An Analysis of Supervision for Social Work Licensure

guidelines on supervision for regulators and educators

Association of
Social
Work
Boards

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Executive Summary

This report summarizes the results of a study conducted to identify the competencies and technical knowledge, skills, and abilities (KSAs) required of individuals who provide supervision to social workers preparing for licensure. Further, the competencies needed to provide appropriate and meaningful supervision to those seeking licensure were linked to the relevant KSAs in order to document best practices in social work supervision. These data can also provide input to the Association of Social Work Boards' (ASWB) Model Social Work Practice Act.

An ACT Industrial/ Organizational Psychologist, the job analyst, met with ASWB's Supervision Task Force comprised of subject matter experts (SMEs) to discuss the supervision requirements pertinent to the licensure process over three days (October 12–14, 2007), with additional follow-up activities completed over the next few months. The analysis included the following steps:

1. identifying the competencies needed to supervise for licensure
2. determining the criticality of the competencies
3. identifying KSAs to demonstrate the competencies
4. linking the competencies to the relevant knowledge, skills, and abilities

The analysis produced:

- the competencies needed to supervise for licensure purposes grouped by domain
- the competencies and their ratings of importance and frequency (i.e., "criticality")
- the competencies and their ratings of acquisition
- the KSAs required by the competencies
- the association between the competencies and KSAs
- a narrative description of the characteristics embodied by the model supervisor who oversees others for licensure

The Goals for the Analysis

Indications are that the work done by the Supervision Task Force has been needed for some time for use by jurisdictions as they develop supervision requirements in their laws and regulations, and to support curriculum design for supervision.

Such a close look at supervision for social work license, by Subject Matter Experts (SMEs) under the direction of an organizational psychologist, has not been done before. The results should serve as a strong basis for decision-making by regulatory boards as they work to ensure better qualified supervisors and more productive supervision. The report should be equally useful as a foundation for education, training and development programs that support current or future supervisors who guide social workers through the licensure process.

Identification of Competencies

ACT Industrial/Organizational Psychologist Carol D. Ogletree, PhD., met with the ASWB Supervision Task Force to complete the analysis of the requirements of supervising for licensure purposes on October 12–14, 2007, in Culpeper, Virginia. Follow-up activities to rate the competencies for importance, frequency, and acquisition were completed individually over the next several months.

The thirteen task force members (the "SMEs") had considerable experience in the practice of social work, including roles as academicians, practitioners, and administrators. (See Appendix A for a complete list of the SMEs.) Eleven had performed the activities pertinent to supervising social workers for licensure for an average of 13.6 years (ranging from two years to 28 years), six had supervised other supervisors who oversee those seeking licensure for an average of eight years (ranging from one year to 20 years), and eight had provided instruction to students in clinical social work training programs for an average of 10.6 years (ranging from one year to 30 years).

Two SMEs were academicians whose primary role was to provide education in social work; one SME was an academician whose primary role was administrative; two SMEs were practitioners whose primary role was to provide direct service to clients; three SMEs were practitioners whose primary role was administrative; three SMEs indicated a distribution of administrative and practitioner tasks; and two SMEs selected Other (i.e., retired or private practice). These data are also represented in the following chart.

Job Status of SMEs	Number of SMEs
Academician – primary role is to provide social work education	2
Academician – primary role is administrative	1
Practitioner – primary role is to provide direct service to clients	2
Practitioner – primary role is administrative	3
Academician (providing education)/Practitioner (administrative)	1
Academician (providing education)/Practitioner (providing services to clients)	2
Other – retired/private practice	2

The average age reported by the SMEs was 56.4 years and they ranged in age from 50 to 61. Ten were female and three were male. Ten reported their race as Caucasian; two reported as Black or African American; and one reported as Asian or Pacific Islander. Two of the thirteen task force members were Canadian. A list of the task force members can be found in Appendix A.

The SMEs first established the scope and expected outcomes of the meeting. They determined that the primary objective was to document best practices for the general domain of supervision for licensure, and to document more specific best practices (i.e., for supervision for a specific practice area such as clinical social work), should time permit. Ultimately, the meeting time only allowed for focus on the general domain of supervision for licensure purposes, regardless of the specialty area involved.

The SMEs were provided with a variety of resources prior to and during the meeting for reference including, but not limited to:

- KSA lists for all ASWB examination levels

- Compilation of data from the ASWB jurisdiction comparison study regarding social work supervision for licensure in current regulation

- ASWB Model Social Work Practice Act

- Forms and regulations from various jurisdictions (e.g., North Carolina Supervisor Manual; Texas Supervision Course Minimum Standards; Florida Supervised Experience form; Minnesota Supervision Verification form; Minnesota Social Work Supervision Agreement; Alberta Registration of Supervision Plan)

- ASWB's Clinical Supervision Curriculum Guide

- ASWB Analysis of the Practice of Social Work, 2003, Final Report

- NASW Code of Ethics

- NASW and ASWB standards for technology and social work practice

- Clinical Supervision: A Practice Specialty of Clinical Social Work (a Position statement of the American Board of Examiners in Clinical Social Work [ABECSW])

