



LINKING EVIDENCE TO CHILD WELFARE SUPERVISION

**A guidebook
for supervisors**



LEARNING OBJECTIVES

- ◎ This seminar will focus upon:
 - ◎ The components of social work supervision;
 - ◎ The educational paradigm within the context of child welfare supervision;
 - ◎ Linking evidence-informed practice with critical analysis and reflective practice, and;
 - ◎ The role that learning culture plays in the context of supervision, evidence-informed thinking, and analysis.



PART PROGRAM VISION AND MISSION

- © The overall mission of PART is to “promote the understanding and use of evidence-informed practice (EIP) at all levels of the child welfare system in Ontario to ensure the best possible services and outcomes for vulnerable children and families” (PART’s Vision Statement, February 2011).



PART ACHIEVES ITS MISSION THROUGH THE FOLLOWING COMPONENTS

- ◎ PARTicles
- ◎ Learning Events
- ◎ Webinars
- ◎ Archived Webinars
- ◎ Link PARTners
- ◎ E-Library – access to online journals



SUPERVISORY GUIDEBOOK COMPONENTS

- ① Components of Child Welfare Supervision
- ① Critical-Thinking Skills
- ① Evidence-Informed Practice
- ① Creating and Sustaining an Organizational Learning Culture



SITUATING THE ROLE OF THE SUPERVISOR IN THE CONTEXT OF EVIDENCE-INFORMED PRACTICE

**Management is
above all, a
practice where
art, science and
craft meet**

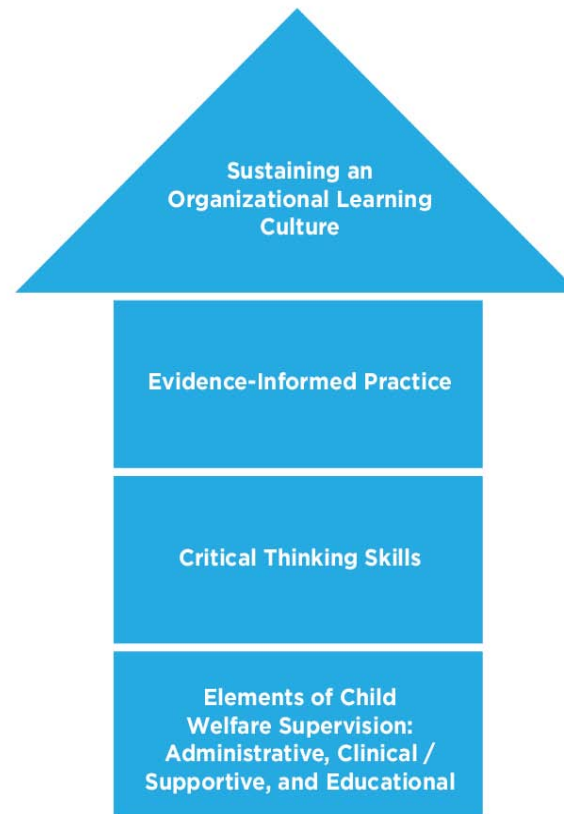


WHY FOCUS ON SUPERVISORS?





