SOLUTION-FOCUSED PRACTICES IN CHILD WELFARE SUPERVISION

by

© Corrine L. Younis

A thesis submitted to the

School of Graduate Studies

in partial fulfillment of the

Master of Social Work

School of Social Work

Memorial University of Newfoundland

May 2016

St. John's, Newfoundland and Labrador

ABSTRACT

This research was an exploratory pilot study on the use and need of solution-focused practices in supervision according to child welfare workers and child welfare supervisors in Nova Scotia, Canada. Child welfare workers and supervisors were invited to participate in an online questionnaire exploring the use and need of solution-focused practices in child welfare supervision. The collected data indicated that these practices were being implemented and that workers and supervisors believe there is a need for them. Further research and training on solution-focused practices in the supervision of child welfare workers could be beneficial to help create the most productive supervision experience that positively impacts everyone involved.

ACKNOWLEDGEMENTS

My journey towards a Master of Social Work has turned out to be longer and filled with more twists and turns than I initially expected. During this journey, I experienced a great loss and received the most amazing gift I could have ever imagined—I lost my father to cancer and welcomed my wonderful son into the world. At times, these significant events made timelines impossible to meet, and completing the program sometimes seemed unattainable. My father was a very optimistic and determined man, and I believe his embodiment of these admirable qualities allowed me to continue this journey. Thank you, Father, for being the amazing man you were in your lifetime. I also thank my husband for giving me the time and resources to complete my thesis at a pace that did not interfere with spending time with our son. Finally, I thank Dr. Heather Hair for her support and encouragement throughout my thesis; without her, the completion of my journey would not have been possible.

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Chapter One: Introduction

Child welfare agencies play an important role in communities, as they are mandated to protect the most vulnerable population: children (Underwood, Lewis, & Thomson, 2012). Therefore, it is critical that the services being provided to children and families are of high quality. Unfortunately, evidence has indicated that high turnover and staff burnout has resulted in staff shortages that impair workers' abilities to conduct essential case-management functions (Boyas, Wind, & Ruiz, 2013; Hopkins, Cohen-Callow, Kim, & Hwang, 2010; Lizano & Mor Barak, 2015). One study indicated that high levels of turnover and burnout are affecting workers' ability to protect children (Stalker, Harvey, Frensch, Mandell, & Adams, 2007). In fact, the Child Welfare League of America has noted that there is no issue more impactful on the child welfare system's capacity to serve at-risk and vulnerable children and families than the shortage of a competent, stable workforce (McGowan, Auerbach, Conroy, Augsberger, & Schudrich, 2010). If issues that plague child welfare are not addressed, they will continue to impact the quality of service children and families receive.

In response, researchers and theorists have recognized the importance of supervision in child welfare and its role in avoiding negative consequences (Collins-Camargo & Millar, 2010; Clark, Gilman, Jacquet, Johnson, & Mathias, 2008; Chen & Scannapieco, 2010; Spath, Strand, & Bosco-Ruggiero, 2013). Specifically, research has indicated that supportive supervision is linked to reduced turnover and burnout in workers (Collins-Camargo & Millar, 2010; Scannapieco & Connell-Carrick, 2007; Strolin-Goltzman, Lawrence, Auerbach, Caringi, & Claiborne et al., 2009). Alternatively, other studies have noted that poor supervision is the most frequently cited reason why child welfare workers leave their jobs (Giddings, Cleveland, Smith, Collins-Camargo, & Russel, 2008). Giddings and colleagues (2008) stated that a lack of supportive

supervision contributes to the high turnover in the cild welfare system. In summary, supervision has a significant influence over effective child welfare practice and the care of vulnerable children.

In order to create a competent, stable workforce and work environment with lower levels of turnover and burnout, the role of supervision needs to be further examined. Although supervision appears to play an important role in promoting effective service delivery, little research has focused on what creates effective supervision in child welfare (Collins-Camargo & Royse, 2010). In other settings, supervision that is supportive appears to be an important practice (Triantafillou, 1997). Berg and Kelly (2000) have spoken about supportive supervision and how this approach is based on empowering individuals, focusing on their strengths and possible solutions, collaboration, and having mutual respect.

One approach to supportive supervision has begun to emerge out of solution-focused practices. Multiple benefits of solution-focused supervision (SFS) have been noted by Knight (2006), who has spoken about how solution-focused practices provide an important perspective to the more common deficit- and problem-oriented approaches that dominate social work practice and supervision.

My interest in child welfare supervision is a result of my role as a child welfare worker. Over the years, I have had numerous supervisors and have experienced different styles of supervision. Some of these experiences were better than others and led me to deeply appreciate certain aspects of some approaches. I realize the significant impact that supervision has had on me and my work with children and families. I became aware of the literature on solution-focused practices that child welfare workers were using with their clients. This motivated me to examine the use of solution-focused practices in the supervision of child welfare workers.

This study explored the use and need of solution-focused practices in supervision according to child welfare workers and child welfare supervisors employed in Nova Scotia, Canada. The primary objectives of the research were: (1) to ascertain if solution-focused supervision practices were being implemented during child welfare workers' supervision, and (2) to explore if child welfare workers and supervisors perceived a need for solution-focused supervision practices. The research question for this study is, what is the use and need of solution-focused practices in supervision according to child welfare workers and child welfare supervisors? Feedback was then gathered from child welfare workers and supervisors on the use and need of solution-focused practices in child welfare supervision.

Chapter Two provides a literature review on turnover and burnout in child welfare, supervision within child welfare, and solution-focused supervision practices. Chapter Three discusses the methodology of the study, and Chapter Four outlines the results gathered from child welfare workers and supervisors. The final chapter discusses interpretations of the data, limitations of the data, suggestions for future research, and implications for practice.

Chapter Two: Literature Review

Child Welfare in Canada

There is a fundamental belief in Canada "that government interference in family life should be as minimal as possible, except when parental care is below the community standard and places a child at risk of harm" (Canadian Association of Social Workers, 2005a). These beliefs are guided by specific values and principles that are reflected in the policies and practices of the social work profession, which are identical across Canada. Although each province and territory has its own standards of practice, the fundamentals do not differ (Canadian Child Welfare Research Portal, 2011).

In Canada, child welfare agencies are established by provincial and territorial governments and provide services that supplement or substitute for parental care and supervision (Albert & Herbert, 2006). They are responsible for working with communities to identify children in need of protection, decide the best way to help and protect those children, and then implement the support and services required (Canadian Association of Social Workers, 2005a). The main role of child welfare is to protect children while trying to keep the family together. As well, child welfare agencies receive and investigate reports of possible child abuse and neglect. There are a considerable number of neglect situations; these are not as well publicized as abuse cases and are difficult to substantiate, respond to, and manage (Turnell & Edwards, 1999). In addition, child welfare agencies provide services to families that need assistance in caring for their children: they arrange for children to live in foster homes when these children are unable to live at home; and they make arrangements for reunification, adoption, or other permanent family connections for children leaving foster care.

In Canada each province has its own child protection legislation and the agency responsible for child welfare differs from province to province (Canadian Child Welfare Research Portal, 2011). Across the country the educational requirements for child welfare workers vary; in some provinces, child welfare workers do not require a social work degree and other university degrees and experience are accepted.

Child Welfare in Nova Scotia. In Nova Scotia, the Department of Community Services is responsible for child welfare services and all child welfare agencies in the province are under the control of the Minister of Community Services (Nutton, Fast, & Sinha, 2014). The employees providing these services are an integrated part of government and are accountable to the Minister and the 921,727 citizens of Nova Scotia they serve (Statistics Canada, 2012). The province is divided into four regions, with 18 provincial child welfare offices. In addition two First Nation child welfare offices provide services to Aboriginal families living in First Nation communities across Nova Scotia (Gough, 2006; Nutton et al., 2014).

Child welfare workers in Nova Scotia. In Nova Scotia, child welfare services are provided by registered social workers who have a bachelor's or master's degree in social work. They must be registered with the Nova Scotia Association of Social Workers. This is largest professional association of social workers in the province and represents over 1,600 workers (Nova Scotia Association of Social Workers, 2008). In 2012, there were approximately 450 child welfare workers and supervisors in Nova Scotia (Government of Nova Scotia, 2013).

Nova Scotia also has the Association of Black Social Workers which is a volunteer charitable organization consisting of "Black Social Workers and Human Service Workers" (Association of Black Social Workers, 2016a). This group started in Nova Scotia in 1979 with 4 members and now has a growing membership (Association of Black Social Workers, 2016a).

This association's membership consists of registered social workers, individuals who do not have a social work degree yet work in the social services field, students, and unemployed or retired individuals who are social workers or social service workers (Association of Black Social Workers, 2016b).

