

Child Welfare Supervision

From Theory to Practice

12/04/2005

Child Welfare Supervision

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Course Outline

- ❑ Created as a course assignment in doctoral program, Faculty of Social Work;
- ❑ It is not part of the continuing education course of U of T at this point in time;

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Educational Philosophy

- ❑ Interactional—case studies, group exercises;
- ❑ Required text is Supervision in Social Work by Alfred Kadushin and Daniel Harkness, 2002.

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What Does It Mean to Be a Child Welfare Supervisor?

- ❑ What is the role?
- ❑ Making the transition from front-line to supervisor;



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Supervisor/Leadership Competencies and Qualities

Core competencies of being a child welfare supervisor.



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Administrative Aspects of Child Welfare Supervision

- ▣ Balancing work assignments between the needs of staff and the needs of clients;



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Clinical Application of Child Welfare Supervision

- ▣ Group Work Exercises;
- ▣ Use of foundational social work supervision literature.



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The Child Welfare Supervisor as an Adult Educator—Integrating Adult Learning Theory

- ▣ Overview of the theoretical assumptions of adult learning theory.



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Managing and Leading A Team Environment

- Exploration of a case study that contains a situation of conflict between supervisors and members of their team.



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Impact of Stressors on Front-Line and Supervisory Staff

- Review of literature
- Strategies for self-care



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Creating a Culturally Competent Child Welfare Organization

- This session will explore the concepts related to cultural competency and related literature;



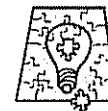
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Emerging Child Welfare Issues

- Overview of evidenced-based practice;
- Emerging trends: Differential Response, Family Group Conferencing.



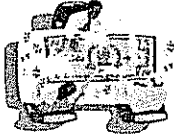
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Ethical Issues in Child Welfare Practice


- Practice focused;
- Use of case studies



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Liability Implications for Child Welfare Supervisors

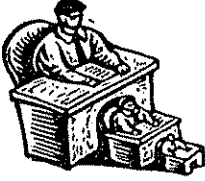
- Learning from Inquests
- Vicarious Liability



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The Supervisor in the Context of Child Welfare Organizations—

- An exploration of Managing from the Middle;



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Group Presentations



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Ideas for further development of the Course...

- ❑ Create a session on **recruitment and retention and results oriented supervision** ;
- ❑ Professional development course at FSW, U OF T;
- ❑ Put the course on-line;
- ❑ Mandatory course for all new child welfare supervisors?

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Continuing Education Department

Instructor: Katharine Dill

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Class Time: Monday Evening: 6-9 PM

Office Hours: Monday Evening 5-6 PM and can be contacted via email.

Office Location: Room 543, located on the third floor

Supervision in Child Welfare Practice

Course Number: 29306873H

Course Description:

This course is part of a supervisory professional development series that is intended to focus on the enhancement of supervisory skills in social work practice. Highlights of the course includes extensive use of practical applications in relation to the role of the supervisor and includes the following content:

1. Role of the Child Welfare Supervisor
2. Supervisory/Leadership Competencies
3. Administrative Supervision
4. Clinical Supervision in Child Welfare Practice
5. The Child Welfare Supervisor as an Adult Educator
6. Managing and Leading a Team Environment
7. Impact of Stressors on Front-line and Supervisory Staff
8. Creating a Culturally Competent Child Welfare organization and team environment
9. Emerging Child Welfare Practice Issues
10. Ethical Issues in Child Welfare Practice
11. Vicarious Liability Issues for Child Welfare Supervisors
12. The Supervisor in the context of the Child Welfare Organization
13. Group Presentations

The course is part of the continuing education program and is a credit course. The course will involve a formal evaluative process with two written assignments and one group presentation.

