# *Real Cases Project:*
# Social Work Supervision

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## INTRODUCTION

### A. Overview of this Course within the Social Work Curriculum

As part of the overall curriculum, the supervisory component is going to be examined in three sections outlined. Supervision is rarely mentioned in the case notes themselves, and we must wonder what role the supervisor played each time the case was returned for service. By examining the different aspects of supervision as well as some of the interactional constructs, we will try to determine how supervision could have been used to help these children and families.

We will do this using the three case studies as the basis for examining supervisory principles. The significance of supervision in social work goes back to the idea that we are an organizationally based practice and within that context workers have to be socialized and supported in the practices and values of the agency. It is one of the few professions that examines supervision in an organized fashion because of the importance of the role. Distinctive aspects of the profession, as demonstrated by these cases, warrant strong supervisory practice. Students will be asked to be self reflective about their own supervisory experience and its impact on practice.

### B. Relevance of these Case Studies to this Course

The three case studies demonstrate the importance of supervisory interventions to guide and direct the worker. The primary principle of protecting the client exceeds all other demands on us as social workers. When we look at the case studies, we see the failure of the three dimensions of supervision, as discussed by Kadushin, administrative, supportive and educational, to affect the work by the caseworker and unit on behalf of the family. While we do not know much about the worker and the supervisor(s) who had responsibility for the cases, the interaction of worker and supervisor are effected by similarities and differences between the two. Questions of how they work together to prioritize service to clients will be critical to the success of the cases involved. The

critical issues in supervision outline what makes supervision work on behalf of clients and what can go wrong.

As we review the case material, each time the case is closed, there are unresolved issues. Big question in these cases are who is responsible? and how can and should the issues be resolved?

### C. Specific Learning Objectives Related to Using Cases in This Course

- To define and explain the purpose and function of supervision within the social work profession.
- To examine the supervisory relationship in the context of power, authority and parallel process with a focus on the impact on learning and teaching.
- To examine the role of the supervisor in the organizational context.
- To define how social workers use themselves to address issues of professional responsibilities and diversity in supervisory roles.

### D. Overview of what is included in this guide

This module of the overall curriculum will examine the following areas in regards to the impact of supervision on the outcome of the cases.
- Outline some of the general principles of supervision
- Examine the impact of similarities and differences between workers and supervisors
- Detail critical components of supervision that must be addressed for social work success including relational issues and burnout.

## TEACHING STRATEGIES

### A. Strategy One:  General Principles of Supervision

**1. Area/issue of the case studies to be highlighted:**
In each of the three cases there are opportunities for supervisory interventions on multiple levels. With the exception of the "supervisory review", there is no mention of the on-going supervision and impact of supervisory input. Let's look at each case in terms of why do we need supervisory control.  *Suggestion – break class into small groups and have them make this determination.*

**2. Timing within the semester:**
This strategy can be utilized at the beginning of the semester when the class is reviewing the goals and principles of supervision and can be spread out over several class periods depending on the instructor's needs/desires.

**3. Teaching methods:**
This strategy will incorporate multiple teaching methods including brainstorming, small group work, and lecture.

*<u>Brainstorming</u>* **What are supervisory controls? Which ones are pertinent in the each of the three case studies?**

*Lecturette (using the answers elicited and adding those missing and expanding on where necessary)*

1.  Accountability to the larger community:
    *(The function of the agency is the protection of children. When instances of abuse occur that result in death or serious harm, frequently there is an outcry and a new resolution by the agency to correct the deficiencies. Ex Nizxmary, Izquierda etc.)*

2.  Accountability for implementing social policy:
    *(The expectation that ACS will protect children and will provide families with service to overcome their complex issues)*

3.  The complexity of the tasks - help the worker with consistency in an unpredictable world:
    *(The caseworker in the Andrea R case faced the unpredictability of mental illness and its impact on the family. What should the anticipatory guidance be to help the worker when in the field?*

4.  Since the tasks take place in the field, it is critical to develop methods of reporting that can protect the worker:
    *(Protection is both on a safety basis and a legal basis.)*

5.  Protection of clients!
    *(The crux of the agency work is the protection of clients. In the Mary S case, should the supervisor be involved to help ferret out what the real issues are to insure the protection of Jason? In the Andrea R case, how should the supervisor be assisting in the understanding of mental illness and the parentification issues experienced by Vincent? In the Anne M case, how should the supervisor assist the worker in the engagement issues with Peter T?*

6.  Enhance shared decision making:
    *(Modeling: Had the worker and supervisor discussed these cases in detail, anticipated different interventions and outcome, it would have served as a model for work with clients.)*

7. The nature of if the issues make support desirable:
   *(The complexity of dealing with domestic violence, mental illness and inadequate guardianship as well as other issues pertinent to these cases, make it all the more important to have a shared decision process. This does occur when there are the 72 hour meetings and the supervisory review.) However, should this be occurring on amore regular basis and how should it take place?*

8. Tarasoff – there needs to be an explanation and discussion of vicarious liability:

**Brainstorming***: Ask class about their experience in supervision. On a scale of one to ten, one being dreadful and 10 being extraordinary, where is their supervisor? What makes it good/bad? Have they felt protected? Which of the above characteristics is part of their supervisory experience?*