Social workers in the Nova Scotia child welfare department are required to follow the *Standards of Practice* of the Nova Scotia Association of Social Workers and the Canadian Association of Social Workers *Code of Ethics*. The *Standards of Practice* describes the responsibilities social workers have to their clients, colleagues, employers, and society (Nova Scotia Association of Social Workers, 2015b). The *Code of Ethics* is the foundational document in social work practice, encompassing the values of the profession and central beliefs (Nova Scotia Association of Social Workers, 2008). Child welfare agencies in Nova Scotia provide services under the legislation and regulation of the provincial *Children and Family Services Act* (Canadian Child Welfare Research Portal, 2011). The purpose of the Act is to protect children from harm, promote the integrity of the family, and assure the best interests of children (*Children and Family Services Act,* 1990).

Historical Challenges in Social Work

Historically social work and traditional social services were extremely rigid in their service delivery structures and ideologies (Iglehart & Becerra, 2011). For example, most of the early social service work had little regard for the needs, concerns, and rights of ethnic minority groups (Iglehart & Becerra, 2011). Nova Scotia was no exception and this is evident in the history of the African Nova Scotian people and the Mi'Kmaw First Nation people. African Nova Scotian settlements held the lowest social and economic positions in society (Este & Bernard, 2006). The Mi'Kmaw also head low social and economic positions in society. This lead to over

two centuries of racism, discrimination, exclusion, exploitation, and oppression (Este & Bernard, 2006).

Social work is shaped by the culture, values, and ideologies of the administrators and managers planning and implementing services. In the past, planning and implementing of services never incorporated these communities or the individuals in these communities in the delivery of services (Iglehart & Becerra, 2011). This has improved over time to a perspective that acknowledges social workers need to acquire an understanding of different client groups and collaborate with them to become more effective in serving these groups (Este & Bernard, 2006).

The Challenges of Working in Child Welfare

Most often, child welfare agencies struggle with high workloads, and once workers are hired, there is a caseload waiting for them. This leaves new workers with the responsibility of getting to know the families and their needs and ensuring that appropriate support and services are being provided. They have to juggle orientating themselves with the child welfare system, internal operations of the agency, and community support (McCarthy, 2003). They manage an array of cases from low to high risk and must be skilled at working with a wide range of individuals, including those who are unreceptive to agency involvement. They must also work with a number of different disciplines, including law enforcement, the courts, the medical profession, the school system, and the general public (Scannapieco & Connell-Carrick, 2007). Workers need to navigate these systems, ensure timely support and services, and maintain clear and concise documentation of their work. Unfortunately, many workers who enter the field are unprepared for the demands of the job (Zell, 2006). It has also been noted that new workers frequently enter the field with unrealistic expectations (Griffin & Shiell, 2003). In summary,

these challenges influence the level of turnover and burnout new workers experience in child welfare.

Typically child welfare is an area of practice where workers start their career, but it is rarely where they finish. The average social worker who enters child welfare will stay between two and five years, and the average vacancy rate is between 8 and 9% (Potter, 2009). However, Fulcher and Smith (2010) reported that workers stayed for even shorter periods of time. Their study found that the average duration of employment for child welfare social workers was less than two years. Although both of these statistics are from American studies, research suggests that a similar situation exists in Canada (Stalker, Mandell, Frensch, Harvey, & Wright, 2007). In fact, recent Canadian literature indicates that the profession involves working in a stressful environment, with high rates of turnover and burnout (Stalker, Mandell, et al., 2007). Boyas and Wind (2010) have reported that as many as 50% of child protection workers report compassion fatigue and burnout. These consequences are reflected in the extended periods of time taken by workers for medical leaves. These rates are higher than other fields of social work practice (Zosky, 2010). In 1984, Jayaratne and Chess acknowledged literature documenting the stressful working conditions and that burnout was one of the consequences.

Research has shown a connection between turnover and burnout in child welfare (Schmidt, 2008; Zosky, 2010). According to Schmidt (2008) a group of supervisors noticed that constant staff turnover and resulting shortages caused poor morale, high stress, and burnout among workers and supervisors. When an agency experiences high turnover, demands and responsibilities increase for the remaining workers (Zosky, 2010), which can lead to burnout. Maslach and Jackson (1981) have noted that "burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work' of some kind" (p. 99).

This is a concern because burnout is often manifested in the development of negative attitudes, feelings of incompetence, a distant and possibly neglectful attitude toward the job, and faulty judgments, which may potentially impair client services (Stevens & Higgins, 2002). Burnout could also cause workers to distance themselves and objectify the families they work with, obviously impacting the quality of service families receive (Stalker, Harvey, & et al., 2007). Savicki and Cooley (1994) have explained how the social environment in the work place contributes to issues such as burnout and how positive supervisory relationships are associated with lower levels of burnout.

Social work is often thought of as a female dominated profession. However MacPhail (2004) has noted that having numerical majority does not automatically translate into women having power or control. Men in the social work profession commonly hold more prestigious positions and earn more (MacPhail, 2004). The literature indicates that "men take their gender privilege with them when they enter predominantly female occupations; this translates into an advantage in spite of their numerical rarity" (Williams, 1992, p.263). This is another issue which can contribute to the high turnover within the child welfare field.

High turnover rates in child welfare. Child welfare literature has documented the shockingly high turnover rates that have plagued the system for years and continues to do so today (Chen & Scannapieco, 2010; Strolin-Goltzman et al., 2009). Bennett and Sadrehashemi (2008) reported that in British Columbia, Canada, high turnover rates among social workers is causing a lack of continuity for those involved in the system. The Child Welfare League of America has followed turnover rates in the child welfare system, stating, "The national annual turnover rate for child protection services workers increased from 19% in 2000 (Child Welfare League of America, 2001) to 22.1% in 2004 (American Public Human Services Association of

America, 2005)" (Jacquet, Clark, Morazes, & Withers, 2007, p. 28). Another study reported

turnover rates in the USA to be as high as 57% for some private agencies and 45% for some

public child welfare agencies (Williams, Nichols, Kirk, & Wilson, 2011). Although there are

discrepancies in these rates, the alarming factor is the consistently high levels being reported.

Regehr, Leslie, Howe, and Chau (2000) highlighted a particular study that found a 2-year

turnover rate ranging between 46% and 90% across Ontario (Shah, 2010). Csiernik, Smith,

Dewar, Dromgole, and O'Neill (2010) noted that between 2007 and 2008, the Children's Aid

Society of London and Middlesex, Ontario, had hired 66 child protection workers, and within

one year, 12.1% of those hired had already left the agency.

Impact of high turnover rates on children and families. Turnover and burnout have a

considerable impact on all parties involved in the system, including families, workers, and

agencies (Boyas & Wind, 2010). To begin with, families who are struggling to provide adequate

care for their children, and children who are in the care of the Minister, pay a substantial

personal cost (Stalker, Harvey, & et al., 2007). A report by the Children's Defense Fund and

Children's Rights (2006) has addressed the suffering of children and families when turnover

impacts workers' ability to provide adequate monitoring and services. Frequently high turnover

results in families having a new worker assigned to their case, which affects the continuity of

service they receive (Smith, 2005). This scenario can cause uncertainty and additional stress for

the children and parents who must build a relationship with the new worker, leaving them fearful

of potential changes that may occur once they receive the new worker. In addition, the new

worker is often a recent graduate with limited experience and competence, which impacts the

quality of service provided (Stalker, Harvey, & et al., 2007). Fulcher and Smith (2010) have

reported that "children who have been assigned to multiple workers due to worker turnover are

less likely to be reunified with parents and spend more time in foster care than others" (p. 443). Statements such as this emphasize not only the short-term impacts of high turnover but also the long-term effects.

A quasi-experimental, longitudinal design study conducted by Glisson and Hemmelgarn (1998) provided compelling evidence that positive work environments can be associated with improved psychosocial functioning of troubled and dependent children served through the public sector. This study "collected both qualitative and quantitative data over a 3-year period describing the services provided to 250 children by 32 public children's service offices in 24 counties in Tennessee" (p. 400). Glisson and Hemmelgarn (1998) stated the following:

> The success that caseworkers have in improving children's psychosocial functioning depends heavily on their consideration of each child's unique needs, the caseworkers' response to unexpected problems, and their tenacity in navigating bureaucratic and judicial hurdles to achieve the best placement and the most needed services for each child. (p. 416)

The findings from this study indicate that workers are most likely to accomplish these objectives when there is a high level of job satisfaction, fairness, role clarity, cooperation, and personalization, and lower levels of role overload, conflict, and emotional exhaustion (Glisson & Hemmelgarn, 1998). It has been noted that factors such as job satisfaction are a benefit of supervisor support (Nissly, Barak, & Levin, 2004). In addition supervisor support can lead to higher levels of cooperation, feelings of fairness, and clarity.