Rationale and Significance of the Course:

A comprehensive supervisory training model is required in the field of child welfare practice. This supervisory professional development series explores both the clinical, administrative and organizational context of the role. This model enables individuals to focus on the underlying elements of the role of the supervisor working within the context of a child welfare setting. Consequently, this professional development series integrates key findings from the literature and integrates knowledge to create a powerful and rich learning opportunity for child welfare supervisors. This in turn will enable these individuals to grow and develop both personally and professionally.

Goal:

The goal of this course is to prepare individuals who are or are contemplating becoming a child welfare supervisor. The overall objective of the course is to provide individuals with the basic theoretical perspectives of child welfare and social work supervision practices.

Specific goals are:

1. To provide a conceptual framework for social work supervision;
2. To create a practice-based approach to conducting all elements of child welfare supervision;

3. To create a learning environment that encourages participants to define their own supervisory philosophy of practice;
4. To integrate concepts from adult learning theory and demonstrate how this theory applies to aspects of child welfare supervision.

Student Learning Outcomes:

Upon completion of this professional development series, participants will:

- Understand the theoretical and philosophical perspectives of social work supervision;
- Know about emerging issues in child welfare practice such as creating a culturally competent child welfare organization, ethical issues in child welfare practice and the integration of evidenced-based practice within the context of a child welfare organization;
- Articulate their supervisory practice within the context of the adult learning theory perspective;
- Define emerging worker and team related issues and develop strategies for resolving and mitigating problems before they emerge;
- Understand oneself within the context of a child welfare organization.

Educational Philosophy:

This course is designed to help participants develop and enhance their supervisory skills and/or ready themselves for the transition from front-line practice to a supervisory level. The focus of this course will create an environment wherein self-reflection and critical debate are seen as essential elements of the learning process. Through the use of adult education principles, students will recognize how their present knowledge base can be expanded or even changed to assist them in further enriching their leadership skills. The classroom environment will be arranged in such a way that participants will feel safe and secure in sharing their strengths and weaknesses as leaders and supervisors.

The course is intended to integrate many different classroom exercises such as the use of group presentations, case studies, role-plays and discussion forums based on weekly reading material. The intent of the course is to draw on the experiences of participants and discuss issues that have been challenging or difficult. The classroom environment should be seen as a venue for problem solving, managing challenging employees and other relevant situations. It is anticipated that by drawing upon the wealth of knowledge and experience of the participants in the classroom that individuals can learn from each other (Middleman & Wood, 1991).

The critical paradigm is the epistemological perspective by which this course will be taught (Graham, 1997). This epistemological framework has been chosen because the course encourages students to think independently and critically analyze their role within their organization and within the context of client service delivery. The use of the critical paradigm sees the teacher as a facilitator of this process. By creating a learning environment that is based on this paradigm, students can explore complex ethical and moral issues within the context of child welfare practice. It is hoped that through the creation of this learning environment participants will explore uncharted territory in terms of their role as a supervisor and individual operating within the field of child welfare practice.

Required Text: Kadushin, A., & Harkness, D. (2002). *Supervision in Social Work* (4th ed.). New York: Columbia University Press.

Course Assignments

Assignment One:

Orienting new child welfare staff is one of the important aspects of the role of the child welfare supervisor. This assignment requires participants to develop an action plan for orienting new staff from the first day of employment through to the end of the employee's first year. More specifically:

- Be clear in your plan how orientation is linked to staff retention;
- Comment on the impact that a new employee can have on team dynamics;
- Be clear about your level of supervision with the new employee;
- Explain how you intend to ensure the needs of the new staff member are met within the context of the team environment.

Course Weight: 25%

Paper Length: Five Pages

Due Date: February 14, 2006

Assignment Two:

Write a paper that defines what clinical supervision means within the context of child welfare practice. More specifically, discuss the following issues:

- What does the term clinical mean in the context of social work practice?
- How does the term clinical relate to child welfare practice?
- How is clinical supervision applied in day-to-day practice?
- What are the barriers to providing clinical supervision?
- How does one balance clinical and administrative supervisory practice?