CONCEPTUAL FRAMEWORK





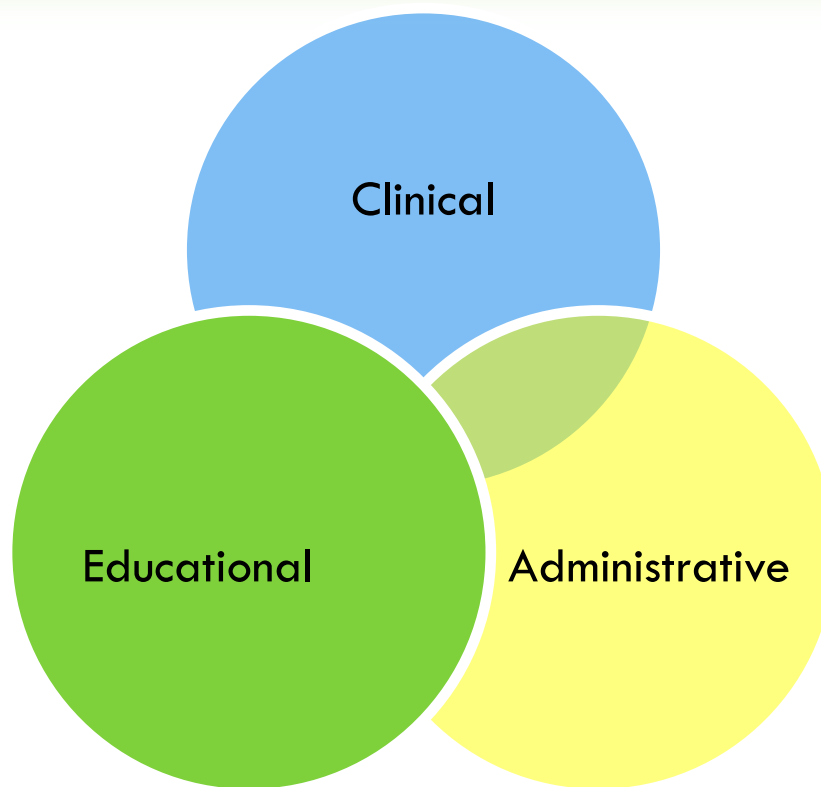
COMPONENTS OF CHILD WELFARE SUPERVISION

Management is
above all, a
practice where
art, science and
craft meet

[Launch video](#)



FINDING SUPERVISORY BALANCE





SUPERVISOR AS ADULT EDUCATOR- THE 7 PRACTICES

1. *Regularly scheduling* individual and/or group supervision
2. Developing front line practitioners' *critical thinking skills*
3. Encouraging practitioners to engage in *self reflection* to support learning, critical thinking and critical decision making



SUPERVISOR AS ADULT EDUCATOR- THE 7 PRACTICES

4. Enhancing front line practitioners' *ability to identify important casework questions* at the heart of maltreatment
5. *Modeling EIP* by looking to the research to inform interventions that are most effective for achieving client outcomes
6. Contribute to an *organizational learning culture*
7. *Assessing front line practitioners' skills and abilities* through various methods



BREAK FOR QUESTIONS

- © We welcome questions from our remote audience as well as our in-person audience.



APPLYING CRITICAL THINKING SKILLS IN THE CONTEXT OF SUPERVISION

If you can keep your wits
about you when all
others are losing theirs,
and blaming you, the
world will be yours and
everything in it.

[Launch video](#)



HALLMARKS OF THE CRITICAL THINKER

- ⊙ Use evidence skillfully and impartially.
- ⊙ Be self-aware and understand how life experiences, cultures and values impact on problem solving.
- ⊙ Listen carefully and assign weight to other perspectives and ideas, even when they are contrary to their own.
- ⊙ Find unusual approaches for complex problems.
- ⊙ Strip verbal arguments of irrelevancies and distil them into their essentials.



DEVELOPING CRITICAL THINKING SKILLS ON THE FRONT LINE

1. Modeling appropriate behaviour

- ⊙ Identify the following for this case example:
 - The elements of faulty and accurate thinking.
 - A question that a supervisor could ask a practitioner to bring attention to faulty thinking.
- ⊙ “Recently at a team meeting, we discussed the case of a single-parent mother who has an acting-out teenager. The son has been acting out a great deal and causing his mother much grief and stress. I think she will soon want him out of the home and the practitioner should prepare for it. He will probably need a group-home placement due to his behaviour.”



DEVELOPING CRITICAL THINKING SKILLS ON THE FRONT LINE

2. Creating an appropriate supervisory environment-build trust and safety

- ⦿ Expectations are modeled through behaviour and attitudes.
- ⦿ Expectations can be articulated or implied.
- ⦿ Using evidence and critical thinking in supervision sets a good examples for practitioners.