Put questions on board for class to review.
*1. What are the different types of supervision?*
*2. What are the goals and objectives of the different types of supervision?*
*3. What are the supervisory tasks that each method employs?*

***Lecturette (using the answers elicited and adding those missing)***

Administrative supervision
- Goals
  - Overall, the long-term objective is to provide a systemic coordination of effort by providing a set of rules that are applied equally to all staff

- Short term objective
  - provide worker the information necessary to work effectively

- TASKS
  - Work planning
  - Work delegation.
  - Monitoring
  - Evaluation
  - Communication
  - Advocacy
  - Administrative buffer
  - Change agent

Educational supervision
- Goals
  - this is about teaching the worker what needs to be known in order to perform the job and includes the skills, knowledge and approach to the work.
- Short term objective
  - improve workers capacity to do an effective job
- TASKS
  - Initial indoctrination –creating a common frame of reference
  - Evaluating the absorption of information- allowing a diminishment of administrative controls
  - Content areas regarding the clients, agency, process, problems/issues and personnel
  - Purposeful and conscious use of self through self-reflection


Supportive supervision
- Goals
  - according to NASW this provides the "management of work related stress and assistance to staff in coping with work related issues."  The importance of a workers psychological well-being cannot be underestimated.
- Short-term objective
  - if the worker can be positive about the issues being faced; the work product will be improved.
- TASKS
  - Reassurance
  - Encouragement
  - Recognition of achievement
  - Constructive criticism
  - Realistic appraisals
  - Ventilation
  - Universalization
  - Desensitizing
  - Attentive listening

***Brainstorming:* What should supervision look like? When does it work? What makes it work?**

Break class up into groups so that you have one/two for each specific method of supervision. The group should answer the following questions depending on their focus. Using giant post-it sheets or a blackboard have groups report conclusions and have the class come to consensus. By the end of this segment the class

should be able to differentiate how to use aspects of supervision and identify within the case studies at least 3 to 4 instances where such supervision may have been effective.

***Where should the supervisor have used administrative controls and supervision in each of the three cases?*** (These are clearly outlined in the case presentations and come up as undone and unattended-to tasks)

***Where should the supervisor have used educational supervision in each of the three cases?*** (The educational supervision in these cases is on mental illness, autism, domestic violence and family triangulation as well as the developmental issues of both latency age children and adolescence. This will assist the caseworker in her engagement and contracting with the families.)

**Where should the supervisor have used supportive supervision in each of the three cases?** *(In the Andrea R and Mary S cases, assessing the critical issues can be frustrating and supportive supervision becomes essential. In the Anne M case, a caseworker may need supportive supervision around the issues of domestic violence.) In each of these cases the support is critical for the on-going work on the part of the caseworker.*

### *Lecturette*
PROCESS (of Supervision)
- Individual – principal; group for common tasks
- Time is scarce
- Preparation by both parties
- Opportunity for guided self reflection
- Techniques
- Modeling – especially as we begin to talk about parallel process
- Progression of learning – i.e. information to knowledge, knowledge to understanding, understanding to changes in behavior
- Peers and boundaries
- Styles
- Feedback

Constructive criticism is a critical component of all supervision. *What does constructive criticism consist of?*

How To Provide Constructive Criticism
- As soon as possible
- Specific
- Objectifiable
- Descriptive rather than judgmental
- Highlight the effect of a good performance
- Focused on the behavior not the person

- Offered tentatively for consideration
- Focus on what the supervisee needs
- Shared ideas and alternative
- Can be effectively absorbed
- Closure`

### 4. Materials:
Post-it sheets and markers or a blackboard with chalk for each group

### 5. Supporting readings:
Cohen, B.Z. (1999). *Intervention and supervision in strengths-based social work practice.* Families in Society, 80(5), 460-466.

Kadushin, Alfred, Supervision in Social Work, 3rd Edition, Columbia university Press, 1992, Chapters 2,3,4

Kurland, R. & Salmon, R. (1992). *When problems seem overwhelming: Emphases in teaching, supervision, and consultation.* Social Work, 37(3), 240-244.

Weinbach, Robert W. The Social Worker as Manager, Longman, 1990, Chapt. 6.

Young, T.M. (1994). *Collaboration of a public child welfare agency and a school of social work: A clinical group supervision project.* Child Welfare, 73(6), 659-669.

### 6. Evaluation plan:
A short paper assignment can be utilized to evaluate student learning. Students are asked to use the class discussions to determine what each of the case study supervisors might have done and how he or she could provide constructive criticism to the worker to provide guidance.


## B. Strategy Two: Similarities and Differences

### 1. Area/issue of the case study to be highlighted:
As in the previous strategy, the utilization of supervision during each of the three case studies will be highlighted in this strategy.

### 2. Timing within semester:
This strategy can be utilized at any point during the semester when the instructor chooses to discuss learning styles as they relate to supervision.

### 3. Teaching methods
This strategy will utilize small groups, assessment, lecture, and brainstorming.

Style and the Learning Cycle

Each of us has a built-in way of learning that may dominate how we do things. We are going to examine what your style is, the impact on learning and practicing and the impact on the supervisory relationship.