Course Weight: 25%

Paper Length: Seven Pages

Due Date: February 28, 2006

Assignment Three (Group Presentation):

On the final day of class there will be three group presentations. During the first class, three groups will be identified and each of these groups will select one of the following topics:

The three topics for group presentations are as follows:

1. Role-play a team meeting. Illustrate the key aspects of group and team dynamics by integrating both literature and practice experience;
2. Examine the critical issues outlined in the following article and how it relates to a child welfare supervisor: Goffee, R., & Jones, G. (2000). Why Should Anyone Be Led By You? *Harvard Business Review*;
3. A member of your team is clearly not pulling their weight. This is causing distress for their colleagues, as they have to cover off the tasks not completed by this individual. Explain how you as the supervisor would manage the team dynamics.

Course Weight: 50%

Presentation Length: 30-45 minutes

Due Date: March 14 2006

Course Format:

The format for this course will involve a combination of lecture style, class discussion and student participation exercises that include role-plays, case studies, small group discussions and formal group presentations. The intent of the course is to integrate theory with practice and to create a learning experience that is relevant to child welfare supervisors.

Course Content:

Session One
What does it mean to be a Child Welfare Supervisor?

This session explores the concept of supervision, particularly as it relates to child welfare practice. In this first session, participants will be given the opportunity to introduce themselves to each other through the use of formal introduction. Specifically, the focus of this class will be on:

- What does supervision mean?
- What does supportive supervision mean?
- What is the supervisor's role?
- What is not the supervisor's role?

Readings:

Kadushin, A., & Harkness, D. (2002). Supportive Supervision. In *Supervision in Social Work* (4th ed.). New York: Columbia University Press.

Dublin, R. (1989). Supervision and Leadership Styles. *Social Casework: The Journal of Contemporary Social Work*, 70(10), 617-621.

Scott, D. (1991). On Becoming a Supervisor in Australia. *Social Work*, 36(6), 543-544.

De Vries, M. K. (2001). Chapter One and Two. In *The Leadership Mystique*: Financial Times: Prentice Hall.

Session Two
Supervisory/Leadership Competencies and Qualities

This session will examine the core competencies of being a supervisor in a child welfare setting. The first part of the course will focus on the leadership and managerial competencies that are required for the position that include the following:

- Developing an organizational vision;
- Staying innovative and creative as a supervisor;
- Developing a respectful and open working environment;
- The ability to collaborate with colleagues and members of the community.

(Taken from Lang, R. 2002 Leadership in Child Welfare. *O.A.C.A.S.*, 45(3).)

The class will divide into small group and make a list of what makes a good supervisor? Be specific and list the competencies and qualities required to be a good supervisor.

Readings:

Hernandez-Broome, & Hughes, R. L. (2003). Leadership Development: Past, Present and Future. *Human Resources Planning, 23*(1).

Session Three

Administrative Aspects of Child Welfare Supervision

This session covers the administrative aspects of the supervisor's role. The topics to be covered in this session are:

- Balancing work assignments between the needs of staff and the needs of clients;
- Conducting performance reviews. A role-play will be used to demonstrate a situation that involves a negative performance review with a challenging employee. Student actors from a local community college will perform the role-play. This role-play will become the catalyst for class discussion.

Readings:

Kadushin, A., & Harkness, D. (2002). Administrative Supervision. In *Supervision in Social Work* (4th ed.). New York: Columbia University Press.

Munson, C. E. (1993). Chapter 11: Administrative Activities. In *Clinical Supervision in Social Work* (2nd ed.). New York: The Haworth Press.

Shulman, L. (1993). Chapter Seven: Evaluation Function of Supervision. In *Interactional Supervision*. Washington, D.C.: N.A.S.W. Press.

