with the family are the step-father's abuse of alcohol and domestic violence. Kevin has had a history of lying at school and stealing from neighbors (who declined to press charges). For about 3 months the family has been complying with the case plan and things have been going well with the family. During the time that the social worker has been working with the family, he has developed a strong bond of trust with Kevin. Recently, Kevin confided to the social worker that 6 months ago he was sexually molested by a camp leader at his church. The camp leader has since left the church and moved to another state. Kevin asked the social worker to keep this information confidential because he fears that the information will send his step-father into a rage. Kevin fears that his step-father will not believe him and will accuse him of lying again.

- **Review the answers and discuss.**

**Ask:**

- ? **Which ethical principle(s) is (or was) the worker struggling with?**

### **SAMPLE RESPONSES**

- ❖ Confidentiality
- ❖ Self-determination (due to age, lack of understanding)
- ❖ Representing clients who lack decision making capacity (due to age)

**Ask:**

- ? **What should this worker do (or have done)?**

### **SAMPLE RESPONSES**

- ❖ The counselor should talk with Kevin about the requirements to report the incident.
- ❖ Report the incident to the Abuse Hotline
- ❖ Discuss with his or her supervisor
- ❖ Assist Kevin in talking with his parents and inform parents about sexual abuse and what kids need after disclosure

**Ask:**

- ? **Are there any legal questions to be considered before acting?**

### **SAMPLE RESPONSES**

- ❖ There is a legal obligation to report the alleged sex abuse to law enforcement for further action.
- ❖ Additionally, there is a legal obligation to disclose the alleged sex abuse to dependency court to meet the child's needs and potentially amend the case-plan to deal with child's sex abuse in family therapy



## Activity – Value Centered Ethics

### INTRODUCE the Activity

- ▶ Let's do an activity involving value centered ethics in child welfare.

### PURPOSE of Activity

- *To provide participants with an opportunity to discuss value centered ethics.*



### SLIDE 8.27

#### PowerPoint Slide: Value Centered Ethics

- ▶ Value centered ethics include:
  - ▶ **Awareness** – Supervisors need to be aware of an internalized system of virtuous values, action roles, and behavioral standards to proactively respond to ethical challenges.
  - ▶ **Guiding value system** – Know that good people can do bad things. You are not as easily derailed when you have a value system guiding you.
  - ▶ **Good reasons to care** – If you have good reasons to care, you can follow the ethical course.
  - ▶ **Virtuous values** – Having virtuous values will make you less vulnerable to unethical temptations.
  - ▶ **Interpersonal skills** – When you use your interpersonal skills as influence and combine them with your virtuous values, you are able to promote the practice of ethical leadership.
  - ▶ **Effective communication** – Supervisors have a responsibility to effectively communicate a clear and meaningful direction to their staff.
  - ▶ **Focus on success** – Supervisors have a responsibility to focus on success.
  - ▶ **Behavioral standards** – Having behavioral standards can help provide concrete ways to put your values in operation.

- ▶ **Demonstrate positive reinforcement** – Ethical behavior is to demonstrate and to maintain positive reinforcement.
- ▶ **“You”** – Ethical behavior begins with “you”.
  
- **Assign** the 10 topics to groups – at least two to a group.
- **Instruct** group to discuss situations where these values have been evident in their jobs.
- **Instruct** participants to share their experiences with the large group.



## Transition

- ▶ Let's turn now to our Culminating Project presentations.

# Culminating Project—Presentations

Materials  
Participant supplied  
materials



3 hours

## Presentation – Culminating Project Presentations

- ▶ Once again, I am very excited to hand the floor over to each of you as you present your Culminating Projects.



## Activity – Culminating Project Presentations

### INTRODUCE the Activity

- ▶ Remember, we are here to learn from each other, so I encourage all participants to ask questions and provide feedback.

### PURPOSE of Activity

- *To provide participants with the opportunity to share their project's successes, failures and results.*

### DIRECTIONS for Activity

- *Instruct participants to present their projects.*
- **Complete** *Culminating Project Rubric found in the appendix.*
- **Thank** *all the participants who presented today.*



## Transition

Let us wrap the day up now.

# Wrap Up

## Materials

PPT 8.28



15 minutes

## Presentation – Wrap-Up

- *Process the work day with the participants.*

### Ask:

- ? **What did you learn from today's session?**
- ? **How will you integrate these new skills into your workday?**
- ? **What did you experience today that would not be useful to you as a supervisor?**

## Homework – Questions for Leadership

### DIRECTIONS for Homework

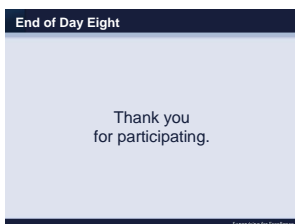
- *Instruct participants to come prepared for the Leadership Panel on Day 9 by writing specific questions to ask the panel.*



## Summarize

SLIDE 8.28

- ▶ PowerPoint Slide: Thank you for participating.
- ▶ We have learned a great deal today about federal and state outcomes, the Regional Quality Assurance model and ethics in supervision.
- ▶ During our next session, we will continue Part Three: Supervisor as the Critical Link by looking at your role as change manager.
- ▶ Thanks for your input and participation and I will see you \_\_\_\_\_ (date, time, and location of the next day of training).



## Evaluations

If evaluations are being used they should be distributed and completed at this time.