DEVELOPING CRITICAL THINKING SKILLS ON THE FRONT LINE

3. Asking discriminating/Socratic questions

- ⊙ Conceptual clarification questions:
 - *How does this relate to what we've been talking about?*
- ⊙ Probing assumptions:
 - *What would happen if...?*
- ⊙ Probing rationale, reason and evidence:
 - *What do you think causes...?*
- ⊙ Questioning viewpoints and perspectives:
 - *What is the difference between ... and ...?*
- ⊙ Probing implications and consequences:
 - *How does ... fit with what we learned before?*
- ⊙ Questioning the question:
 - *Why do you think I asked this question?*



DEVELOPING CRITICAL THINKING SKILLS ON THE FRONT LINE

4. Identifying themes

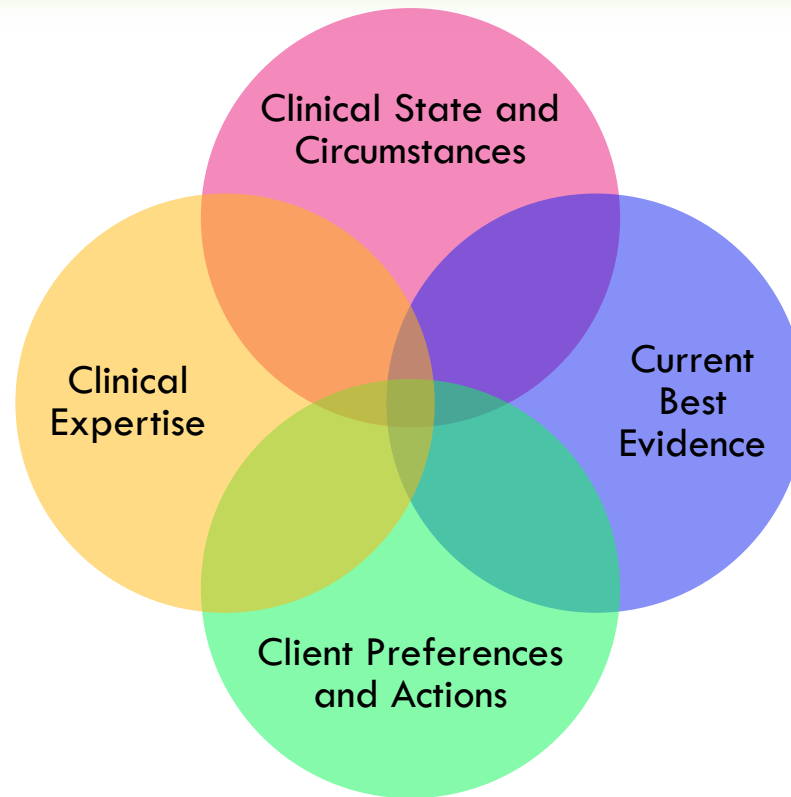
- ⊙ Blocks to applying critical thinking and problem solving:
 - emotional barriers, such as a fear of taking risks;
 - motivational barriers, such as a lack of interest in helping clients;
 - environmental barriers, such as noise, distractions or inadequate tools to do the job; and
 - workplace culture barriers, such as pressures from an accountability system that rewards redundancy over client services



EVIDENCE-INFORMED PRACTICE



WHAT IS EVIDENCE-INFORMED PRACTICE?





STEPS IN THE PROCESS OF EVIDENCE-INFORMED PRACTICE

[Launch video](#)



STEPS IN THE PROCESS OF EVIDENCE-INFORMED PRACTICE

1. Be willing to say “I don’t know”
2. Pose well formed answerable questions related to your practice
3. Search effectively and efficiently for research findings
4. Critically appraise research findings
5. Use clinical expertise to integrate research findings with other sources
6. Evaluate and learn from what happens



GETTING STARTED AND DEVELOPING A PLAN

- A. Understand your team caseload
 - ⦿ Collect evidence from your own team to inform and develop your practice.
- B. Talk with practitioners and canvas their opinions and practice wisdom
 - ⦿ Determine what they already know and what they think they need to learn.