Impact of high turnover rates on child welfare workers. When child welfare workers leave their positions, there is a substantial impact on workers who remain. Child welfare workers who do not leave frequently experience an increase in their workload and responsibilities while

vacant positions are being filled. For example, child welfare workers who stay are often assigned new workers with the expectation that they provide the new workers with support and guidance. This presents a challenge for the more experienced child welfare worker, who assumes this additional responsibility while managing a higher caseload. Moreland and Levine (2002) note that "the existing group of workers will also experience a state of regression and a period of resocialization" as new workers join the group (as cited in Hanna, 2009, p. 95). The length and impact of this adjustment will depend on numerous factors, including the reason behind the need for the new worker, which position the new worker will be taking, how long the group of workers have been together, and the new worker's education and experience (Hanna, 2009). Overall, this can be a stressful time for both new workers and established workers.

Impact of high turnover rates on agencies. Child welfare agencies also pay a substantial cost for high turnover and burnout. Agencies are left with a large number of child welfare workers who have not developed the complex skills required for effective child welfare practice (Stalker, Harvey, & et al., 2007). Agencies also suffer the financial burden of hiring and training new workers (Cahalane & Sites, 2008). In fact, Pynes (2004) has estimated that the amount of time and money spent on recruiting, selecting, orienting, and training a new worker is approximately one-and-a-half times the salary of the worker being replaced (as cited in Hopkins et al., 2010). Csienik and colleagues (2010) noted that when the Children's Aid Society of London and Middlesex, Ontario, hired 66 child welfare workers, it cost them nearly $350,000 to train each new worker, and this figure did not include recruitment expenses. All these factors affect an agency's ability to meet its mission statement.

Acknowledgment of issues. The loss of well-trained, committed child welfare workers in child welfare is widely understood to be a serious problem (Nissly, Barak, & Levin, 2004).

Recent empirical research on retention indicates that organizational- or job-based issues are the cause of high turnover and not the work itself (Cahalane & Sites, 2008). Cahalane and Sites (2008) recognized that despite the existing research, there is little evidence to guide agencies in addressing this issue. However, the available empirical evidence suggests the focus should be on creating positive work environments within agencies (Cahalane & Sites, 2008).

The large percentage of young and inexperienced child welfare workers is one challenging factor in the child welfare field (Giddings et al., 2008). In response, agencies often rely on their seasoned child welfare workers to provide guidance and support to new, inexperienced workers. However, Boyas and Wind (2010) have cautioned that while this practice can reduce child welfare worker stress, providing supervisory support addresses the issue on a greater magnitude. Consistently, child welfare workers have identified the supervision relationship as one of the most satisfying factors of their work (Alexander, 2008). Therefore, the relationship and support child welfare workers receive from their supervisors during supervision must not be underestimated.

Raising National Awareness of the Need for Supportive Supervision in Child Welfare

The Canadian Association of Social Workers (CASW) is aware of difficulties within the child welfare field and has completed several projects focusing on issues in child welfare. One of these projects, titled *Child Welfare Project: Creating Conditions for Good Practice*, was carried out in 2003. This project outlined a variety of organizational components that support effective delivery of child welfare services (Herbert, 2003); providing workers with high quality supervision was one of the components highlighted. The Children's Defense Fund and Children's Rights (2006) issued a report that also outlined the importance of meaningful

supervision and mentoring. Herbert (2003) has emphasized that without any changes, the challenges plaguing child welfare will continue.

In 2005, the CASW initiated another project on social work practice in child welfare, titled *Working Conditions for Social Workers and Linkages to Client Outcomes in Child Welfare: A Literature Review*. This project aimed to explore the impact of working conditions on client outcomes based on current literature. The report stressed that the power of relationships effects positive change for client outcomes; change is not the result of programs and services (Canadian Association of Social Workers, 2005b). Relationships are significant in social work. According to the CASW (2005b), a "relationship is considered the most fundamental tool in social work practice" (p. 54). As essential components of social work, relationships must be nurtured at every level. The project outlined the significant difficulties within the organizational structure of child welfare, which have a negative impact on child welfare workers (Canadian Association of Social Workers, 2005b).

The supervision literature notes the importance of a supportive professional relationship between child welfare workers and supervisors (Dill & Bogo, 2009). It is the quality of this relationship in particular which can prevent worker turnover (Collins-Camargo, Sullivan, Washeck, Adams, & Sundet, 2009). Literature also indicates that when child welfare workers feel they lack supervisory support they are more prone to leave the child welfare field (Giddings et al., 2008; Collins-Camargo et al., 2009). However, when supervisors highlight worker's strengths, skills, knowledge, and work collaboratively with them this aids in workers confidence and desire to remain in the field. These approaches are supportive practices that can be implemented in child welfare supervision and play an essential role in the supervision of child welfare workers. Solution-focused supervision encompasses these supportive techniques and has

shown to be highly effective in a variety of disciplines such as substance misuse, child and

adolescent mental health, and counselling (Waskett, 2006).

In summary, national reports, along with child welfare literature and research, indicate

that supervision is a key element in addressing turnover. Moreover, a lack of support and high

levels of stress are contributing to demands for reform and transformation in child welfare (Clark

et al., 2008).

Supervision

There is a long history of supervision in child welfare and there are a multitude of

definitions to describe the term. For example, Dill and Bogo (2009) view supervision in social

work as a method to ensure an organization's mandate is achieved through effective service

delivery. Similarly, "Barker (2003) defines social work supervision as, 'an administrative and

educational process used to help social workers further develop and refine their skills, enhance

staff morale, and provide quality assurance for the clients' (p. 424)" (as cited in Schmidt, 2008,

p. 92). However, Leitz (2010) stated that "it is not uncommon in child welfare settings for

supervision to remain focused on administration tasks, giving less attention to the support and

education functions" (p. 69).

A consensus on the definition of supervision, based on the views of all child welfare

workers and supervisors, would be difficult to reach. This diversity of opinion is a result of the

vast number of ways supervision is being delivered. Supervision is implemented differently from

region to region and supervisor to supervisor. In some agencies, supervision is a necessary

function to meet organizational requirements, but for others, it is a means to support child

welfare workers and the nature of their work. In some situations, child welfare workers are

supervised on a regular basis in a particular style, whereas in other cases, supervision is sporadic

and crisis driven (Collins-Camargo & Millar, 2010). In the latter scenario, supervision may arise

in situations that require agency response or intervention. The time and frequency of supervision

also varies, contributing to its complexity.

The role of child welfare supervisors is not consistently actualized nor singular in focus.

Supervision can range from providing support to completing administrative tasks (Leitz, 2010;

Cearley, 2004). It has also been noted that significant periods of supervision are required for

knowledge and skill development (Hair, 2013; Lietz & Rounds, 2009; Schmidt, 2008). Some

supervisors find their obligation to fulfill a variety of roles challenging, time consuming, and at

times it undermines the confidence they strive to instill in workers (Dill & Bogo, 2009). This

quantity of roles can be problematic by limiting the support workers receive. Antle, Barbee, and

Van Zyl (2009) report that child welfare supervisors typically supervise between six to ten

frontline child welfare workers and are responsible for the decisions made about the cases. The

number of child welfare workers a supervisor is responsible for is significant: the more workers

and cases, the less time the supervisor has for each child welfare worker. Problems may also

arise when a supervisor oversees a large number of inexperienced child welfare workers or

workers who are managing difficult cases.

An overview of the supervision research relevant to child welfare. There is substantial

literature on the concept of supervision in social work practice, and efforts have been made to

develop instruments that effectively capture supervisory experience (Dendinger & Kohn, 1989).

Unfortunately, this depth of research does not extend to the more specific area of child welfare

supervision (Dendinger & Kohn, 1989; Drake & Washeck, 1998). Rushton and Nathan (1996)

have noticed the limited amount of research on the extent, context, and quality of supervision of

child welfare social workers. This could be due to the fact that "staff supervision is embedded

within the hierarchy of complex organizations, making the gathering of information a difficult

and sensitive task" (Potter, 2009, p. 19). Compher, Meyers, and Mauro (1994) recognize that

child welfare has a range of special issues, largely centered on the very emotional and potentially

explosive nature of the work (as cited in Drake & Washeck, 1998). Regardless of the issues

contributing to the lack of literature on child welfare supervision, research has revealed its

benefits (Giddings et al., 2008). In summary supervision is believed to be essential for child

welfare worker retention, job satisfaction, and organizational outcomes (Bogo & Dill, 2008;

Clark et al., 2008).