> ***Exercise (see appendix)***
Administer Learning Style Questionnaire (students are to compete each field, going across with 4 being the closet to who they are and 1 being the least similar)

When the questionnaire is completed, following the number pattern on the bottom of the sheet, they add up the columns. Meanwhile make four columns on the blackboard, CE, RO, AC and AE. Have the students call out their scores while you record on the board. Now provide them with the characteristics of Learning Style sheet.  (CE=feelings, RO= watching, AC= thinking, AE=doing)

Discuss the four learning styles as designed by Kolb, et.al

Distribute copy of Kolb's Experiential Learning Model (see appendix- Figure 1) Discuss learning as on a continuum using this model. This should lead into a discussion about the student experience with their supervisors.  There may be "aha" moments.

***Lecturette***

As outlined in Kolb, learning styles and their impact on work.  (Figure 2)

Converger – dominant styles are AC and AE. Greatest strength "lies in practical application of work." Because of how knowledge is organized, focus is on problem solving especially project driven material.

Diverger – dominant styles are CE and RO. Very imaginative and creative; able to see problems in a holistic manner. Greatest interests are in people and creating responses from a "generation of ideas".

Assimilator – dominant styles are AC and RO.  Able to create theoretical models. Able to take disparate ideas and put them into a one construct. Is happy as long as the theory is "sound and logical".

Accommodator – dominant styles are CE and AE. These are risk takers who enjoy carrying out new plans and experiments. Excels in those situations where the learner must accommodate to the situation. Action- oriented

Figure 3 – Problem solving based on who we are and how we learn.

*Brainstorming*:  **From what we know in the cases, what kind of supervision was used in each of the three cases? What kind should have been used? What are the gaps in learning? How would each of you approach the cases based on your learning style?**

*Exercise*
Break up into small groups and have each group construct a brief supervisory session on one of the three cases, using a particular reoccurrence, to address the issues missed.  As each group reports back have them discuss what the differences were in examining the issue at hand.

<u>Cultural Competency </u>(optional but a brief discussion may be valuable)

In addition to the style issues that face each supervisory dyad, the differences and similarities that are bought to the table must be discussed. How these issues are dealt with will parallel the worker-client experience.  Have the class discuss one dimension of difference that is similar and one that is dissimilar with their supervisors. How has that impacted on the supervisory relationship? Has it been discussed or is it an "elephant on the table?  What does this mean when workers have clients who are either similar or different from them on multiple dimensions of difference? In both the Anne M and Mary S cases we have information on the ethnicity and race of the clients. In the Anne M case, consideration must be given to culture. It is always important to have an awareness of the impact of these issues on the context of the relationship and therefore the unfolding of the case content.

**4. Materials needed:**
Learning Style Questionnaire and supporting materials (provided in Appendix)

**5. Supporting readings:**
Kaiser, Tamara*, Supervisory Relationships; Exploring the Human Element,* Pacific Grove, Ca. Brooks/Cole Publishing, 1997, Chapters 4 and 5

Kolb, David A. *Learning and problem solving: On management and the learning process,* from Kolb, David A; Rubin, Irwin and McIntyre, James M., ed. *Organizational Psychology: A Book of Readings*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.
                                        OR
Kolb, David, *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ; Prentice Hall, 1984

Leung, P., Cheung, K.M., Stevenson, K., (1994) A strength based approach  to ethnically sensitive practice for child protective workers*,  Child Welfare, 73,* 707-724.

MacEachron, A.E.  (1994).  Supervision in tribal and state child welfare agencies: Professionalization, responsibilities, training needs, and satisfaction. *Child Welfare, 73*(2), 117-126

## C.  Strategy Three:  Relational Issues

### 1.  Area/issue of the case study to be highlighted:

As in the previous strategies, the utilization of supervision during the case studies will be highlighted here.

### 2.  Timing within semester:

This strategy can be utilized at any point of the semester.

### 3.  Teaching methods:

***Brainstorming*: Elicit student perceptions of quality of their supervisory relationship or past supervisory relationship.  Again, what made it work.**

*Lecturette*

Kaiser presents us with a model where the supervisor relationship is paramount.
- Shared meaning- what is this and how does it impact on the relationship. What happens if there are disparate perceptions?  How does shared meaning develop? What happens if dual relationships impinge on the supervision?
- Cultural differences – discussion of the dimensions of difference and the impact on relationship
- Trust is a critical variable in the supervisory relationship. What happens if that trust is violated?

***Brainstorming:* From what we know, or assume, in the cases, what can you identify in the supervisory relationship that influenced the practice events. Can we make any assumptions about the issue of trust and its influence in the relationship?**

PARALLEL PROCESS

*Lecturette*

- What is parallel process?
- How does it develop?
- The role it plays in the supervisory relationship?
- How does supervisor foster it?
- The five levels of the supervisory relationship (Fox)
    1. intellectual learning

2. imitation
3. introjection
4. identification
5. idealizing and mirroring

***Brainstorming:*** **Have the class identify instances of parallel process in the each of the three case studies.**

POWER AND AUTHORITY

Begin with Power and Privilege exercise – purpose to develop a self awareness regarding how we experience these. Write HIGH on one end of the blackboard and LOW on the other end. Explain that Power and Privilege have different meaning in different contexts. Each student is asked to consider themselves on the continuum but they do not have to share their own definitions.  Have the students stand up and place themselves on a continuum from high to low first in relation to Power in their everyday lives. You can use dimensions of difference like economic status, educational status, race, language, religion, sexual orientation, ability/disability, age, biological sex, etc. The effect should be a moving 3-D depending on the dispersion of the participants. Repeat using Privilege. With each change have the students look around; notice where they have placed themselves and where their colleagues are. Discussion post exercise should focus on an exploration of student thoughts and feelings about these two words.