Using their breadth of social work experience and familiarity with the resources available to them, the SMEs began to draft a list of

competencies required of supervisors who function as an important part of the licensure process. The job analyst took notes electronically. An additional resource for their brainstorming efforts was the ABECSW position statement, which presented four domains of clinical supervision (clinical supervision of direct practice, treatment-team collaboration, continued learning, and job management). Through further discussion, the SMEs modified and expanded the domain categories from this position statement and aligned them with the objectives of the current task force and its priorities, ultimately yielding six domains:

- Supervisory Relationship and Process

- Supervision of Practice (i.e., the supervisee's practice)

- Professional Relationships

- Work Context

- Evaluation

- Life-long Learning and Professional Responsibility

These domains were generated to conform to the following description:

Domain
- Serves as a title for a cluster of related tasks (usually 6-20 tasks per domain)
- Is a general, not specific, statement of the work that is performed (usually 6-12 domains per job)
- Stands alone (is meaningful without reference to the job)
- Avoids references to worker behaviors, tools, and knowledge needed

As the SMEs generated the competencies, they sorted them into the appropriate domains. The SMEs continued to refine the competencies and regroup them according to the domains they had identified. They further refined the domain names as they discussed the logic used to group competencies into domains. The SMEs reviewed the list several times to ensure that the domain titles accurately reflected the competencies associated with them and that the related competencies had been identified. The list of competencies needed to supervise for licensure, as grouped by domain, can be found in Appendix B.

Identification of KSAs Needed to Provide Supervision for Licensure

In this step of the focus group meeting, the SMEs developed a list indicating the technical knowledge required for performing the competencies needed by those who supervise others for the purpose of licensure. The SMEs were provided with a simplified definition and examples of knowledge from the book *Applied Measurement Methods in Industrial Psychology* (Davies-Black Publishing, 1997) written by Deborah L. Whetzel and George R. Wheaton. The definition and examples provided to the SMEs are shown below:

> **Knowledge** refers to specific types of information people need in order to perform a job. Examples of the types of knowledge identified for performing the job of electrician are:
> - Knowledge of National Electrical Code
> - Knowledge of building specifications
> - Knowledge of blueprint symbols

Using the list of competencies, the SMEs brainstormed to generate a list of KSAs needed for successful performance as a supervisor. Guiding the development of this list were numerous resources, particularly the KSAs that comprise ASWB's current Clinical Examination. As the discussion proceeded, the group retained, edited, added, or deleted text to make sure that the final list would accurately and completely represent the technical KSAs required for performing the competencies of the supervisory role during the licensure process.

As a final review, the SMEs reviewed the competencies to ensure that the required KSAs were included on the list. The final list of KSAs needed to perform the competencies can be found in Appendix C.

Linking Competencies to Relevant KSAs

As a last step, the SMEs reviewed the list of competencies in order to document the KSAs (identified by number) required to effectively perform each competency. To accomplish this task most efficiently, the task force members divided themselves into subgroups so that each subgroup could discuss one or two domain(s) of competencies and generate a preliminary list of KSAs that they could link to individual competencies. Next, the complete task force reassembled in order for the subgroups to present their rationale for the links made between their assigned competency grouping(s) and the KSAs. The complete group further supplemented the linking data by revising some linkings or by adding additional KSAs to make the overall KSA list complete. A listing of competencies and their related KSAs can be found in Appendix D. For each competency, the KSAs required for job performance are listed.

Supervisor Qualifications for Independent Practice Licensure Supervision

To close the meeting, the SMEs reflected on the three-day discussion and outlined general requirements for a supervisor who is responsible for guiding social workers through the licensure process. The qualifications for supervision are:

- A license to practice in the area in which supervision is going to be provided
- Specified coursework in supervision and/or a specified minimum number of continuing education hours
- A minimum of three years of postlicensure experience in a supervisory role
- For ongoing currency, continuing education courses in supervision that are updated every five years, and approved by the licensing board

Determining the Criticality of the Competencies

Over the months following the task force meeting, the task force members completed a process to evaluate the list of competencies based on multiple criteria, i.e., Criticality and Acquisition. The SMEs received

their rating materials (i.e., competency list, instructions, rating scales) via email and then returned their completed rating sheet to ASWB and ACT.

Rating Scale Definitions. Criticality is the extent to which a competency is critical to the performance of the job. To determine Criticality, each SME evaluated each competency in terms of its Importance and Frequency. Importance refers to the competent performance of the competency to effective social work supervision. Frequency refers to how often a supervisor should perform an activity (demonstrate that competency). Ratings on both scales ranged from 1 to 4 ("This task is of low importance/seldom performed" to "This task is of extreme importance/performed daily.") The mean Importance rating for each task was then multiplied by the mean Frequency rating for each competency to produce the Criticality rating for each competency. These ratings represent aggregate information rather than information reached by the consensus of the SMEs. The criticality values for this analysis ranged from 2.6 (for the least critical competency) to 14.0 (for the competency rated most critical), with a maximum possible Criticality rating of 16. Ten SMEs participated in the rating process. The Criticality ratings and rating materials can be found in Appendix E.

The SMEs also rated the competencies for Acquisition by considering the following questions: How difficult was this task to learn? How much practice was required to become proficient at this task/activity in order to perform this activity independently? The mean Acquisition ratings are also shown in Appendix E.