Literature suggests that child welfare supervisors can positively impact the high rate of

burnout, turnover, and low morale in their child welfare workers (Clark et al., 2008; Collins-

Camargo & Millar, 2010). In fact, child welfare literature stresses how vital supervision is to

child welfare workers' job satisfaction and their retention (Chenot, Benton, & Kim, 2009; Clark

et al., 2008). Briggs and Miller (2005) have observed that when supervisors focus on child

welfare workers' strengths and successes, there is a positive impact on their work together.

Supervisors have the best opportunity to influence the day-to-day practice of their supervisee

(Giddings et al., 2008). Child welfare workers may leave for various reasons; however, the

quality of their supervision is a significant factor that influences their decision to stay at an

agency. Findings suggest that child welfare workers are more inclined to leave when there is a

lack of support from a supervisor (Jacquet et al., 2007); retention is significantly related to

supervisor support (Smith, 2005); and high quality, supportive supervision will improve the

retention of high-quality child welfare workers (Clark et al., 2008). Cearly (2004) found that

supervisory support was the only variable that predicted child welfare workers' sense of

empowerment in their jobs. Research confirms that when child welfare workers perceive their

supervisor to be supportive, they are not only more prone to stay (Scannapieco & Connell-Carrick, 2007; Strolin-Goltzman et al., 2009) but tend to deliver a higher quality of service (Schmidt, 2008). Smith (2005) states that some studies "have found that higher levels of perceived organizational support are associated with increased organizational commitment and, indirectly, with reduced job turnover" (p. 155). Child welfare workers may remain with the agency and develop a sense of professional and organizational commitment, regardless of the size of their caseload (Jacquet et al., 2007). In the end, support from a supervisor can promote a positive spiral effect, decreasing stress levels and increasing job satisfaction and quality of life (Nissly et al., 2004). This finding is significant, as high turnover rates have a negative spiral effect on the child welfare system; they cause a disruption in services to families, thus impacting the quality of service being provided (Chen & Scannapieco, 2010). Evidently, supervision plays a significant role in the well-being of child welfare workers and supervisors have the power to positively impact those they supervise.

Some studies have suggested that organizational support in the workplace has a greater influence on turnover than supervisor support (Smith, 2005). However, Smith (2005) argued that in the child welfare field, supervisor support may affect turnover independently of organizational support, and the child welfare workers' perception of supervisor support is important in job retention. Although factors like job satisfaction are important to child welfare workers, research has found that job satisfaction alone failed to influence child welfare workers' desire to stay when they did not perceive supportive supervision (Chen & Scannapieco, 2010). Some studies indicate that peer or co-worker support is an important factor in child welfare retention; however, other studies show no significant influence (Chenot et al., 2009). Further research is required in this area to clarify these findings (Chenot et al., 2009).

There is very little evidence to guide agencies in addressing turnover; however, there are many discussions that focus on how to reduce turnover (Cahalane & Sites, 2008; Scannapieco & Connell-Carrick, 2007). Child welfare workers have reported that when they feel competent and have the ability to assist clients in overcoming barriers, they are more committed to staying (Scannapieco & Connell-Carrick, 2007). Highly skilled child welfare workers are also able to effectively manage more complex cases; however, the conditions in which they work must be supportive (Cahalane & Sites, 2008). Scannapieco and Connell-Carrick (2007) have emphasized that retention and turnover in child welfare needs to be addressed so that child welfare workers are able to manage the challenges they encounter. The answer to these issues is supervision, as supervision has been linked to reduced child welfare worker burnout and stress, related turnover, and retention (Collins-Camargo & Millar, 2010).

Ineffective supervision. Many different supervision models are being used in child welfare and there is no evidence to suggest that one is superior to the others (Morgan & Sprenkle, 2007). However, there are some approaches that have been deemed ineffective, namely, focusing on child welfare workers' mistakes, ignoring their progress in cases, not asking for their opinion, and disregarding their perspective (Barrera, 2003). Unfortunately, child welfare supervision is often focused on ensuring compliance with standards of practice, and task management (Giddings et al., 2008). Supervision is commonly problem-focused (Briggs & Miller, 2005), being implemented in a crisis-driven, revolving-door manner (Collins-Camargo & Millar, 2010). In addition, "supervision is too often focused on task management and ensuring compliance with regulatory or contractual mandates, to the exclusion of coaching, developing, and supporting a largely young and inexperienced workforce" (Giddings et al., 2008, p. 342).

Effective supervision. Child welfare workers value supervisors who are available and approachable, communicate confidence in the worker, provide perspective, excuse failure when appropriate, share responsibility in decision making, and provide opportunity for independent functioning and (most likely) success in task achievement (Clark et al., 2008). Clark and colleagues (2008) identified other significant factors, including a supervisor's empathy, sympathy, support, and positive attitude. Giddings and colleagues (2008) report, a "California workforce analysis suggests that competent, supportive supervision reduces staff turnover" (p. 343). Wonnacott (2012) describes how this is done:

> Gibbs (2001) in a qualitative study explored factors affecting the retention of child protection staff and found that the quality of supervision was an important factor. The style of supervision that was most likely to help retain child protection staff was one that helped social workers to understand the value of what they did, explored the link between feelings, thoughts and action, and the impact of emotion, and promoted adult learning. (p. 21)

Child welfare workers are often motivated by a sense of personal mission, accomplishment, and fulfillment; job support and recognition are essential in job satisfaction (Alexander, 2008). Overall, child welfare workers value a number of qualities in a supervisor, but support was identified most frequently (Jacquet et al., 2007). These elements that contribute to effective supervision are consistent with a supportive supervision approach.

Research has shown that a supportive supervision approach is effective in child welfare supervision. Kadushin and Harkness (2002) have noted that "supportive supervision encompasses helping workers handle job-related stress through providing appropriate praise and encouragement, normalizing work related reactions, affirming strengths, and sharing

responsibility for difficult decisions" (as cited in Dill & Bogo, 2009, p. 89). Smith (2005) has

reported that a supportive supervisor is associated with organizational support, organizational

commitment, and job retention, and low levels of supervisor support are linked to turnover.

Wonnacott (2012) states that "the supervisory relationship is fundamental to the delivery of

effective social work services, and that there is a direct link between the quality of supervision

and outcomes for service users" (p. 13). Some research has indicated that supportive supervision

can help retain a high-quality, professional workforce (Clark et al., 2008), which is critical in

child welfare.

The Development of Solution-Focused Supervision

Solution-focused supervision practice originates from solution-focused brief therapy

(SFBT), which evolved out of the clinical practice of Steve de Shazer, Insoo Kim Berg, and

colleagues at the Brief Family Therapy Center in Milwaukee, Wisconsin, in the early 1980s

(Gingerich & Eisengart, 2000). In fact, SFBT "has grown from a little-known and

unconventional therapeutic approach to one that is now widely used in the United States and,

increasingly, in other countries" (Gingerich & Eisengart, 2000, p. 477). SFBT is now used in a

variety of settings, including family services, mental health, social services, prisons, residential

treatment centers, schools, and hospitals (Gingerich & Eisengart, 2000).

Solution-focused supervision. Solution-focused supervision is a supervisory approach

that utilizes solution-focused therapy practices. It is a supportive supervision model that focuses

on supervisees' strengths, ideas, knowledge, abilities, and successes; it assists them in

developing goals and provides feedback and collaboration. The approach is designed to help

supervisees recognize the positive aspects of their work and identify areas that are effective; it

also encourages them to repeat those behaviours in similar situations (Wetchler, 1990). The

model is versatile and can be adapted to the developmental level of the supervisee (Marek, Sandifer, Beach, Coward, & Protinsky, 1994). Wetchler (1990) assures that solution-focused practice is flexible enough to use in a variety of theoretical orientations. Selekman and Todd (1995) have stated that solution focused "interventions have general utility and can be used with any supervisees, regardless of their preferred therapeutic orientations" (p. 21). In addition, "even if the model is not fully adopted, the theoretical assumptions and techniques we present can provide new ways of establishing a cooperative climate for supervision" (Selekman & Todd, 1995, p. 21).

In solution-focused supervision, the supervisor acts as a facilitator helping the supervisee explore his or her strengths, abilities, and resources (McCurdy, 2006). This process is "collaborative, exploratory, developmental, and strengths-based" (McCurdy, 2006, p.146). Supervision is action-oriented, changing behaviours and attitudes from a problem-failure focus to one that focuses on solutions-success (McCurdy, 2006). McCurdy (2006) has discussed the potential impact of solution-focused supervision on a therapist who feels either discouraged because of a therapeutic impasse with a client or overwhelmed by the client's challenging issues. Solution-focused supervision involves a discussion about what changes are possible; it identifies other options; and it examines how this process can be empowering to workers. Given the challenges of child welfare, child welfare workers could undoubtedly benefit from a solution-focused supervision relationship.