How does Power play out in the Supervisory relationship. How does Privilege play out?

***Lecturette***

Power and Authority is the crux of the supervisory relationship - to implement administrative supervision one must have the authority -otherwise, the metaphor is that it's building bricks without straw. The more the authority is perceived as legitimate, the better the voluntary compliance. Authority has to be exercised in an impartial manner. What happens to the person in authority if they violate this rule?

The interpretation of rules and regulations in a uniform manner can help decrease role ambiguity and increase role clarification. Workers may feel protected from personalized decisions by the rules necessary for organizationally based practice. Non-compliance must be dealt with equally among all workers. As a result, behavior is purposive.
- What causes non-compliance and/or contradictory rules?
- Are there conflicts between demands?
- Is there an over-identification creating a more or less satisfying experience?

- Why do workers become self-protective?
- Do we look at this as psychological; or a real act of hostility?
- What is delegate authority? How can a supervisor effectively delegate?

Power is the ability to implement authority. Where does a Supervisor get Power? There is both functional power and formal power. Functional power relates to what the supervisor knows, is and can do. Formal power related to title and authority vested in that title. Kadushin delineates five different power bases inherent in the supervisory relationship.

1. Reward power - can control tangible rewards
2. Coercive power - control punishment
3. Legitimate or positional power-we accept the power by virtue of being socialized to it- sense of moral obligation or social duty
4. Referent power- the desire to be liked or approved of by the Supv. Supv is seen as a model
5. Expert power - the power of professional competence - Information/knowledge is power as opposed to referent where supervisee is looking for approval this has to do with expertise in content area.

**What is the prevailing kind of supervision in your experience this year**?

What Is the Countervailing Power of a Supervisee while the supervisor may assign work; she is dependent on the supervisee willingness and readiness to actually do the work. What about the supervisees acting as a group in trying to control the situation or the supervisor? What if the supervisor has the need to be liked by the group?

**Power and authority play a major role in the relationships not only with supervisors but in the parallel process with clients.**

*Break out groups*: Using the cases, where are each of the families in terms of these issues? How does it play out in each of the cases? Do the workers use power and authority effectively? What is the legitimate power of the agency? How do each of the families see the power differential with the agency? What kind of power might have been effective? What would you do in each of these situations?

**4. Materials needed:** No special materials required

**5. Supporting readings:**
Fox, Raymond, Relationship: the Cornerstone of Clinical Supervision*, Social Casework: The Journal of Contemporary Social Work*, 1989, Family Service Association of America

Kadushin, A., Games People Play in Supervision, *Social Work, 13*, 1968

Kaiser, Tamara, *Supervisory Relationships; Exploring the Human Element*, 1997, Pacific Grove, CA. Brooks Cole Publishing, Chapters 1, 2 &5

Kahn, Eva M.,*The Parallel Process in Social Work Treatment and Supervision,* Social Casework: The Journal of Contemporary Social Work, 1979, Family Service Association of America

## D. Strategy Four: Burnout

**1. Area/issue of the case studies, timing within semester, and teaching methods:**

Begin with Burnout Inventory and discussion of individuals in class to their self-assessment.

*Lecturette*

Let's look at concept of burn-out, the frustrations, the passive-aggressive components, the disengagement, the depression and the other complex emotional experiences in that process. At one end we may have overly rigid compliance while at the other end is a total inattention to the work and the clients. In between, there can be many facets of behavior that can be defined as burnout.

Burnout Definitions (Maslach and Leiter)
Definition #1: "a state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward"

Definition #2: "A process in which a previously committed professional disengages from his or her work in response to stress and strain experienced in the job.

Symptoms of Burnout:
- A feeling of lack of control over commitments
- An incorrect belief that you are accomplishing less
- A growing tendency to think negatively
- Loss of sense of purpose and energy
- Increasing detachment
- Difference between burnout and having a bad week is that burnout is persistent and symptoms increase in severity.

**In each of the three cases where can we see burnout impinging on the worker?**

Who is a candidate for burnout?
- Those in the helping profession "compassion fatigue"

- Young social workers- idealized goal
- People who are habitually anxious or depressed
- Lack of self esteem
- Low tolerance for frustration

Burnout and Alienation: Feelings that social workers may adapt to the pressures of their job and feeling of burnout (William Powell)

Five aspects of alienation:

- Powerlessness: the sense that one can control neither the conditions of work nor the purposes of one's labor
- Meaninglessness- life is devoid of meaning
- Normlessness- no overarching rules that guide all of us
- Isolation- each individual struggles alone
- Self-estrangement: the sense that one's labors have no relationship to one's sense of self

Burnout and the Organization:  Costs of burnout in the organization
Burnout for the organization results in inefficient workers, low morale, absenteeism, high turnover.
*Making organizations supportive settings that mediate stress can be cost-effective for both the organizations and society.*

Four reasons for burnout in the work setting:
- The workers perceived lack of autonomy and influence of funding source
- The workers perception the workload is too much
- Lack of clarity in workers rights, responsibility, goals, status, methods, accountability, and role in which the practitioner experiences conflict, inconsistency, incompatibility, or inappropriate demands
- Relationship between co-worker and supervisor to learn new skills, evaluate effectiveness, develop competence in position, and understand the purpose of the agency has bee compromised.