Summary

The work of the ASWB Supervision Task Force is the first detailed, professionally organized analysis of the work of providing supervision for social workers for purposes of licensure. The results can be used in a number of ways in social work education and regulation. ASWB itself will use it to determine changes in the Model Social Work Practice Act, used as a resource by member jurisdictions as they change and develop their own laws and regulations.

This final report provides a basis for both regulators and educators to use to underpin requirements and curriculum design for current and future supervisors who guide social workers through the licensure process. It can be used to support curriculum design for formal education in colleges and universities, and for continuing education in many forms. For instruction that is already available, it can serve as a measurement comparison. Another use ASWB will have for it is in evaluating course offerings in its Approved Continuing Education (ACE) Program.

Supervision is an important step in the development of future social workers. Now that the analysis has been done, supervision has a foundation aside from custom or anecdotal evidence of what works and does not work. It can also serve as a basis for further research.

Appendix A

Members of the ASWB Supervision Task Force

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Appendix B

Supervisory Competencies Grouped by Domain

Supervisory Relationship and Process

1. Conduct self assessment (supervisor)
    a. Assess supervisory style
        - Interactional
        - Learning
        - Communication
        - Working
    b. Assess strengths/limits (personal, professional)
    c. Assess awareness of professional knowledge and competencies
    d. Assess values and attitudes

2. Establish the supervisory relationship
    a. Develop contract
        - Clarify purpose of supervision
        - Clarify goals of supervision
        - Clarify respective roles, duties, responsibilities
        - Define structure/method of supervision
        - Determine authority and accountability (for issues such as confidentiality; record keeping; timeliness)
        - Specify terms of shared supervision (if necessary)
        - Establish fee structure (if necessary)
        - Establish length, frequency, and duration of supervision
        - Determine modality of supervision (face-to-face, individual, group, technology-assisted)
        - Maintain documentation for purposes of:
            ▪ credentialing and/or licensing
            ▪ tracking supervision process
        - Specify methods of evaluation
        - Establish terms of termination
    b. Develop an environment that enhances communication and reflects a growing working alliance between supervisor and supervisee
    c. Establish and maintain boundaries
    d. Monitor and address the impact of relational dynamics
    e. Address parallel process
    f. Address thoughts, feelings, and behavior
    g. Manage conflict/disagreement
    h. Manage power and authority
    i. Provide constructive feedback
        - Validate effective performance
        - Offer support in areas that need improvement

      j. Solicit/respond appropriately to feedback from supervisee
      k. Manage termination process

Supervision of Supervisee's Practice

1. Integrate into ongoing practice the supervisee's experience using reflection, analysis, and contextual attributes of the case situation

2. Facilitate the acquisition of advanced social work knowledge in assessment, case planning, intervention, and evaluation

3. Follow up on case planning – investigate/reflect on what happened, and revise plans
    a. Identify what's working
    b. Determine what's problematic and restructure
    c. Offer guidance and support for improvement
    d. Evaluate

4. Guide/direct supervisee to ensure ethical practices within regulations and laws affecting social work practice

5. Resolve professional ethical dilemmas in providing service to clients

6. Assist supervisee in the appropriate use of advocacy with different systems

7. Develop learning plans with supervisee using (elements such as):
    a. Formal case assessments and/or presentations
    b. Writing assignments
    c. Conference attendance
    d. Current research (articles, books)
    e. Involvement in professional organizations
    f. Creative arts (movies, plays, novels, art therapy, music, museum visits)

8. Follow up on and modify learning plans

9. Address issues of personal safety and risk

Professional Relationships (e.g., external providers, managing teams, other professionals, colleagues, supervisors)

1. Supervisees and their colleagues
    a. Work with supervisee to create collaborative relationships
    b. Assist supervisees to develop teamwork skills

2. Recognize and respect socio-cultural differences
    a. Advise supervisee on strategies to manage challenges

3. Relationship with other systems (inside/outside the work setting)
    a. Clarify/conceptualize the multiple roles and responsibilities of other professions, organizations, entities, and socio-political environments
    b. Develop strategies to work with other organizations/systems

Work Context

1. Determine whether practice setting policies, procedures, and materials are consistent with social work ethics

2. Educate supervisee in financial practices (on issues such as):
   a. Insurance reimbursement
   b. Fee setting and collection
   c. Financial record keeping

3. Identify impaired professionals and take appropriate action

4. Monitor use of technology with supervisee (online or telephone supervision; fax; e-mail)

5. Educate supervisees regarding socio-cultural sensitivity

6. Assess cultural environment of the practice setting

7. Help supervisees develop strategies to increase wellness, including managing stress

Evaluation

1. Assess supervisee's:
   a. learning goals
   b. level of professional development and experience
   c. level of social work knowledge
   d. job context (the agency mission, the job description, job history, role within the agency)
   e. strengths and challenges
   f. learning style

2. Monitor supervisee's documentation (case plans, treatment plans) for quality, clarity, completeness, content.

3. Perform formative and summative evaluation.

4. Address inappropriate behaviors and take corrective actions.

5. Evaluate supervisee and provide recommendations, as appropriate:
   a. to the supervisee
   b. to the agency or practice setting
   c. to the regulatory board
   d. as required by law