Session Four

The Clinical Application of Child Welfare Supervision

This session will focus on the clinical aspects of child welfare supervision and includes the following examination of issues:

- The theoretical concept of clinical supervision in social work practice;
- Small group exercise: Use a sample completed risk assessment and define the clinical elements of the case. How would your group define and integrate these clinical components in your supervisory session with an employee?

Readings:

Ellis, M. V., Ladany, N., Krenzel, M., & Schult, D. (1996). Clinical Supervision Research From 1981 to 1993: A Methodological Critique. *Journal of Counseling Psychology, 43*(1), 35-50.

Munson, C. E. (1993). Chapter Six. In *Clinical Social Work Supervision*. New York: Haworth Press.

Session Five
*The Child Welfare Supervisor as an Adult Educator—
Integrating Adult Learning Theory*

This session focuses on the complex role of the child welfare supervisor as an adult educator. This session will focus on the integration and application of adult learning theory as it relates to daily supervisory practices. The key components of this session are:

- The theory and philosophical underpinnings of adult education theory will be the format for this lecture. Issues such as “how do we integrate theoretical assumptions into child welfare supervision?” will be discussed;
- Group Exercise: The class participants will divide into small groups and develop an outline for a clinical/educational team meeting. The focus of the team meeting must be on the development of a practice related skill such as how to conduct a physical abuse investigation, or children’s mental health issues.

Action Assignment: Participants are requested to review the Case Study for Session Four on Managing and Leading Team Environments. Please come prepared to discuss the case study at the next class. Please see Appendix A.

Readings:

Erera, I. P., & Lazar, A. (1994). The Administrative and Educational Functions in Supervision: Indications of Incompatibility. *The Clinical Supervisor, 12*(2), 39-56.
Garrett, K. J., & Barretta-Herman, A. (1995). Moving from Supervision to Professional Development. *The Clinical Supervisor, 13*(2), 97-110.
Gitterman, A. (2000). The Social Work Supervisor as Teacher of Educational Methods and Skills. *The Clinical Supervisor, 19*(1), 167-176.
Darlington, Y., Osmond, J., & Pelie, C. (2002). Child Welfare Workers' Use of Theory in Working With Physical Child Abuse: Implications for Professional Supervision. *Families In Society: The Journal of Contemporary Human Services, 83*(1), 54-63.

Session Six
Managing and Leading a Team Environment

This session will encourage participants to explore the parallels between managing team and group dynamics. An examination of the material presented by Larry Shulman on team dynamics will become the foundation for this lecture.

The class will examine the relevant issues in the assigned case study assigned and design an intervention strategy for managing the conflict between the supervisor and members of their team.

Readings:

Shulman, L. (1993). Chapter 8: Supervision of Staff Groups. In *Interactional Supervision* (2nd ed.). Washington, D.C.: N.A.S.W.

Session Seven
Impact of Stressors on Front-Line and Supervisory Staff

This session will cover issues related to identifying and preventing burnout for both front-line and supervisory staff. The session will examine the potential child welfare related stressors that can have an emotional, and psychological impact that can include the following:

- Death of a child
- Death of an adult client
- Lawsuit
- Intensive media scrutiny

Small Group Exercise: The class will divide into two groups and examine the following situations and provide an action plan how you the supervisor will manage the situation.

1. A previously well performing employee has started to show signs of burnout.
2. A twelve-year-old Native youth commits suicide while in the care of the Children's Aid Society. One of your social workers was responsible for the youth's case.

Readings:

Abu-Bader, S. H. (2000). Work satisfaction, burnout, and turnover among social workers in Israel: a causal diagram. *International Journal of Social Welfare*, 9, 191-200.
Regehr, C., Chau, S., Leslie, B., & Howe, P. (2002). An Exploration of Supervisor's and Manager's Responses to Child Welfare Reform. *Administration in Social Work*, 26(3), 17.
Shulman, L. (1993). Chapter Seven: Helping Staff Cope with Trauma. In *Interactional Supervision* (pp. 258-283). Washington, D.C.: N.A.S.W.