What should be done about burnout and social workers in workplace-?
- Improve staff communication,
- Review agency policies
- If the requirements of an agency interfere with helping relationship
- Establish good work boundaries
- Define work objectives
- Provide clear job requirements
- Give adequate training
- Offer freedom in client work and studies
- Provide a supportive environment

- Offer regular group meetings with the colleges
- Encourage employees to pursue interests outside of agency (self-worth not on your job)
- Good teamwork between co-workers
- Provide understanding from senior colleagues
- Recognize need for independence, self-esteem, acceptance, and support.
- Create low work pressure and increase job security, do not use threats
- Provide supervisory training
- Supervisor should help to cultivate self-awareness, expectation for self & client (written statement), issues of power to control client, set reasonable goals.
- Attempt to increase financial resources- Ex: Restart
- Offer opportunities to increase knowledge base

Burnout in the Supervisor/ Individual

Three outcomes to burnout
1. Emotional exhaustion
2. Depersonalization
3. Loss of personal accomplishment

Ways to deal with burn-out by supervisors when working with supervisees. This is paralleled for workers and needs to be modeled by supervisors.

Increase knowledge base to better understand clients, supervisees. An increase in knowledge creates a more effective respond to work
- In-services
- Conferences

Learn to set realistic goals- obtainable, measurable, contracting, not lofty ideals. Focus on the client's strengths, abilities and resources allows a look at the positive aspects of the situation which can be less overwhelming

Self awareness:
Set reasonable goals
Know that work can not fulfill all of needs
See when transference is playing a role
Seek feedback from clients, co-workers and supervisors
Advice
Constructive criticism
Build a social support system at work
Group supervision
Colleague lunches
Set boundaries
Leave work on time

Utilize vacation time
Learn to say "No"

**2. Supporting readings:**

Arches, J. (1991). Social structure, burnout, and job satisfaction. *Social Work, 16*, 202-206.

Harrison, W. (1980) Role strain in child protective service workers. *Social Service Review, 54*, 31-44

Maslach, Christina and Leiter, Michael, *The Truth About Burnout,* Jossey Bass, 1997.

Rauktis, M.E., & Koeske, G.F. (1994). Maintaining social work morale: When supportive supervision is not enough. *Administration in Social Work, 18*(1), 39-60.

Soderfeldt, M, Soderfeldt, B., Wang, L., Burnout in social work*, Social Work,* 1995

**3. Evaluation plan:**
Burnout in the case studies: Knowing what we know now about burnout, what would each of you see as ways of intervening with the caseworker? (Can do as brainstorming or in small groups)

# CONCLUSION

### A. Recap

Reviewing the case studies demonstrates multiple principles in supervision that apply to all aspects of practice. In each of these cases we see a caseworker faced with complex problems working to view the client(s) in a holistic manner. The complexity of the issues crease challenges to developing solutions. Since there is limited discussion of supervisory input, we are unclear as to how the supervisor may have assisted or how the supervisor might have been able to enhance the caseworker interventions. The educational issues of mental illness in the Andrea R case or the domestic violence issues in the Anne M case, require particular knowledge bases that can enhance the casework process. The structural family issues in the Mary S case could thwart a worker who has limited understanding of issues such as triangulation. In every case, supportive supervision allows the caseworker the opportunity to test out theories and ideas that will allow for superior engagement and contracting with each member of the families. As always the administrative supervision in each case provides for the protection of the client and insuring that all procedures are followed including the 72

hour conference and involvement of collaterals. In the Andrea R case the collaterals are able to provide critical information about the client that helped with the understanding of the issues at hand.

The parallel process components of the social work process cannot be underestimated. Issues of power and authority are inherent in the work of anyone in child welfare especially in the protective cases. New perspectives provide a more collaborative approach to this kind of work.  Each of these caseworkers sustains a focus on the critical protective issues and provides opportunities for each member to have a voice in the process.  While we do not know what the supervisory input was, we may be able to assume that the administrative function of protection was carried out in response to this process. Hopefully as we see focused purposeful casework, supervision is fulfilling the three functions outlined in this curriculum.

### B.  Suggestions for Future Courses

Because these issues are so prevalent in child welfare, additional thought should be paid to the concept of vicarious trauma and what that does to the "burn-out" process. There are multiple perspectives on supervision, including Munson and Shulman and others, which can further enrich any social worker's development in this arena. Those working in child welfare need a constant renewal of skills and enrichment. The burnout so evident in the case studies demonstrates the importance of on-going and supportive clinical supervision.