Life-long Learning and Professional Responsibility

1. Promote continuing education specific to the practice setting

2. Encourage and model:
    a. self-awareness
    b. professional development
    c. professional contributions
    d. professional engagement
    e. professional consultation

3. Remain current in knowledge base of changing professional practice, laws, and regulations

Appendix C

KSAs Required to Supervise for Social Work Licensure

Assumption: Knowledge translates to the ability to apply the knowledge in the supervision process

1. Knowledge of theoretical models of supervision

2. Knowledge of theories of human development and behavior

3. Ability to establish and articulate measurable outcomes for learning and performance of supervisees

4. Knowledge of the stages of professional and career development

5. Knowledge of adult learning theories and research

6. Ability to identify learning needs for supervisees

7. Ability to identify learning objectives for supervisees

8. Knowledge of methods for performance appraisal and evaluation

9. Knowledge of techniques to be used in supervision

10. Knowledge of group processes and dynamics

11. Knowledge of accepted social work practices

12. Knowledge of practice theory on which to build assessments and interventions

13. Knowledge of the biopsychosocial perspective

14. Knowledge of the laws and regulations pertinent to supervision and practice

15. Knowledge of the responsibilities and liabilities related to supervision

16. Knowledge of evaluation techniques and processes

17. Knowledge of social work ethics

18. Ability to make ethical decisions

19. Ability to use insight and emotional intelligence

20. Knowledge of communication skills (written, verbal, nonverbal)

21. Knowledge of relationship building skills

22. Knowledge of conflict resolution skills

23. Knowledge of practice safety issues

24. Knowledge of business practices (e.g., funding and financial issues) as applied to the practice setting

25. Knowledge of confidentiality requirements

26. Knowledge of risk management

27. Knowledge of record keeping and documentation

28. Knowledge of standards of culturally competent practice and diversity

29. Knowledge of the job duties of supervisee(s)

30. Knowledge of the agency's mission

31. Knowledge of supervisory functions (e.g.):
    - Administrative
    - Educational
    - Supportive
    - Evaluation
    - Organizational culture

32. Knowledge of the theories of power, influence, and authority

33. Ability to teach the respectful and effective use of power and authority

34. Knowledge of the theoretical underpinnings of transference, counter-transference, boundaries, dual relationships, and parallel process

35. Ability to use critical thinking skills

36. Knowledge of the roles and responsibilities of allied professions

37. Knowledge of interactional skills: collaboration, negotiation, consultation, mediation, networking

38. Knowledge of policy-making, policy analysis, and advocacy

39. Knowledge of how to develop/access resources

40. Knowledge of differences and the effects of oppression, discrimination, and prejudice

41. Knowledge of the ethical, innovative, and effective use of informational and communication technologies

42. Knowledge of the stages of stress, burnout, and compassion fatigue

43. Knowledge of professional social work identity, culture, and community

Appendix D

Competencies and their Related KSAs

DOMAIN: Supervisory relationship and process	

Competency 1.   **Conduct self-assessment (supervisor)**
    a. **Assess supervisory style**
        i. **Interactional**
        ii. **Learning**
        iii. **Communication**
        iv. **Working**
    b. **Assess strengths/limits (personal/professional)**
    c. **Assess awareness of professional knowledge and competencies**
    d. **Assess values and attitudes**

#	KSAs Needed
1	Knowledge of theoretical models of supervision
2	Knowledge of theories of human development and behavior
5	Knowledge of adult learning theories and research
15	Knowledge of the responsibilities and liabilities related to supervision
19	Ability to use insight and emotional intelligence
28	Knowledge of standards of culturally competent practice and diversity

Competency 2.   **Establish the supervisory relationship**
    a. **Develop contract**
        i. **Clarify purpose of supervision**
        ii. **Clarify goals of supervision**
        iii. **Clarify respective roles, duties, responsibilities**
        iv. **Define structure/method of supervision**
        v. **Determine authority and accountability (for issues such as confidentiality, record keeping, timeliness)**
        vi. **Specify terms of shared supervision (if necessary)**
        vii. **Establish fee structure**
        viii. **Establish length, frequency and duration of supervision**
        ix. **Determine modality of supervision (face-to-face, individual, group, technology-assisted)**
        x. **Maintain documentation for purposes of**
            1. **Credentialing and/or licensing**
            2. **Tracking supervision process**
        xi. **Specify methods of evaluation**
        xii. **Establish terms of termination**
    b. **Develop an environment that enhances communication and reflects a growing working alliance between supervisor and supervisee**
    c. **Establish and maintain boundaries**
    d. **Monitor and address the impact of relational dynamics**
    e. **Address parallel process**
    f. **Address thoughts, feelings and behavior**

	g. Manage conflict/disagreement
	h. Manage power and authority
	i. Provide constructive feedback
	i. Validate effective performance
	ii. Offer support in areas that need improvement
	j. Solicit and respond appropriately to feedback
	k. Manage termination process