Session Number Eight
Creating a culturally competent Child Welfare organization and team environment

The intent of this session is to explore the meaning of the term cultural competency and how this relates to staff, clients and child welfare organizations. We will review the essential elements of assessing organizational cultural competency using the framework of the Child Welfare League of America cultural competency tool.

Readings:

Mederos, F., & Woldegiorgis, I. (2003). Beyond Cultural Competence: What Child Protection Managers Need to Know and Do. *Child Welfare*, 77(2), 125-142.
McPhatter, A. A., & Ganaway, T. L. (2003). Beyond the Rhetoric: Strategies for Implementing Culturally Effective Practice with Children, Families and Communities. *Child Welfare*, 42(2), 103-124.
Nybell, L. M., & Gray, S. S. (2003). Social Work: Race, Place, Space: Meanings of Cultural Competence in Three Child Welfare Agencies. *Social Work*, 49(1), 17.
MacEachron, A. E. (1994). Supervision in tribal and state child welfare agencies: Professionalization, responsibilities, training needs, and satisfaction. *Child Welfare*, 73(2), 117-.

Session Number Nine
Emerging Child Welfare Issues

This session will focus on the emerging issues in child welfare practice that include the following:

- An examination of the Differential Response Model and implications for supervisory practice;
- Kinship Care: The implications for supervisory practice;
- Family Group Conferencing.

Readings:

English, D., J., et al. (2003). Alternative Responses to child protective services in the United States. *Centre of Excellence for Child Welfare, Community Collaboration and Differential Response: Canadian and International Research and Emerging models of practice*, 64-74.

Gleeson, J. P., & Philbin, C. M. (1996). Preparing Caseworkers for Practice in Kinship Foster Care: The Supervisor's Dilemma. *The Clinical Supervisor*, 14(1), 19-34.

Schmid, J., & Goranson, S. (2002). Family Group Conferencing: An effective tool in planning for children's safety and well-being. *O.A.C.A.S46* (4), 19-23.

Please read and prepare a response for the case study in Appendix B of the course outline for the following week's presentation on ethics in child welfare practice.

Complete social work on-line ethics course <http://www.getceusnow.com/portal/file/ethics.htm>

Session Ten:
Ethical Issues in Child Welfare Practice

This session will explore some of the ethical issues that can emerge for supervisors in child welfare practice. Some of these issues are as follows:

- Boundary issues between the social worker and client;
- A social workers exploitation of power and control in their working relationship with a client;
- Breach of client confidentiality

The class will discuss the assigned case study and use this as a point for discussion. Please see appendix B for case study.

Readings:

Reamer, R. G. (2003). Boundary Issues in Social Work: Managing Dual Relationships. *Social Work*, 48(1), 121.

Munson, C. E. (1993). Values and Ethics. In *Clinical Social Work Supervision*. New York: Haworth Press.

Pine, B. A. (1987). Strategies for More Ethical Decision-Making in Child Welfare Practice. *Child Welfare*, 66(4), 315.

C.A.S.W. (1994). *Social Work Code of Ethics: Canadian Association of Social Workers*. Ottawa: C.A.S.W.

Session Eleven
Legal and Liability Implications of Child Welfare Supervisors

This session will focus on the issues of vicarious liability for supervisors. The lecture will cover the following issues:

- The use of supervision as a process for examining liability issues;
- A review of the current legal aspects of child welfare work;
- Child Welfare Inquests and the role of the child welfare supervisor

Guest Lecturer: Marv Bernstein, Director of Policy
Development & Legal Support, and Ontario Association of Children's Aid Societies

Readings:

Reamer, R. G. (1989). Liability Issues in Social Work Supervision. *Social Work*, 34(5), 445-448.
Kadushin, A., & Harkness, D. (2002). *Supervision in Social Work* (4th ed.). New York: Columbia University Press, chapter three: section on vicarious liability
Besharov, D. (1985). *The vulnerable social worker: liability for serving children and families*. Washington, D.C.: N.A.S.W. Chapters 1-3
Regehr, C., Bernstein, M., & Kanani, K. (2001). Liability for Child Welfare Social Workers: Weighing the Risks. *Canadian Social Work*, 3(2).