Munson, Carlton E. (2002). *Handbook of Clinical Social Work Supervision.*,Binghamton, NY: Haworth Press.

Shulman, L. (1993).*Interactional Supervision.* Alexandria, VA: NASW Press

## APPENDIX to TEACHING GUIDE FOR SOCIAL WORK SUPERVISION
# Appendix A: Burnout Potential Inventory

How often do these situations bother you at work? Use the scale below to rate how often you are bothered by each situation described in the quiz.  Then add up your points when you're done.
(Rarely) 1 -2- 3 -4- 5-6-7 - 8-9(Constantly)

Powerlessness
1. I can't solve the problems assigned to me
2. I am trapped in my job with no options.
3. I am unable to influence decisions that affect me.
4. I may be laid off and this is nothing I can do.
No Information
5. I am unclear about the responsibilities of my job.
6. I don't have information I need to perform well.
7. People I work with don't understand my role.
 8. I don't understand the purpose of my work.
Conflict
9. I am caught in the middle.
10. I must satisfy conflicting demands.
11. I disagree with people at work.
12. I must violate procedures to get my job done.
Poor Team Work
13. Co-workers undermine me.
14. Management displays favoritism.
15. Office politics interfere with my doing my job.
16. People compete instead of cooperate.
Overload
17. My job interferes with my personal life.
18. I have too much to do into little time.
19. I must work on my own time.
20. My workload is overwhelming.
Boredom
21. I have too little to do.
22. I am overqualified for the work I actually do.
23. My work is not challenging.

24. The majority of my time is spent on routine tasks.
Poor Feedback
25. I don't know what I'm doing right or wrong.
26. My supervisor doesn't give feedback on my work.
27. I get information too late to act on it.
28. I don't see the results of my work.
Punishment
29. My supervisor is critical.
30. Someone else gets credit for my work.
31. My work is unappreciated-
32. I get blamed for others' mistakes.
Alienation
33. I am isolated form others.
34. I am just a cog in the organizational wheel.
35. I have little in common with people I work with.
36. I avoid telling people where I work or what I do.
Ambiguity
37. The rules are constantly changing.
38. I don't know what is expected of me.
39. There is no relationship between performance and success.
40. Priorities I must meet are unclear.
Unrewarding
41. My work is not satisfying.
42. I have few real successes.
43. My career progress is not what I'd hoped.
44. I don't get respect.
Values Conflict
45. I must compromise my values.
46. People disapprove of what I do.
47. I don't believe in the company.
48. My heart is not in my work.

Scoring: Your Risk of Burnout –see page after "Are You Burning Out"

# ARE YOU BURNING OUT?

Have you noticed changes in yourself over the past 6 months? Assign a number from 1 (for no or little change) to 5 (for a great deal of change).

__ 1. Do you tire more easily? Feel fatigued rather than energetic?

__ 2. Are people annoying you by telling you, "You don't look so good lately"?

__ 3. Are you working harder and harder and accomplishing less and less?

__ 4. Are you increasingly cynical and disenchanted?

__ 5. Are you often invaded by a sadness you can't explain?

__ 6. Are you forgetting" (appointments, deadlines, personal possessions)

__ 7. Are you increasingly irritable? More short-tempered? More disappointed in the people around you?

__ 8. Are you seeing close friends and family members less frequently?

__ 9. Are you too busy to do even routine things like make phone calls or read reports or send out Christmas cards?

__ 10. Are you suffering from physical complaints? (aches, pains, headaches, a lingering cold)

__ 11. Do you feel disoriented when the activity of the day comes to a halt?

___12. Is joy elusive?

__ 13. Are you unable to laugh at a joke about yourself?

__ 14. Does sex seem like more trouble than it's worth?

__ 15. Do you have very little to say to people?

TOTAL: _____

Don't let a high total alarm you, but pay attention to it. Burnout is reversible, no matter how far along it is. The sooner you start being kinder to yourself, the better.

## Scoring for First Test

48 - 168 Low. Take preventive action.

169 - 312 Moderate. Develop a plan to correct problem areas.

313 - 432 High. Corrective action is vital.

## Scoring for Second Test

0-25 Fine 26-35 There are things you should be watching 36-50 You're a candidate
51 -65 You are burning out Over 65 You're in a dangerous situation, threatening to
your physical and mental well-being

## Appendix B: **What kind of learner am I??**
### **i.e. do I have a primary learning style??**

This inventory is designed to assess your preferred learning method. As you respond to the questions, give a high rank to those words which best characterize the way you learn and a low rank to those words which least characterize your learning style. The purpose is to discover how you learn, not to evaluate how well you learn. There are no right or wrong answers.