#	KSAs Needed
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
7	Ability to identify learning objectives for supervisees
8	Knowledge of methods for performance appraisal and evaluation
14	Knowledge of the laws and regulations pertinent to supervision and practice
20	Knowledge of communication skills (written, verbal, nonverbal)
21	Knowledge of relationship building skills
22	Knowledge of conflict resolution skills
24	Knowledge of business practices (e.g., funding and financial issues) as applied to the practice setting
25	Knowledge of confidentiality requirements
27	Knowledge of record keeping and documentation
29	Knowledge of the job duties of supervisee(s)
30	Knowledge of the agency's mission
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
32	Knowledge of the theories of power, influence, and authority
33	Ability to teach the respectful and effective use of power and authority
34	Knowledge of the theoretical underpinnings of transference, counter-transference, boundaries, dual relationships, and parallel process
41	Knowledge of the ethical, innovative, and effective use of informational and communication technologies

DOMAIN: Supervision of supervisee's practice

Competency 1. Integrate into ongoing practice the supervisee's experience using reflection, analysis and contextual attributes of the case situation

#	KSAs Needed
12	Knowledge of practice theory on which to build assessments and interventions
13	Knowledge of the biopsychosocial perspective
19	Ability to use insight and emotional intelligence
35	Ability to use critical thinking skills

Competency 2. Facilitate the acquisition of advanced social work knowledge in assessment, case planning, intervention and evaluations

#	KSAs Needed
2	Knowledge of theories of human development and behavior
9	Knowledge of techniques to be used in supervision
11	Knowledge of accepted social work practices
12	Knowledge of practice theory on which to build assessments and interventions

13	Knowledge of the biopsychosocial perspective
16	Knowledge of evaluation techniques and processes

Competency 3.	Follow up on case planning—investigate/reflect on what happened and revise plans a. **Identify what's working** b. **Determine what's problematic and restructure** c. **Offer guidance and support for improvement** d. **Evaluate**
#	KSAs Needed
1	Knowledge of theoretical models of supervision
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
6	Ability to identify learning needs for supervisees
8	Knowledge of methods for performance appraisal and evaluation
9	Knowledge of techniques to be used in supervision

Competency 4.	Guide/direct supervisee to ensure ethical practices within regulations and laws affecting social work practice
#	KSAs Needed
14	Knowledge of the laws and regulations pertinent to supervision and practice
15	Knowledge of the responsibilities and liabilities related to supervision
17	Knowledge of social work ethics
18	Ability to make ethical decisions

Competency 5.	Resolve professional ethical dilemmas in providing service to clients
#	KSAs Needed
17	Knowledge of social work ethics
18	Ability to make ethical decisions
34	Knowledge of the theoretical underpinnings of transference, counter-transference, boundaries, dual relationships, and parallel process
35	Ability to use critical thinking skills

Competency 6.	Assist supervisee in the appropriate use of advocacy with different systems
#	KSAs Needed
11	Knowledge of accepted social work practices
36	Knowledge of the roles and responsibilities of allied professions
38	Knowledge of policy-making, policy analysis, and advocacy
39	Knowledge of how to develop/access resources
40	Knowledge of differences and the effects of oppression, discrimination, and prejudice

Competency 7.	Develop learning plans with supervisee using elements such as: a. **Formal case assessments and/or presentations** b. **Writing assignments** c. **Conference attendance** d. **Current research (articles, books)** e. **Involvement in professional organizations** f. **Creative arts (movies, plays, novels, art therapy, music, museum visits)**

#	KSAs Needed
6	Ability to identify learning needs for supervisees
7	Ability to identify learning objectives for supervisees
8	Knowledge of methods for performance appraisal and evaluation
9	Knowledge of techniques to be used in supervision
20	Knowledge of communication skills (written, verbal, nonverbal)
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

Competency 8.   Follow up on and modify learning plans

#	KSAs Needed
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
4	Knowledge of the stages of professional and career development
7	Ability to identify learning objectives for supervisees
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

Competency 9.   Address issues of personal safety and risk

#	KSAs Needed
23	Knowledge of practice safety issues
26	Knowledge of risk management
30	Knowledge of the agency's mission

DOMAIN: Professional Relationships

Competency 1.   Supervisees and their colleagues
       a.   Work with supervisee to create collaborative relationships
       b.   Assist supervisees to develop teamwork skills

#	KSAs Needed
10	Knowledge of group processes and dynamics
20	Knowledge of communication skills (written, verbal, nonverbal)
21	Knowledge of relationship building skills
33	Ability to teach the respectful and effective use of power and authority
36	Knowledge of the roles and responsibilities of allied professions
37	Knowledge of interactional skills: collaboration, negotiation, consultation, mediation, networking

Competency 2.   Recognize and respect socio-cultural differences
       a.   Advise supervisees on strategies to manage challenges

#	KSAs Needed
28	Knowledge of standards of culturally competent practice and diversity
32	Knowledge of the theories of power, influence, and authority
40	Knowledge of differences and the effects of oppression, discrimination, and prejudice

Competency 3.   Relationship with other systems (inside/outside the work setting)
       a.   Clarify/conceptualize the multiple roles and responsibilities of other professions, organizations, entities, and socio-political environments
       b.   Develop strategies to work with other organizations/systems

#	KSAs Needed
24	Knowledge of business practices (e.g., funding and financial issues) as applied to the practice setting
25	Knowledge of confidentiality requirements
30	Knowledge of the agency's mission
36	Knowledge of the roles and responsibilities of allied professions
37	Knowledge of interactional skills: collaboration, negotiation, consultation, mediation, networking
38	Knowledge of policy-making, policy analysis, and advocacy