Session Twelve
The Supervisor in the Context of the Child Welfare Organization
Examining Organizational Development Issues

This session will examine the organizational development issues in child welfare practice and explore the following issues:

- The Supervisor's role in mediating conflict with the system (Larry Shulman's readings);
- The conflicted role of the child welfare supervisor—attending to the needs of both front-line staff and senior managers.

Exercise: Role-play (please see Appendix C)

Readings:

Shulman, L. (1993). *Interactional Supervision* (Vol. 3rd edition). Washington, D.C.: N.A.S.W. Press, chapter ten: Mediating Conflict Between Staff and the System
Hopkins, K. M., Mudrick, N. R., & Rudolph, C. S. (1999). Impact of University Agency Partnerships in Child Welfare on Organizations, Workers and Work Activities. *Child Welfare*, 78(6).
Heath, C., & Sitkin, S. B. (2001). Big-B and Big-O: What is organizational about organizational behaviour? *Journal of Organizational Behaviour*, 22, 43-58.
Mowaday, R. T., & Sutton, R. I. (1993). Organizational Behaviour: Linking Individuals and groups to organizational contexts. *Annual Review of Psychology*, 44, 195-229.
De Vries, M. K. (2001). Chapter three and four: In *The Leadership Mystique*: Financial Times: Prentice Hall.

Session Thirteen
Group Presentations

The course will end with the group presentations on the following topics:

The three topics for group presentations are as follows:

1. Role-play a team meeting. Illustrate the key aspects of group and team dynamics by integrating both literature and practice experience;
2. "Why Should Anyone Be Led By You?" Examine the critical issues outlined in this article and how it relates to a Child Welfare Supervisor: Goffee, R., & Jones, G. (2000). *Harvard Business Review*;
3. A member of your team is clearly not pulling their weight and this is causing distress for their colleagues, as they have to cover off the tasks not completed by this individual. Explain how you as the supervisor would manage the team dynamics.