Instructions
Below are nine sets of four words. Rank order each set of four words by assigning a "4" to the word which best characterizes your learning style, a "3" to the word which next best characterizes your style of learning, a "2" to the next most characteristic word, and a "1 "to the word which is least characteristic of your method of learning. Be certain to assign a different number to each of the four words in each set. Do not make ties or leave any blanks.

| | | | |
|---|---|---|---|
| 1 __discriminating | __tentative | __involved | __practical |
| 2 __receptive | __relevant | __analytical | __impartial |
| 3 __feeling | __watching | __thinking | __doing |
| 4 __accepting | __risk-taking | __evaluative | __aware |
| 5 __intuitive | __productive | __logical | __questioning |
| 6 __abstract | __observing | __concrete | __active |
| 7 __present oriented | __reflecting | __future-oriented | __pragmatic |
| 8 __experiencing | __observing | __conceptual | __experimenting |
| 9 __intense | __reserved | __rational | __responsible |

For Scoring Only
CE_____          RO_____          AC_____          AE_____
234578                       136789                       234589                       136789

For scoring, add up the rank order numbers you gave to the items specified below the line. Your score will indicate how much you rely in your learning on Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC) and Active Experimentation (AE)

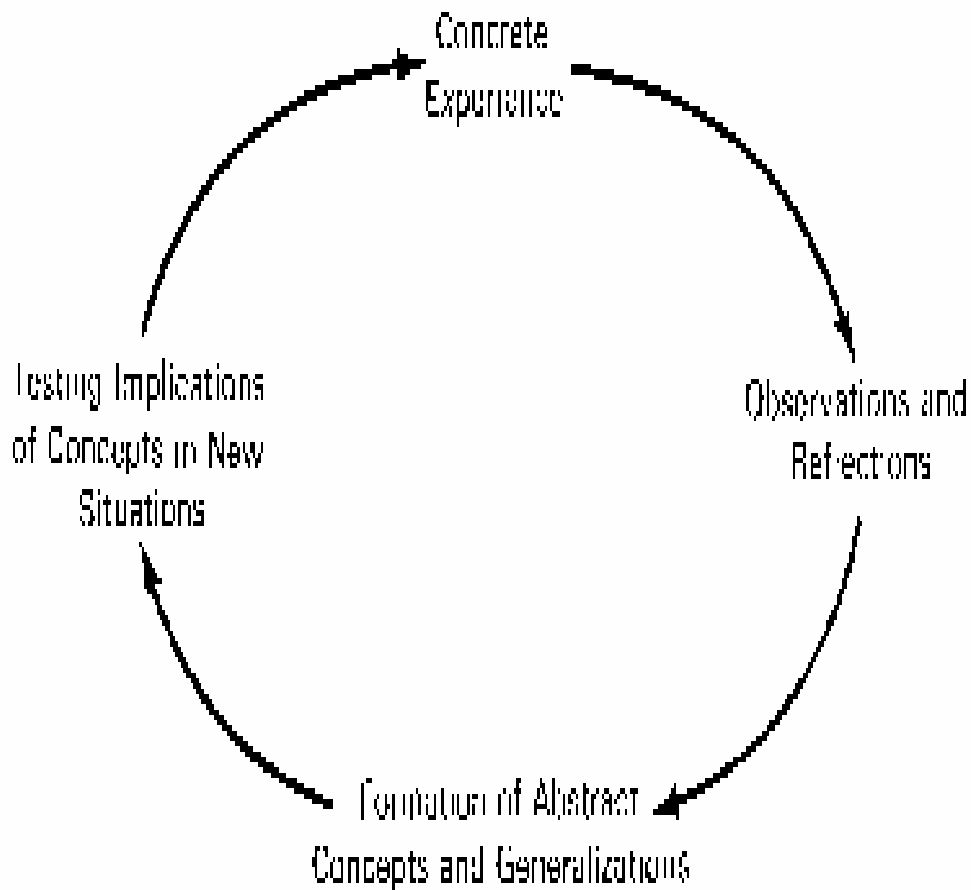## CHARACTERISTICS OF THE LEARNING STYLE

**Although everyone learns in each of the four ways, individuals tend to prefer one style over the other three. The characteristic approach to learning is noted below for each of the four styles.**

| Characteristic Learning Style | Approach to Learning | Relying Heavily on | Learn Best From |
|---|---|---|---|
| CE (Concrete Experience) | Receptive Experience Based | Feeling based judgements | Specific examples Involvement Discussion |
| RO (Reflective Observer) | Tentative Impartial Reflective | Careful observation | Situations that allow impartial observation |
| AC (Abstract Conceptualization) | Analytical Conceptual | Logical thinking Rational evaluation | Direction from an authority Impersonal learning situations Theory presentations |
| AE (Active Experimentation) | Active Doing | Experimenting | Projects Homework Discussions |

Kolb, David A. "Learning and Problem Solving: On Management and the Learning Process," from Kolb, David A; Rubin, Irwin and McIntyre, James M., ed.. Organizational Psychology: A Book of Readings. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

Kolb, David A., and Fry, Ronal. "Towards an Applied Theory of Experiential Learning," from Cooper, Cary L., ed. Theories of Group Processes. London: John Wiley & Sons, 1975.

Kolb, David A. Learning Style Inventory. Boston: McBer and Company, 1976.