GETTING STARTED AND DEVELOPING A PLAN

- A. Identify clinical areas benefit from EIP
 - S = Specific
 - M = Measurable
 - A = Achievable
 - R = Realistic
 - T = Time Limited
- B. Tell others goal is for your practice to be EI
- C. Use tools available to you in:
 - ⊙ Individual supervision
 - ⊙ Team learning



END OF THE WEBINAR PORTION

© Brief break for live audience



CASE STUDIES AND CRITICAL THINKING – TOOL G

For each vignette:

- ① Identify the elements of faulty thinking
- ① Identify the elements that are accurate
- ① Think of a question that, as a supervisor, you could ask a worker if faced with this case to bring to attention any faulty thinking being used.



APPLYING EVIDENCE TO CASE CONSULTATIONS – TOOL J

In your small group, identify which questions

- ⊙ Tend to unfold naturally in the process of consulting on a case?
- ⊙ Receive less attention?



CREATING AN ORGANIZATIONAL LEARNING CULTURE

Learning is a
treasure that will
follow its owner
everywhere



BUILDING A CULTURE OF CONTINUOUS LEARNING

- ◎ Organizations with a culture of learning are better suited to respond to pressure and achieve change when required.
- ◎ A culture of learning embraces three kinds of learning:
 1. *Knowing how*
 2. *Knowing what*
 3. *Knowing why*



BARRIERS TO A LEARNING CULTURE

- ◎ It is not unusual for organizations to unintentionally develop barriers to learning:
 - ◎ *Attention is overly focused on programs and program development.*
 - ◎ *Reflection is not valued as a learning tool.*
 - ◎ *Fear of criticism causes defensiveness and protectionism.*
 - ◎ *Errors, mistakes and tragedies are not reflectively engaged.*
 - ◎ *Passive, directionless or reactionary decision-making is practiced.*
 - ◎ *Resistance to change or risk-taking.*