DOMAIN: Work context

Competency 1. Determine whether practice setting policies, procedures and materials are consistent with social work ethics

#	KSAs Needed
14	Knowledge of the laws and regulations pertinent to supervision and practice
17	Knowledge of social work ethics
38	Knowledge of policy-making, policy analysis, and advocacy

Competency 2. Educate supervisee in financial practices (on issues such as):
    a. Insurance reimbursement
    b. Fee setting and collection
    c. Financial record keeping

#	KSAs Needed
5	Knowledge of adult learning theories and research
15	Knowledge of the responsibilities and liabilities related to supervision
24	Knowledge of business practices (e.g., funding and financial issues) as applied to the practice setting
26	Knowledge of risk management
27	Knowledge of record keeping and documentation

Competency 3. Identify impaired professionals and take appropriate actions

#	KSAs Needed
14	Knowledge of the laws and regulations pertinent to supervision and practice
15	Knowledge of the responsibilities and liabilities related to supervision
18	Ability to make ethical decisions
26	Knowledge of risk management

Competency 4. Monitor use of technology with supervisee (online or telephone supervision; fax; email)

#	KSAs Needed
14	Knowledge of the laws and regulations pertinent to supervision and practice
41	Knowledge of the ethical, innovative, and effective use of informational and communication technologies

Competency 5. Assist supervisee to understand the complexities and risks of the use of technology

#	KSAs Needed
26	Knowledge of risk management
41	Knowledge of the ethical, innovative, and effective use of informational and communication technologies

Competency 6. Educate supervisee regarding socio-cultural sensitivity	
#	KSAs Needed
13	Knowledge of the biopsychosocial perspective
28	Knowledge of standards of culturally competent practice and diversity
40	Knowledge of differences and the effects of oppression, discrimination, and prejudice

Competency 7. Assess cultural environment of the practice setting	
#	KSAs Needed
28	Knowledge of standards of culturally competent practice and diversity

Competency 8. Help supervisees develop strategies to increase wellness, including managing stress	
#	KSAs Needed
4	Knowledge of the stages of professional and career development
19	Ability to use insight and emotional intelligence
22	Knowledge of conflict resolution skills
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
42	Knowledge of the stages of stress, burnout, and compassion fatigue

DOMAIN: Evaluation

Competency 1.   Assess supervisee's:
   a.   learning goals
   b.   level of professional development and experience
   c.   level of social work knowledge
   d.   job context (agency mission, job description, job history, role within the agency)
   e.   strengths and challenges
   f.   learning style

#	KSAs Needed
8	Knowledge of methods for performance appraisal and evaluation
16	Knowledge of evaluation techniques and processes
28	Knowledge of standards of culturally competent practice and diversity
29	Knowledge of the job duties of supervisee(s)
30	Knowledge of the agency's mission
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

Competency 2. Monitor supervisee's documentation for quality, clarity, completeness, content	
#	KSAs Needed
8	Knowledge of methods for performance appraisal and evaluation
16	Knowledge of evaluation techniques and processes
20	Knowledge of communication skills (written, verbal, nonverbal)
27	Knowledge of record keeping and documentation
29	Knowledge of the job duties of supervisee(s)
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

Competency 3. Perform formative and summative evaluation

#	KSAs Needed
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
6	Ability to identify learning needs for supervisees
8	Knowledge of methods for performance appraisal and evaluation
16	Knowledge of evaluation techniques and processes
20	Knowledge of communication skills (written, verbal, nonverbal)
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

Competency 4. Address inappropriate behaviors and take corrective actions

#	KSAs Needed
4	Knowledge of the stages of professional and career development
8	Knowledge of methods for performance appraisal and evaluation
14	Knowledge of the laws and regulations pertinent to supervision and practice
15	Knowledge of the responsibilities and liabilities related to supervision
16	Knowledge of evaluation techniques and processes
22	Knowledge of conflict resolution skills
26	Knowledge of risk management
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

Competency 5. Evaluate supervisee and provide recommendations, as appropriate:
   a.   To the supervisee
   b.   To the agency or practice setting
   c.   To the regulatory board
   d.   As required by law

#	KSAs Needed
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
8	Knowledge of methods for performance appraisal and evaluation
15	Knowledge of the responsibilities and liabilities related to supervision
16	Knowledge of evaluation techniques and processes
20	Knowledge of communication skills (written, verbal, nonverbal)
25	Knowledge of confidentiality requirements
26	Knowledge of risk management
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

DOMAIN: Life-long learning and professional responsibility

Competency 1. Promote continuing education specific to the practice setting

#	KSAs Needed
4	Knowledge of the stages of professional and career development
6	Ability to identify learning needs for supervisees
7	Ability to identify learning objectives for supervisees
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

Competency 2.   Encourage and model:

- a. **self-awareness**
- b. **professional development**
- c. **professional contributions**
- d. **professional engagement**
- e. **professional consultation**

#	KSAs Needed
4	Knowledge of the stages of professional and career development
19	Ability to use insight and emotional intelligence
21	Knowledge of relationship building skills
39	Knowledge of how to develop/access resources
43	Knowledge of professional social work identity, culture, and community

Competency 3. Remain current in knowledge base of changing professional practice, laws and regulations