Concrete
Experience

Observations and
Reflections

Testing Implications
of Concepts in New
Situations

Formation of Abstract
Concepts and Generalizations

# FIGURE 1

## The Experiential Learning Model

**Appendix C:**

Kolb, David A. "Learning and Problem Solving: On Management and the Learning Process," from Kolb, David A; Rubin, Irwin and McIntyre, James M., ed.. Organizational Psychology: A Book of Readings. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.
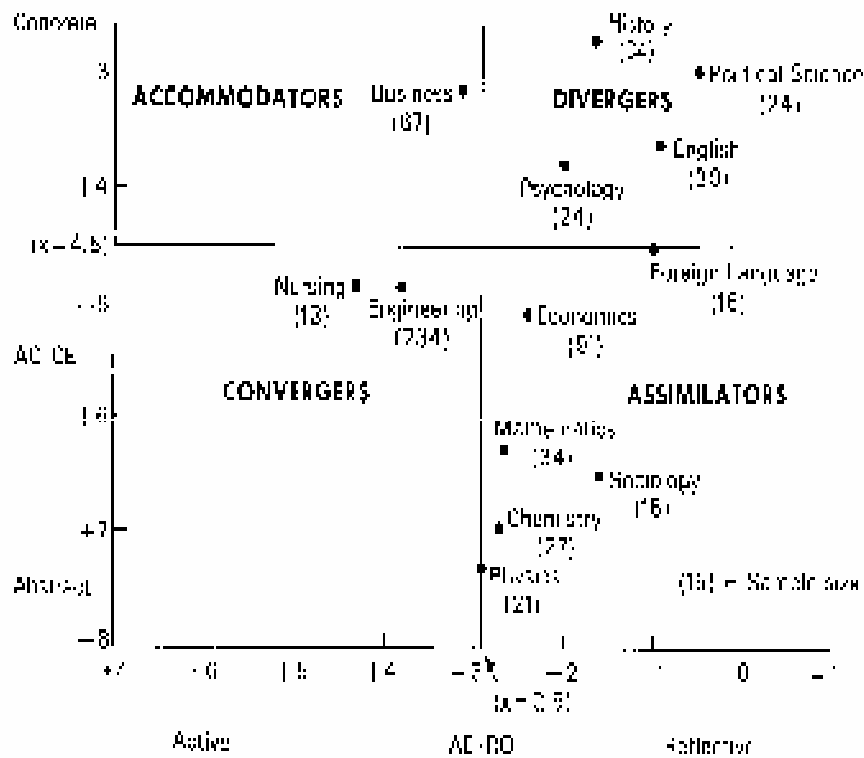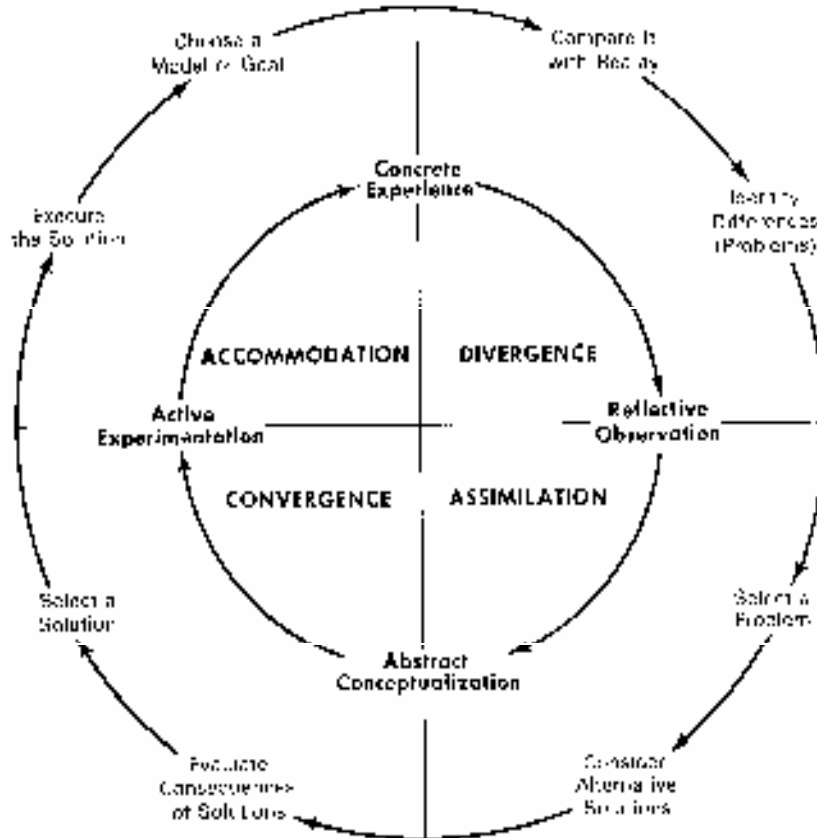
**FIGURE 2**
Average LSI Scores on Active/Reflective (AE-RO)
and Abstract/Concrete (AC-CE) by Undergraduate College Major

**Appendix D:**

Kolb, David A. "Learning and Problem Solving: On Management and the Learning Process," from Kolb, David A; Rubin, Irwin and McIntyre, James M., ed.. Organizational Psychology: A Book of Readings. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

**FIGURE 3**
Comparison of the Experiential Learning Model
with a Typical Model of
the Problem-Solving Process (after Pounds 1965)

**Appendix E:**

Kolb, David A. "Learning and Problem Solving: On Management and the Learning Process," from Kolb, David A; Rubin, Irwin and McIntyre, James M., ed.. <u>Organizational Psychology: A Book of Readings</u>. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.