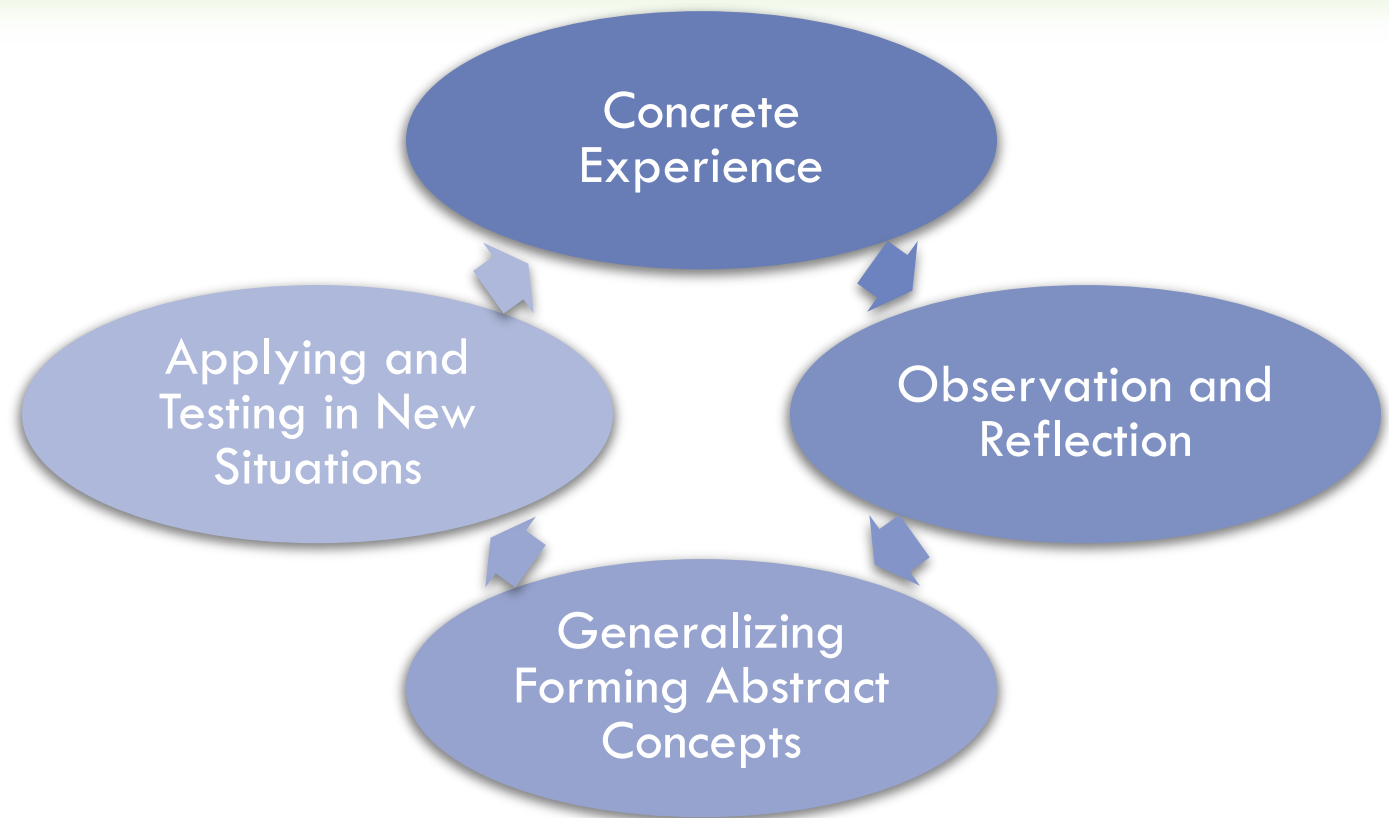


METHODS OF DEVELOPING A LEARNING CULTURE

- ◎ Individual level
 - ◎ Technical abilities
 - ◎ Relationship abilities
 - ◎ Learning to learn abilities



CYCLICAL LEARNING PROCESS





METHODS OF DEVELOPING A LEARNING CULTURE

- ◎ Team or work group level
 - ◎ Establish a safe environment for reflection & learning
 - ◎ Team learning events
 - ◎ Tie team function to organization mission and goals