#	KSAs Needed
11	Knowledge of accepted social work practices
14	Knowledge of the laws and regulations pertinent to supervision and practice
28	Knowledge of standards of culturally competent practice and diversity
39	Knowledge of how to develop/access resources
41	Knowledge of the ethical, innovative, and effective use of informational and communication technologies
43	Knowledge of professional social work identity, culture, and community

Appendix E

Competency Ratings and Rating Materials

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
DOMAIN: Supervisory Relationship and Process				
1. Conduct self assessment (supervisor)				
a. Assess supervisory style (Interactional, Learning, Communication, Working)	3.20	1.10	**3.52**	2.10
b. Assess strengths/limits (personal, professional)	3.60	2.60	**9.36**	2.00
c. Assess awareness of professional knowledge and competencies	3.80	2.70	**10.26**	1.80
d. Assess values and attitudes	3.40	2.60	**8.84**	1.60
2. Establish the supervisory relationship				
a. Develop contract				
i. Clarify purpose of supervision	3.40	1.80	**6.12**	1.70
ii. Clarify goals of supervision	3.70	1.80	**6.66**	1.70
iii. Clarify respective roles, duties, responsibilities	3.40	1.50	**5.10**	1.70
iv. Define structure/method of supervision	2.80	1.30	**3.64**	1.70
v. Determine authority and accountability (for issues such as confidentiality; record keeping; timeliness)	3.50	1.80	**6.30**	1.80
vi. Specify terms of shared supervision (if necessary)	2.80	1.10	**3.08**	2.00
vii. Establish fee structure	2.90	1.00	**2.90**	1.90
viii. Establish length, frequency, and duration of supervision	2.80	1.30	**3.64**	1.70
ix. Determine modality of supervision (face-to-face, individual, group, technology-assisted)	2.90	1.00	**2.90**	1.50
x. Maintain documentation for purposes of: • credentialing and/or licensing • tracking supervision process	4.00	3.00	**12.00**	1.89

		Importance Mean	Frequency Mean	Criticality	Acquisition Mean
xi.	Specify methods of evaluation	3.00	1.70	**5.10**	1.90
xii.	Establish terms of termination	2.60	1.10	**2.86**	1.60
b.	Develop an environment that enhances communication and reflects a growing working alliance between supervisor and supervisee	4.00	3.50	**14.00**	2.50
c.	Establish and maintain boundaries	3.80	3.60	**13.68**	2.00
d.	Monitor and address the impact of relational dynamics	3.50	3.40	**11.90**	2.40
e.	Address parallel process	3.20	2.70	**8.64**	2.80
f.	Address thoughts, feelings, and behavior	3.60	3.40	**12.24**	1.80
g.	Manage conflict/disagreement	3.70	2.50	**9.25**	2.10
h.	Manage power and authority	3.60	3.10	**11.16**	2.60
i.	Provide constructive feedback				
i.	Validate effective performance	3.50	3.20	**11.20**	2.20
ii.	Offer support in areas that need improvement	3.40	3.00	**10.20**	2.10
j.	Solicit/respond appropriately to feedback from supervisee	3.30	2.90	**9.57**	2.20
k.	Manage termination process	2.60	1.00	**2.60**	1.90
DOMAIN: Supervision of Supervisee's Practice					
1.	Integrate into ongoing practice the supervisee's experience using reflection, analysis, and contextual attributes of the case situation	3.50	3.30	**11.55**	2.60
2.	Facilitate the acquisition of advanced social work knowledge in assessment, case planning, intervention, and evaluation	3.50	2.80	**9.80**	2.40
3.	Follow up on case planning – investigate/reflect on what happened, and revise plans a. Identify what's working b. Determine what's problematic and restructure c. Offer guidance and support for improvement d. Evaluate	3.80	2.80	**10.60**	2.20

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
4. Guide/direct supervisee to ensure ethical practices within regulations and laws affecting social work practice	4.00	3.20	**12.80**	2.10
5. Resolve professional ethical dilemmas in providing service to clients	3.70	2.20	**8.14**	2.00
6. Assist supervisee in the appropriate use of advocacy with different systems	2.80	2.10	**5.88**	2.10
7. Develop learning plans with supervisee using (elements such as): a. Formal case assessments and/or presentations b. Writing assignments c. Conference attendance d. Current research (articles, books) e. Involvement in professional organizations f. Creative arts (movies, plays, novels, art therapy, music, museum visits)	3.60	2.00	**7.20**	1.80
8. Follow up on and modify learning plans	3.00	1.90	**5.70**	1.80
9. Address issues of personal safety and risk	3.50	3.00	**10.50**	1.75
DOMAIN: Professional Relationships (e.g., external providers, teams, others professionals, colleagues, supervisors)				
1. Supervisees and their colleagues				
a. Work with supervisee to create collaborative relationships	3.00	2.70	**8.10**	2.30
b. Assist supervisees in developing teamwork skills	2.90	2.60	**7.54**	2.50
2. Recognize and respect socio- cultural differences				
a. Advise supervisee on strategies to manage challenges	3.40	2.40	**8.16**	2.40
3. Relationship with other systems (inside/outside the work setting)				
a. Clarify/conceptualize the multiple roles and responsibilities of other professions, organizations, entities, and socio-political environments	2.30	2.00	**4.60**	2.30