Components of Solution-Focused Supervision

Solution-focused practitioners and researchers have attempted to identify the essential components of solution-focused supervision (SFS) by analyzing the literature or summarizing their own experiences (Hsu, 2009). Wetchler (1990) has spoken about dividing solution-focused

supervision sessions into two parts: solution focus and clinical education. He noted this practice was sensitive to the fact that mistakes are not the result of a failure to recognize successful expectations but are due to a lack of knowledge. Wetcher (1990) also noted it was the responsibility of the supervisor to determine if a situation that arose should be addressed through a solution-focused approach or an educational approach. Marek and colleagues (1994) argued that goal setting, exceptions, and scaling questions were the most important components.

Selekman and Todd (1995) have noted a number of solution-focused assumptions in supervision which included: supervisees inevitably cooperate with supervisors, the importance of identifying and amplifying supervisees' exceptions, if it does not work, do something different, and the supervisee takes the lead in defining the goals for supervision. They also identified various solution-focused interventions that can be utilized within supervision (Selekman and Todd, 1995). These inventions included the use of scaling questions to assist in establishing goals, presuppositional questions, and exploring the "miracle question" (Selekman &Todd, 1995). Juhnke (1996) outlined an SFS analysis based on his own practice and Triantafillou (1997) formed a set of SFS guidelines after conducting a pilot study. Hsu (2009) explored components of solution-focused supervision which included: "(a) positive opening and problem description; (b) identifying the positive supervisory goals; (c) exploring the exceptions of supervisees and clients; (d) developing other possibilities; (e) giving feedback and clinical education; (f) forming the first step; and (g) exploring the differences and the changes." (p. 475).

The above research informed my selection of the following solution-focused elements for child welfare supervision:

- Focus on child welfare workers' strengths
- Ask child welfare workers to share their ideas to solve problems

- Ask child welfare workers to share the knowledge they have about their clients

- Help child welfare workers think about the positives

- Help child welfare workers think of a time they solved a similar problem

- Remind child welfare workers how small changes lead to larger changes

- Encourage child welfare workers to do more of what is working

- Help child welfare workers believe in their ability to manage problems

- Have child welfare workers rate their satisfaction

- Give child welfare workers feedback

- Work collaboratively with child welfare workers

These components were selected after reflecting on three key areas: (1) the elements researchers and practitioners have attempted to identify as essential to solution-focused supervision (SFS); (2) factors that contribute to the high turnover and burnout within child welfare workers, and (3) supervision practices in child welfare supervision that have been noted as beneficial and those that have not. In addition, my personal supervision experiences as a child welfare worker and those of my colleagues also had a slight influence on the components selected. The detailed description of each solution-focused supervision element is outlined below.

Focus on child welfare workers' strengths. A SFS model centers on strengths, solutions, and resources, rather than deficits and problems (Marek et al., 1994). One way this is accomplished is by placing an emphasis on normalizing behaviours and ways of thinking, as well as reframing situations and behaviours that highlight strengths and resources (Knight, 2006). "When supervisors do so they block the typical problem focus of supervisees and allow the evolution of cognitive structures that recognize competence and problem resolution" (Wetchler,

1990, p. 132). This approach allows child welfare workers an opportunity to focus on their successes and strengths and to capitalize on them (Knight, 2006; Marek et al., 1994). Knight (2006) has outlined how this provides a necessary counterpoint to the deficit and problem-focused orientation that guides most clinical practice and supervision. When the main focus is centred on problems and mistakes, child welfare workers may not have "a solid conceptual and practical foundation; this can led to confusion and ineffectiveness" (Wetchler, 1990, p. 29). Incorporation of solution-focused practices into the child welfare field, which is most often problem focused, could yield positive results.

      Ask child welfare workers to share their ideas to solve problems. When supervisors ask child welfare workers for their ideas in addressing a problem, or how they accomplished this in the past, autonomous thinking and behaviour is encouraged (Knight, 2006). Although child welfare workers are encouraged to think about the past, interventions are focused in the present (Knight, 2006). Being in a position to ask questions is empowering to child welfare workers, and having supervisors help them examine a given situation from a strengths-based perspective enables child welfare workers to better identify their own contributions to the positive change that occurred (Knight, 2006). Supervisors who are curious about even the smallest successes allow workers to reflect on past solutions and their own strengths (Wetchler, 1990). This approach builds on child welfare workers' resources and helps them achieve preferred outcomes by evoking and co-constructing solutions to current problems (O'Connell & Jones, 1997). The purpose of this approach is to assist child welfare workers in resolving a problem at hand; if a worker is unable to generate ideas towards this goal, the discussion can change to when the problem was less severe, less frequent, or shorter in duration (Knight, 2006). At times, child

welfare workers need "assistance in reframing their work in ways that reveal their skills and strengths" (Knight, 2006, p. 171).

Ask child welfare workers to share the knowledge they have about their clients. An important component of SFS practice is the belief that information and solutions lie within child welfare workers, not supervisors. Supervisors can adopt this practice at the beginning of a supervisory session by asking child welfare workers about their thoughts on working with their clients. Child welfare workers are the ones in contact with their clients and are thus familiar with clients' unique situations; therefore, the child welfare worker holds the essential information. Curiosity is indispensable in SFS, and it is important that supervisors are curious about child welfare workers' knowledge and actively ask questions to promote critical thinking and information exchange. (Knight, 2006).

Help child welfare workers think about the positives. Although thinking about the positives seems like a simple practice it can be easily overlooked. During supervision it is common for professionals to talk about the problems and negative situations they are encountering instead of the successes and positives (Knight, 2006). When child welfare workers and supervisors think about the positives this can help them generate strength and solutions.

Help child welfare workers think of a time they solved a similar problem. Another purpose of SFS is to reflect on past situations where child welfare workers have had success. Operating in this way allows child welfare workers to recognize that solutions to current problems are likely embedded in their past or previous efforts (Knight, 2006). Supervisors who ask child welfare workers to reflect upon what they have done in the past instill a sense of confidence in the worker about their past work, and their ability to work towards solutions is enhanced (Koob, 1998).

Remind child welfare workers how small changes lead to larger changes. In SFS, one

of the roles of supervisors is to identify and amplify change (McCurdy, 2006). It is therefore

important to voice the topic and to recognize that change does not have to be monumental

(McCurdy, 2006; Selekman & Todd, 1995); in fact, even minor changes influence future success

(McCurdy, 2006). The research of "Gingerich, deShazer, and Weiner-Davis (1988) found there

is a direct relationship between therapist use of 'change talk' and positive treatment outcome"

(Selekman & Todd, 1995, p.25). This finding is relevant to child welfare because the relationship

between supervisors and child welfare workers can benefit from some of the same techniques.

McCurdy (2006) has noted how "supervision is developmental and as supervisees experience

success, small changes contribute to overall growth, development, and general success in

counselling and supervision" (p. 147). Child welfare workers must first accomplish small

changes in their work with families and children before they can accomplish their own goals.

The concept of change is therefore essential to supervision and it is important to encourage child

welfare workers to remember that even small changes cannot be underestimated.

Encourage child welfare workers to do more of what is working. An important

element of SFS is to focus on previously successful experiences and avoid interventions that

have been ineffective in the past (Selekman & Todd, 1995). In addition, Wetchler (1990) has

stated that by focusing on solutions and what individuals are doing correctly, a core foundation

of conceptual, perceptual, and executive skills is developed, which workers can apply to various

situations. Knight (2006) states, "DeShazer (1990) identified three guiding principles for

solution-focused practice: 'if it isn't broke, don't fix it'; 'Once you know what works do more of

it'; and 'if it doesn't work, don't do it again, do something different'" (Knight, 2006, p. 155).

Selekman and Todd (1995) have indicated that the "do something different" task is useful when

child welfare workers are stuck and continue to do more of what is not working. This approach may be useful in child welfare supervision because child welfare workers become aware of the skills that contributed to their successes and can transfer them accordingly.

Help child welfare workers believe in their ability to manage problems. In SFS, workers are assumed to be equipped with the resources and abilities to solve problems (Knight, 2006). The manner in which supervisors respond to child welfare workers and communicate with them is significant. As McCurdy (2006) has stated, "It is critical that a supervisor believes in a supervisee's ability to look within himself or herself for the best answer to the problems experienced in counselling" (p. 146). When a supervisor has faith in their child welfare workers, the supervisor acts as a facilitator of change to assist workers in building their own strengths and abilities (McCurdy, 2006). This approach may be especially beneficial to the child welfare field, where a large number of fairly new and inexperienced child welfare workers exist.