METHODS OF DEVELOPING A LEARNING CULTURE

- ◎ VIDEO:
 - ◎ Learning as a team

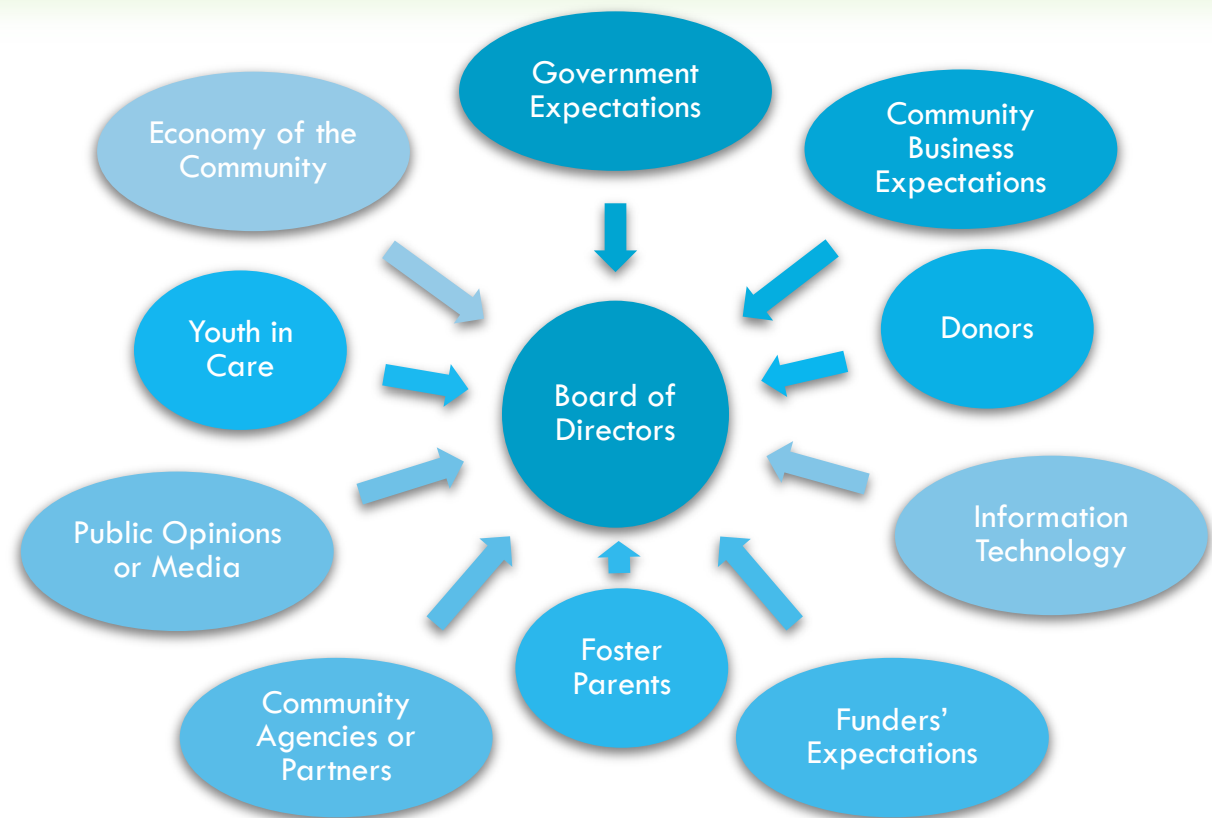


METHODS OF DEVELOPING A LEARNING CULTURE

- ◎ Whole organization level
 - ◎ Vision: Having a shared vision gives all members a sense of purpose and direction
 - ◎ Be integrative
 - ◎ Take risk: learning comes with mistakes
 - ◎ Connect people
 - ◎ Organized structure that embeds learning into daily practice



METHODS OF DEVELOPING A LEARNING CULTURE





PUTTING IT ALL TOGETHER



STEPS YOU CAN TAKE

1. Yourself: *Model of Intentional Change - the 5 Discoveries*

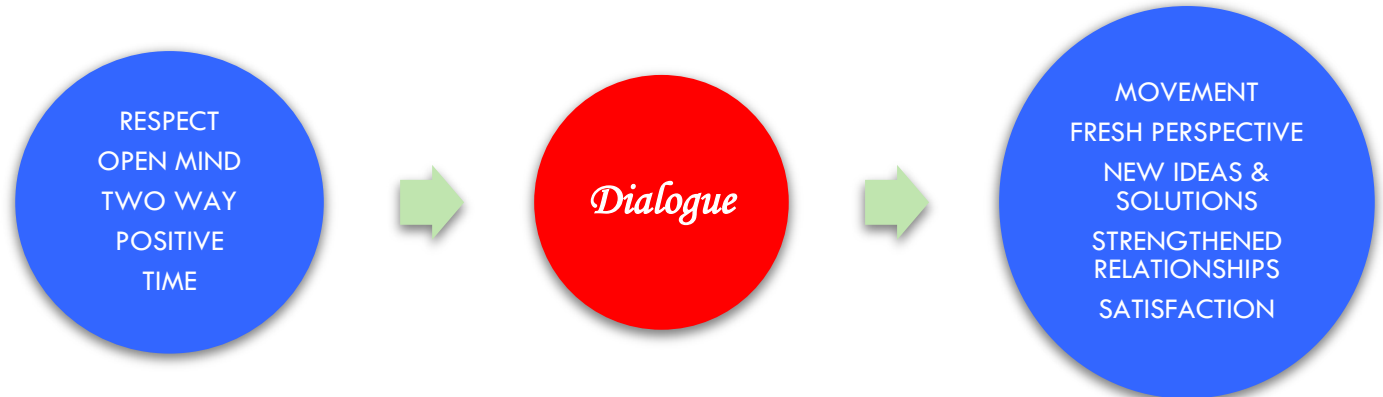




STEPS YOU CAN TAKE

2. Your team:

1. One way of approaching the question “how do we get started?” is to ask your team to design its own process for implementing EIP.
2. Create dialogue within team





STEPS YOU CAN TAKE

3. Your organization

- ⊙ Develop an organizational vision of EIP
- ⊙ Identify and use EIP champions
- ⊙ Create an EIP Advisory Committee
- ⊙ Promote Evidence-Informed Practice
- ⊙ Develop an audit of the organization's strengths, opportunities and aspirations.