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
b. Develop strategies to work with other organizations/systems	2.70	2.10	**5.67**	2.20

DOMAIN: Work Context

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
1. Determine whether practice setting policies, procedures, and materials are consistent with social work ethics	3.50	2.00	**7.00**	2.40
2. Educate supervisee in financial practices (on issues such as): a. Insurance reimbursement b. Fee setting and collection c. Financial record keeping	2.90	1.60	**4.64**	2.10
3. Identify impaired professionals	3.50	1.70	**5.95**	2.50
4. Take appropriate action once a determination of impairment is made	3.80	2.00	**7.60**	2.40
5. Monitor use of technology with supervisee (online or telephone supervision; fax; email)	2.30	1.70	**3.91**	1.60
6. Educate supervisees regarding socio-cultural sensitivity	3.50	2.40	**8.40**	1.78
7. Assess cultural environment of the practice setting	3.20	2.00	**6.40**	2.10
8. Help supervisees develop strategies to increase wellness, including managing stress	3.30	2.20	**7.26**	2.10

DOMAIN: Evaluation

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
1. Assess supervisee's:				
a. learning goals	3.70	2.10	**7.77**	1.80
b. level of professional development and experience	3.40	2.00	**6.80**	1.90
c. level of social work knowledge	3.80	2.20	**8.36**	2.30
d. job context (the agency mission, the job description, job history, role within the agency)	2.70	1.30	**3.51**	1.70
e. strengths and challenges	3.70	2.50	**9.25**	2.30
f. learning style	3.00	1.60	**4.80**	2.00
2. Monitor supervisee's documentation (case plans, treatment plans) for quality, clarity, completeness, content.	3.30	2.30	**7.59**	1.90
3. Perform formative and summative evaluation.	3.70	1.50	**5.55**	2.50

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
4. Address inappropriate behaviors and take corrective actions.	4.00	2.11	**8.44**	2.33
5. Evaluate supervisee and provide recommendations, as appropriate:				
a. To the supervisee	3.80	2.40	**9.12**	2.00
b. To the agency or practice setting	3.10	1.40	**4.34**	1.90
c. To the regulatory board	3.50	1.40	**4.90**	2.10
d. As required by law	4.00	1.90	**7.60**	2.00
DOMAIN: Life-long Learning and Professional Responsibility				
1. Promote continuing education to the practice setting	3.00	1.90	**5.70**	1.60
2. Encourage and model:				
a. Self-awareness	3.80	2.80	**10.64**	1.80
b. Professional development	3.50	2.30	**8.05**	1.70
c. Professional contributions	2.50	1.80	**4.50**	1.80
d. Professional engagement	2.60	1.80	**4.68**	1.70
e. Professional consultation	2.90	2.10	**6.09**	2.40
3. Remain current in knowledge base of changing professional practice, laws, and regulations	3.90	2.40	**9.36**	1.80

Competency Rating Scales and Instructions

Please respond to each competency statement with separate responses: one for Importance and one for Frequency.

Importance and Frequency Rating Scales
There are two scales because importance and the amount of time you spend doing a task are two separate things.

We realize that all of the activities may be important to the role of clinical social work supervisor for licensure. However, some of them are more important than others, so there should be a range of ratings.

Importance Rating Scale: **In evaluating importance, consider what may happen if the task is not performed properly. Please consider the following questions when making your rating.**

How important is the competent performance of this task to effective social work supervision, regardless of how often it is performed? How serious are the consequences if this task is performed incorrectly or not at all?

<u>**Importance Levels**</u>
1   Of low importance
2   Of moderate importance
3   Very important
4   Extremely important

Frequency: How often do you estimate that an average supervisor performs this activity? (Or: Typically, how often does a supervisor for licensure perform this activity?)

<u>**Frequency Levels**</u>
1   **Seldom** (a few times a year)
2   **Monthly** (approximately once a month)
3   **Weekly** (approximately once or twice a week)
4   **Daily** (approximately every day)

When answering the question, please assume that the opportunity to perform the activity exists.

Acquisition of Task/Activity Proficiency

The purpose of this activity is to review the key activities and consider the length of time needed to acquire proficiency in task performance. The outcome of this activity may provide further insight into what can be reasonably expected for social workers who provide supervision for licensure.

Option 1 (i.e., social work education) includes key activities that are learned as a part of classroom training and any required practicum/internship that comprise a degree program.

Option 2 includes key activities that are likely to be learned during the first 3 months in the job of a supervisor for licensure.

Option 3 includes key activities that are likely to be learned by the end of the first 2 years in the job.

Acquisition: How difficult was this task to learn? How much practice was required to become proficient at this task/activity in order to perform this activity <u>independently</u>?

1   **Social work education prepares a new supervisor to perform this task. Therefore, a new supervisor can be expected to be able to perform this task when they assume the role of supervisor for licensure.)**

2   **Some experience is needed for a supervisor to learn to perform this task. A new supervisor can be expected to learn to perform this task within the first 3 months on the job.**

3   **A lot of experience is needed for a supervisor to learn to perform this task. A new supervisor can be expected to learn to perform this task by the conclusion of the first 2 years on the job.**