Have child welfare workers rate their satisfaction. In SFS, it is important to have open communication between supervisors and child welfare workers and for supervisors to gauge the thoughts and feelings of child welfare workers, where "the developmental needs of the supervisee, guides the makeup of the actual supervision" (Marek et al., 1994, p. 60). When supervisors check in with child welfare workers, workers should identify specific problem areas for discussion (Wetchler, 1990). Wetchler (1990) has noted how beneficial it is for supervisors and child welfare workers to outline "areas for work, and realistic, accomplishable criteria for success" (p. 133). As Marek and colleagues (1994) have stated, "Depending upon the supervisee's stated goals and their believed ability to reach them, the supervisor will simultaneously integrate the solution focused model with an educational component" (p. 59). In child welfare, SFS and education will ensure child welfare workers' needs are met.

Give child welfare workers feedback. In SFS, one of the ways individuals grow is by receiving feedback and reflecting on the work they have done. Selekman and Todd (1995) have noted that it is mutually beneficial for supervisors to identify child welfare workers' positive and productive work patterns and to help child welfare workers understand what produced this difference. In addition, this type of feedback gives workers the opportunity to distinguish between positive, productive behaviours and older, more problematic behaviours; this insight prompts workers to explore conditions that allowed the exception to occur (Selekman & Todd, 1995). Solution-focused supervision emphasizes changes that are possible, which should also be reflected in the feedback given to workers (Juhnke, 1996). Supervisors have the responsibility to assist child welfare workers in designing attainable goals with meaningful outcomes; therefore, feedback should credit situations where child welfare workers are succeeding (McCurdy, 2006). According to child welfare workers, supervisors' "compliments have provided helpful encouragement and contributed to the development of their sense of professional self-confidence" (Selekman & Todd, 1995, p. 22).

Work collaboratively with child welfare workers. The collaboration of supervisors and child welfare workers is the final component of SFS (Knight, 2006; O'Connell & Jones, 1997; Wetchler, 1990), where both "sides take responsibility for negotiating the goals and options available" (O'Connell & Jones, 1997, p.1). In fact, there is no "correct" way to view a particular situation, and supervisors and child welfare workers can together identify the best way to proceed (McCurdy, 2006).

Relevance of Solution-Focused Supervision

Current research provides evidence of supervision practices in the child welfare system that could help reduce the high turnover, burnout, and low morale that impact an agency's ability

to deliver high quality service to children and families. Nevertheless, there is a lack of literature on the use or need of SFS practices in the supervision of child welfare workers. However, given the documented benefits of SFS in other settings (e.g., Triantaillou, 1997), a solution focused approach may be beneficial for the supervision of child welfare workers. This concept is explored in my research.

Chapter Three: Methodology

This study explored the use and need of solution-focused practices in supervision according to child welfare workers and child welfare supervisors. The primary objectives of the research were (1) to ascertain if solution-focused supervision practices were being implemented in child welfare workers' supervision and (2) to explore if child welfare workers and supervisors perceived a need for solution-focused supervision practices. The research question for this study is, *What is the use and need of solution-focused practices in supervision according to child welfare workers and child welfare supervisors?* This chapter will explain in detail how this research study was conducted, including information about the setting, participants, data collection procedures, developed tools, confidentiality, benefits and risks of participation, and data analysis.

Setting

An invitation to participate in the study was extended to all child welfare offices in Nova Scotia, Canada. These offices are responsible for child welfare services across the province. Their role is to receive and investigate reports of suspected abuse and neglect, support parents in caring for their children, supervise children in the care of the Minister of Community Services, recruit and support foster parents, and arrange and support adoptions (Canadian Association of Social Workers, 2005a).

At the time of this study, there were 20 child welfare offices throughout Nova Scotia. Two of these offices were responsible for child welfare issues in First Nation communities (the Mi'Kmaw Family and Children's Services), located on the mainland of Nova Scotia and in Cape Breton, Nova Scotia. They provided Aboriginal children and families living on reserve with the

same child welfare services and support and are guided by the same child welfare legislation as provincial non-aboriginal agencies.

Almost every child welfare office in the province has a district manager. However, there are exceptions to this rule, as several managers are responsible for more than one office. Each district manager in the province was sent an email requesting approval for their child welfare workers and supervisors to participate in this study. In this email they were also asked if they would be the contact person to receive and then distribute study information to their child welfare workers and supervisors or if they wanted another individual in their office to be responsible for this. The email was sent to the district managers' private Government of Nova Scotia email address. Once approval was granted, I sent an email to the district managers or the contact person they recommended inviting child welfare workers and supervisors to participate in the study.

Participants

The individuals invited to participate were social workers and supervisors working at child welfare offices throughout Nova Scotia, Canada. Participants were expected to have a Bachelor of Social Work degree or a Master of Social Work degree and be registered with the Nova Scotia Association of Social Workers. At the time of this study, there were approximately 450 social workers in child welfare within Nova Scotia working in 18 provincial offices and 2 First Nation offices (Government of Nova Scotia, 2013).

Participant Recruitment

Memorial University approval process. Ethics approval was obtained from the Interdisciplinary Committee on Ethics in Human Research (ICEHR) at Memorial University. The Coordinator of Child Protection Services in Nova Scotia was advised of this.

Government approval process. Government of Nova Scotia child welfare employees were invited to participate in this study. Therefore, the Coordinator of Child Protection Services in Nova Scotia was contacted to obtain approval for child welfare workers and supervisors to participate. The Coordinator of Child Protection Services had the study reviewed by a research and statistical officer within the government. After this review was complete the Coordinator of Child Protection Services granted approval for the study to be conducted with government of Nova Scotia child welfare employees. The coordinator then wrote an email to the four regional administrators and copied it to their district managers. The email explained how Nova Scotia had been asked to participate in a research study, briefly outlined the details of the study, and stated that each district manager would be contacted to request approval for their child welfare workers and supervisors' participation in the study. I received a list of all child welfare agencies and their staff from the Coordinator of Child Protection Services.

Approval from district managers. I composed an email to the district managers, briefly informing them about the study and requesting they view the attachment labeled "Letter to District Managers" (see Appendix A). This letter explained the purpose of the study, requested the managers' approval for their offices to participate, and asked how they wanted the email invitation to be delivered to supervisors and child welfare workers. I recommended that it could be sent to a contact person in their office, who would then distribute it, or alternatively, it could be sent directly to the district managers.

Once the district managers gave approval for their offices to participate an email inviting participation in the study was sent to the contact persons designated by each district manager. The email was labeled "IMP: Your Invitation to Participate in Supervision Research" (See

Appendix B). The email explained who could participate and how they could do so, and it contained two links: one for child welfare workers and one for child welfare supervisors. When participants clicked on the appropriate link, it brought them directly to their questionnaire.

A reminder email was sent to each agency contact person two weeks after the initial invitation to participate was sent. This email for distribution on to possible participants informed them that if they had not completed the web questionnaire, they would need to do so within the next two weeks in order to participate in the study. There were a low number of responses; therefore, another email was sent to each agency's contact person advising of the situation and requesting that the reminder email be resent. The questionnaire started collecting data February 2012 and was closed at the end of June 2012, and no additional data was collected past this date.

The Data Collection Measure

This research was an exploratory pilot study and used a mixed method approach. A mixed method approach was used to help indicate any overlapping of data, and to enhance or clarify results. There were no standardized tools that could provide feedback on the current use and need of solution-focused practices in the supervision of child welfare workers. Therefore, appropriate measures were developed to inquire about the use and need of solution-focused practices in child welfare supervision according to child welfare workers and supervisors.

Development of the measure. A web-based survey was deemed the best method to gather information from as many participants as possible in the province of Nova Scotia. Separate questionnaires were created for child welfare workers and supervisors. Each questionnaire contained a brief introduction and an informed consent form, followed by statements with Likert-type responses, open-ended questions, and multiple choice questions.

Questionnaire items were devised using the principles of solution-focused supervision that have been identified in the literature.

Child welfare workers' questionnaire. The child welfare workers' questionnaire was divided into several sections (see Appendix D). The first section contained 11 two-part statements regarding the use and need of solution-focused practices in child welfare supervision. Workers were asked to select the response they felt was most appropriate for them. A 6-point Likert-type scale was used to provide response options. The options, in order from top to bottom, were *strongly disagree*, *disagree*, *unsure, agree*, *strongly agree*, and *no response*. The next section contained two open-ended questions. The first question was, "What does your supervisor do or say during supervision that you find helpful?" The second question was, "What do you need your supervisor to do or say during supervision, which is not currently happening?" The last section posed three multiple choice demographic questions. The first question stated, "How many years have you been working at your current office?" The options, in order from top to bottom, were *under one year*, *1–5*, *6–10*, *11–15*, and *over 15*. The next question asked, "What is the highest degree in social work you have completed?" The options were *Bachelor of Social Work degree*, *Master of Social Work degree*, and *PhD/Doctorate of Social Work degree*. The last question was, "You are:" with the options *female*, *male*, or *other*.