BIBLIOGRAPHY

- Abu-Bader, S. H. (2000). Work satisfaction, burnout, and turnover among social workers in Israel: a causal diagram. *International Journal of Social Welfare*, 9, 191-200.
- Besharov, D. (1985). *The vulnerable social worker: liability for serving children and families*. Washington, D.C.: N.A.S.W.
- C.A.S.S.W. (2004). C.A.S.S.W. Accreditation Standards.
- De Vries, M. K. (2001). Chapter One and Two. In *The Leadership Mystique*: Financial Times: Prentice Hall.
- Harkness, D., & Hensley, H. (1991). Changing the Focus of Social Work Supervision: Effects on Client Satisfaction and Generalized Contentment. *Social Work*, 36(3), 506-512.
- Harkness, D., & Poertner, J. (1989). Research and Social Work Supervision: A Conceptual Review. *Social Work*, 34(2), 115-118.
- Kadushin, A., & Harkness, D. (2002). *Supervision in Social Work* (4th ed.). New York: Columbia University Press.
- Kaiser, T. L., & Barretta-Herman, A. (1999). The Supervision Institute: A Model for Supervisory Training. *The Clinical Supervisor*, 18(1), 33-46.
- MacEachron, A. E. (1994). Supervision in tribal and state child welfare agencies: Professionalization, responsibilities, training needs, and satisfaction. *Child Welfare*, 73(2), 117-.
- MacKeracher, D. (1996). Assumptions About Learning and Adult Learners. In *Making Sense of Adult Learning* (pp. 1-28).
- Mederos, F., & Woldegiorgis, I. (2003). Beyond Cultural Competence: What Child Protection Managers Need to Know and Do. *Child Welfare*, 77(2), 125-142.
- Moore, T. D., Rapp, C. A., & Roberts, B. (2000). Improving Child Welfare Performance Through Supervisory Use of Client Outcome Data. *Child Welfare*, 79(5), 475.
- Munson, C. E. (1993). *Clinical Social Work Supervision* (second edition ed.). Binghamton, NY: The Hawthorne Press, Inc.
- Pine, B. A. (1987). Strategies for More Ethical Decision-Making in Child Welfare Practice. *Child Welfare*, 66(4), 315.
- Reamer, R. G. (2003). Boundary Issues in Social Work: Managing Dual Relationships. *Social Work*, 48(1), 121.
- Regehr, C., Bernstein, M., & Kanani, K. (2001). Liability for Child Welfare Social Workers: Weighing the Risks. *Canadian Social Work*, 3(2).
- Regehr, C., Chau, S., Leslie, B., & Howe, P. (2002). An Exploration of Supervisor's and Manager's Responses to Child Welfare Reform. *Administration in Social Work*, 26(3), 17.
- Shulman, L. (1993). *Interactional Supervision* (Vol. 3rd edition). Washington, D.C.: N.A.S.W. Press.
- Silver, P. T., Poulin, J. E., & Manning, R. C. (1997). Surviving the Bureaucracy: The Predictors of Job Satisfaction for the Public Agency Supervisor. *The Clinical Supervisor*, 15(1), 1-20.
- Young, T. (1994). Collaboration of a public child welfare agency and a school of social work: A clinical group supervision project. *Child Welfare*, 73(6), 659-668.
- Zimmerman, L., Amodeo, M., Fassler, L., Ellis, M., & Clay, C. (2003). Training Team Leaders in a Child Welfare Setting Using the Spin Leadership Guidance Model. *Children and Youth Services Review*(11), 891-910

Appendix A

Case Study for Session Six: Managing and Leading a Team Environment

The child welfare organization selected for this case study has a model where there are two teams of social workers each led by two supervisors. It is expected that the teams work under the umbrella of one larger unit. Recently, a couple of disgruntled social workers on the team have rallied their respective team members into a group rebellion against these two supervisors. They have sent a letter of complaint to the Director of Protection outlining their perceptions of these supervisors perceived incompetence. In your small group, decide how you would intervene in this situation from the perspective of the front-line staff member or Director of Protection.

Appendix B

Case Study for Session Ten: Ethical Issues in Child Welfare Practice

It has been reported to you the supervisor, that one of your male social workers is becoming increasingly involved with one of his adolescent female youth on his caseload. Another supervisor told you that this worker was seen at the community fair with this youth this past Saturday. The group home where the youth is residing has reported that this social worker has provided the girl with his home phone number. This girl has been overheard calling the social worker at various times of the day and night. The phone conversations generally last more than one hour. How would you as a supervisor intervene in this situation?

Appendix C

Role Play: Supervisors in the Organizational Context

The role-play involves all participants in the class. Each group will role-play each one of the following vignettes:

1. A supervisor cannot reach their senior manager to obtain authorization to purchase a \$50 food voucher for a client who has no food. Authorizing these funds without approval of the senior manager is against the policy of the agency. How would you as a supervisor handle the situation?
2. A high profile case has been reported in the press. A Globe and Mail reporter calls a supervisor at home and asks for a comment. The supervisor is caught off guard and provides a response. The next day the supervisor is reprimanded for commenting to the press. How would you as a supervisor handle the situation?
3. Front-line staff members report to their supervisor that they dislike the Senior Manager in charge of Intake Services and believe that he provides improper decisions on high-risk situations. How would you as a supervisor handle the situation?
4. The Human Resources Director tells you that the Executive Director does not like the child and youth counselor on your team and demands that you fire this individual. You have no concerns about the employee's performance. How would you as a supervisor handle the situation?