Child welfare supervisors' questionnaire. The supervisors' questionnaire included the same items as the child welfare workers' questionnaire. The only difference was that the supervisor questionnaire was worded from a supervisor's perspective and asked one additional open-ended question, "Do any reasons exist that might prevent you from doing or saying what needs to be done during supervision?" (see Appendix E).

Definitions utilized in questionnaires. Both questionnaires contained instructions that asked participants to reflect on their current supervision experience and need. Participants were also provided definitions of keywords used in the questionnaire. Child welfare workers were given the following definition of the word *supervision*:

"Involves meeting with a person, such as a program supervisor or child welfare supervisor, who asks about your child welfare clients and practice. Your conversations with your supervisor could include discussion about your clients, your job skills, and/or work place administrative tasks and expectations. While supervision includes administrative tasks, this questionnaire focuses specifically on conversation about your clients.

Child welfare supervisors were given a similar definition of supervision:

Involves meeting with a person, such as a program supervisor or child welfare supervisor, who asks about child welfare clients and practice. Your conversations with child welfare workers could include discussion about their clients, their jobs skills, and/or work place administrative tasks and expectations. While supervision includes administrative tasks, this questionnaire focuses specifically on conversations with child welfare workers about their clients.

Child welfare workers and supervisors were provided with the same definition for the word *need*. The definition given was, "need refers to what you think is essential, necessary, or required." This ensured that participants thought of these keywords in the same way.

Pilot testing the measures. The child welfare workers' questionnaire was piloted with 10 students enrolled in a Master of Social Work program. This was done through the online survey program called Survey Monkey, which allowed participants to complete the questionnaire

online. Participants were sent an email to their university email address asking for their participation in the pilot study. The email contained an attachment with the informed consent form and a link to the questionnaire. Seven of the individuals emailed participated in the study and provided feedback via email about the research tools. Some changes were made based on the feedback provided. Piloting the questionnaire assisted in ensuring content validity.

The child welfare supervisors' questionnaire was piloted to employed Master-level practitioners with varying levels of supervision experiences. Four of the five practitioners approached provided written feedback, and one gave verbal feedback. Some changes were made based on the feedback provided.

The Process of Data Collection

Web program to collect data. The Survey Monkey program was used for the pilot, but it did not offer easy access for participants, and the data could not be directly stored on a computer. Instead, the SurveyGold program was used because of its ease of access, and data could be stored on a personal computer.

The SurveyGold program was purchased from surveygold.com and downloaded onto my personal computer. The informed consent form and the two questionnaires were then formatted into the program and a private link was created for each questionnaire. The questionnaires could only be accessed by individuals who were given the link.

To maintain confidentiality, SurveyGold does not record any contextual question data; the only information recorded is the responses given by participants, which are encrypted. The only time responses were correlated to their associated questions was when the responses were downloaded via SurveyGold software to my computer. Once the survey responses were downloaded, they were moved to an archival location on surveygold.com.

This study ensured as much as possible the confidentiality of participants and the offices in which they were employed. No identifying information about the participants or their place of employment was collected. In addition, the SurveyGold program was set up to block any identifying information from participants' computers. This allowed participants to remain anonymous, and encouraged responses without any fear of reprisal from their colleagues or managers.

Achieving informed consent. The informed consent form used in this study was developed to advise the participants of the details of the research study and their rights as participants (see Appendix C). It provided basic information on the following: a brief introduction to the research, information on the purpose of the study, possible benefits, procedures, withdrawal from the study, possible risks, confidentially and anonymity, compensation, reporting of results, sharing results with participants, and questions about the research. Participants were instructed to read the consent. The form advised participants that entering the questionnaire, which followed the consent form, implied that they had read and understood the information and agreed to participate in the study. The instructions also advised that completion and submission of the questionnaire is considered an alternative to signed consent. Participates were required to click *continue* at the end of the form before they could proceed to the next section of the questionnaire.

Possible Participant Benefits and Risks

Participant's contributions to this research will be used to advance social work knowledge and practice in the child welfare system and may serve as a basis for future studies and publications in the realm of SFS practices in child welfare. The outcomes could help improve supervision practices for child welfare workers. For example, the results could be used

by a) Nova Scotia social workers to promote effective practice in the workplace, and b) social work organizations and university social work programs to develop supervision knowledge and practice. The results of this study could support additional funding for training and/or support funding for supervision training.

There were no foreseeable risks, discomforts, or costs to participants who participated in this study. Clear measures were taken to ensure that confidentiality and anonymity were maintained. Participation in this study was anonymous, the questionnaire did not contain questions or statements that were highly personal, and no affiliation with a particular region or office was collected. Overall, the questionnaires posed minimal risk to participants.

Data Analysis

This study collected both quantitative and qualitative data with the intention to analyze the qualitative data at a later date for future manuscript submission to a peer-reviewed journal. For the purpose of my thesis I analyzed the quantitative data. The SPSS computer software program was purchased and installed on my personal computer. The quantitative data was analyzed using descriptive and parametric statistics.

Validity and reliability of the questionnaires. When developing the questionnaires, several steps were taken to ensure validity and reliability, as "validity and reliability are two fundamental elements in the evaluation of a measurement instrument" (Tavakol & Dennick, 2011, p. 53).

Validity. Content validity ensures the appropriateness of the range of meanings included within the area being examined (Rubin & Babbie, 2008). This method was a good indicator of whether the use and need of solution-focused practices in supervision were in fact being measured.

Reliability. Cronbach's alpha coefficient is the most widely used objective measure of reliability (Tavakol & Dennick, 2011). Cronbach's alpha measures how closely related a set of items are as a group (Institute for Digital Research and Education, 2015). This method was used to check the reliability of the statements on the use of solution-focused practices in child welfare supervision for both child welfare workers and supervisors (see Appendix J for child welfare workers and Appendix K for supervisors).

Descriptive statistics. Descriptive statistics were calculated to examine the quantitative data that was collected. Descriptive statistics were constructed for each statement that was presented to child welfare workers and supervisors (see Appendix F for workers and Appendix G for supervisors). These included the mean, standard deviation, median, and number of participants who selected *no response*. The frequency and percentage of specific responses for each statement are outlined in the questionnaire responses for child welfare workers (see Appendix H for workers and Appendix I for supervisors).

Paired samples *t*-test. In this study I used inferential statistics to make inferences about the current use and need of solution-focused practices in child welfare supervision according to child welfare workers and their supervisors. The *t*-test was used to compare respondents' feedback on the current use of solution-focused supervision practices with their feedback on the need for these practices.

Chapter Four: Results

In this chapter, I report the questionnaire results for child welfare workers and child welfare supervisors. Specifically, I provide the following: information on the validity and reliability of the questionnaires; descriptive information on the participants; results from the child welfare workers and child welfare supervisors' statements; and *t*-test results comparing the use and need of solution-focused therapy practices for child welfare workers and supervisors. These responses collectively provide a profile of participants, the current solution-focused practices being used, and the perceived need for these practices.

Validity and Reliability of the Questionnaires

To ensure content validity, each questionnaire had instructions and definitions that were specific to the group being examined. The instructions ensured that all participants understood what was being asked of them; similarly, providing definitions to the participants guaranteed that all of them had the same understanding of the keywords. The response options *not sure* and *no response* were included to reflect participants' thoughts as accurately as possible. Finally, the data was collected in the same manner for workers and supervisors. These factors all contributed to the validity of the questionnaires.

First, Cronbach's alpha was used to check the reliability of the child welfare workers' questionnaire, which explored the use and need of solution-focused practices in child welfare supervision (see Appendix J). Second, Cronbach's alpha was used to assess workers' statements on the use of solution-focused practices. Cronbach's alpha is used to determine how closely related a set of items are as a group (Tavakol, 2011). These statements produced a value of 0.9201, which is an acceptable value for reliability. Finally, the reliability of the child welfare

workers' questionnaire concerning the need for these practices was evaluated; a value of 0.936 was obtained, indicating good reliability.

Cronbach's alpha was also used to verify the reliability of child welfare supervisors' questionnaire on the use and need of solution-focused practices in child welfare supervision (see Appendix K). A high value (0.9400) for statements regarding *use* was obtained; the statements addressing *need* gave rise to a similar value (0.9385). A value of 0.9400 and 0.9385 indicates a high value of reliability.

Profile of Participants

At the time of this research study, there were approximately 450 child welfare workers and supervisors in child welfare offices in Nova Scotia (Government of Nova Scotia, 2013). Of the 20 child welfare offices in the province, six offices did not participate. There was no response from four of the offices, and two offices decided not to participate due to confidentiality concerns. Of the offices that agreed to take part in the research study, invitations to participate were sent to approximately 250 child welfare workers and approximately 50 child welfare supervisors. At the end of the study, 76 child welfare workers and 24 child welfare supervisors had completed the web questionnaire, corresponding to participation rates of 30.4% and 48%, respectively.

This study indicates two separate profiles for child welfare workers and supervisors in Nova Scotia. Most workers have been employed at their current office for one to five years (35%), have a BSW degree (88%), and are female (84%). Supervisors have been in their current office for over 15 years (41%), have a BSW (66%), and are female (66%). Similarities and differences between child welfare workers and child welfare supervisors are highlighted in Table 1. The data from child welfare workers indicated that many of them (35%) had been at their

current office for 1–5 years. In contrast, the data from supervisors indicated that fewer

supervisors (16%) had been at their current office for 1–5 years. A large percentage (41%) of

supervisors reported being at their current office for over 15 years, while only 18% of child

welfare workers reported being at their current office for over 15 years.

Table 1. *Demographic Results for Child Welfare Workers and Supervisors*.

Profile Characteristics of Questionnaire participants	Child welfare workers N = 76	Child welfare supervisors N = 24
Years of Practice at Current Office		
• 0-5 years	50.00%	29.17%
• 6-10 years	19.74%	20.83%
• 11-15 years	11.84%	8.33%
• Over 15 years	18.42%	41.67%
Highest Degree Obtained		
• BSW	88.16%	66.67%
• MSW	9.21%	29.21%
• Other	2.63%	4.17%
Gender – Women	84.21%	66.67%

Supervision Practices According to Child Welfare Workers

Questionnaire results reveal insights into how child welfare workers and supervisors

perceive their current supervision experience and what practices they believe are needed. To

calculate results options *strongly agree* and *agree* were collapsed together, and *strongly disagree*

and *disagree* were collapsed together to assist in determining which practices were in use and

which were needed. This study only highlights the responses *not sure* and *no response* when over

10% of those who participated in the study selected these options.

Child welfare worker responses. The questionnaires completed by child welfare

workers offered a snapshot of the solution-focused supervision practices already being used and

which practices are needed (See Table 2). Slightly more than half the participants (51%) agreed that their supervisors were focusing on their strengths. However, almost the same percentage of workers disagreed or were not sure: 31% of child welfare workers disagreed that their supervisor was focusing on their strengths during supervision, and 15% were not sure this practice was occurring. A large percentage (68%) of participants acknowledged the need for their supervisor to focus on their strengths. Nevertheless, 15% of workers indicated there was no need for their supervisor to focus on their strengths, and 14% of child welfare workers were not sure this was necessary. Feedback also indicated that 78% of child welfare workers were being asked for their ideas to solve problems, and 19% of child welfare workers did not believe they were being asked for their ideas. A high percentage (76%) of child welfare workers wanted their supervisor to ask them for their ideas, but 19% of child welfare workers did not believe their supervisor needed to ask them for their ideas. A significant percentage of child welfare workers (89%) agreed that their supervisors were asking them to share their knowledge about their clients, and 81% of participants reported this aspect of supervision was essential. In spite of this, 15% of child welfare workers disagreed that it was necessary for their supervisor to ask them to share the knowledge they have about their clients.

Participants gave a wide range of responses when asked if their supervisor helps them "think about the positives." There were 55% of child welfare workers who agreed to this statement; 25% of child welfare workers disagreed; and 14% of child welfare workers were not sure this practice was occurring. When participants were asked if there was a need for their supervisor to help them think of the positives, they also gave varied feedback. These responses included 69% of child welfare workers who agreed there was a need for their supervisor to do this, and 19% of child welfare workers who did not think this was necessary.

Next, participants indicated their thoughts when it came to their supervisor helping them think of a time they solved a similar problem. This result ranged from 48% of child welfare workers in agreement that this practice was occurring to 32% of child welfare workers who did not feel their supervisor helped them in this way. Others (15%) were not sure. Similarly, participants had mixed views regarding the *need* for their supervisor to help them think of a time when they solved a similar problem. A total of 61% of the participants agreed that this type of dialogue was important, but 18% of child welfare workers disagreed. Aside from these findings, 17% of participants were not sure this reflective practice needed to be included in supervision.

Participants were asked if their supervisor reminded them that the small changes clients make can lead to larger changes. The responses were mixed: a number of child welfare workers (43%) agreed this practice was being implemented, but almost as many child welfare workers (34%) disagreed. Moreover, a large number of child welfare workers (19%) were not sure they needed to be reminded of the progression clients can make. The *need* for their supervisor to remind them that small changes clients make can lead to larger changes was met with 68% agreement. However, some child welfare workers did not agree with this statement (17%), and others (10%) were not sure.

Many of the solution-focused practices received similar responses from child welfare workers regarding both use and need. Participants were asked if their supervisor encourages them to do more of what is working with clients. Upon reflection, 64% of child welfare workers agreed this was occurring, while 18% disagreed and 17% were not sure this practice was being implemented. There were two clear responses when child welfare workers were asked if there was a *need* for their supervisor to encourage them to do more of what is working. Feedback indicated 71% of child welfare workers wanted supervisors to encourage them to do more of

what is working with clients, but 22% of child welfare workers did not agree that this practice

was beneficial. Many child welfare workers (71%) indicated their supervisor helps them believe

in their ability to manage problems encountered with clients. However, some child welfare

workers (15%) indicated they were not being encouraged to do more of what was working.

Approximately the same number of child welfare workers (13%) were not sure this practice was

occurring. Regarding the *need* for supervisors to help child welfare workers believe in their

ability to manage problems they encounter, 76% noted this was a necessary practice and 19%

disagreed.

There was one particular solution-focused practice that participants considered least

likely to be implemented, and most child welfare workers did not feel it needed to be. This was

the practice of supervisors having child welfare workers rate how satisfied they are with their

work. Only 6% of child welfare workers indicated this was occurring, and 88% noted they were

not being asked to rate their satisfaction level in their work. Only 38% considered this practice a

need, while a similar number of child welfare workers (27%) did not agree it was necessary, and

many child welfare workers (25%) were undecided. On the other hand, participants responded

differently when asked if their supervisor gives them feedback on their work: 73% of child

welfare workers felt this was being done, while other child welfare workers (21%) noted this was

not taking place. Most child welfare workers (81%) thought it was necessary to receive feedback

from their supervisors, but a small percentage (14%) did not agree. The final responses given by

participants were about working collaboratively with their supervisors to develop solutions. Most

child welfare workers (77%) agreed they worked collaboratively with their supervisor, while a

small percentage (15%) noted this was not put into practice. By the same token, 11% of child

welfare workers did not agree that collaboration was necessary, while 81% of child welfare

workers felt this practice was essential to their supervision.

Table 2. Child Welfare Workers' Responses.

Item #	Statement	Strongly Agree plus Agree	Strongly Disagree plus Disagree	Not Sure	No Response
Q. 1a	When I have supervision, my supervisor **Focuses** on my Strengths	51%	31%	15%	1%
Q. 1b	When I have supervision, my supervisor **NEEDS to focus** on my strengths	68%	15%	14%	1%
Q. 2a	When I have supervision, my supervisor **Asks** for my ideas to solve problems	78%	19%	1%	0%
Q. 2b	When I have supervision, my supervisor **NEEDS to ask** for my ideas to solve problems	76%	19%	2%	1%
Q. 3a	When I have supervision, my supervisor **Asks** me to share the knowledge I have about my Clients	89%	6%	3%	0%
Q. 3b	When I have supervision, my supervisor **NEEDS to ask** me to share the knowledge I have about my clients	81%	15%	1%	1%
Q. 4a	When I have supervision, my supervisor **Helps** me think about the positives	55%	25%	14%	5%
Q. 4b	When I have supervision, my supervisor **NEEDS to help** me think about the positives	69%	19%	9%	1%
Q. 5a	When I have supervision, my supervisor **Helps** me think of a time when I solved a similar Problem	48%	32%	15%	2%
Q. 5b	When I have supervision, my supervisor **NEEDS to help** me think of a time when I solved a similar problem	61%	18%	17%	2%
Q. 6a	When I have supervision, my supervisor **Reminds** me that the small changes clients make can lead to larger changes	43%	34%	19%	2%

Item #	Statement	Strongly Agree plus Agree	Strongly Disagree plus Disagree	Not Sure	No Response
Q. 6b	When I have supervision, my supervisor **NEEDS to remind** me that the small changes clients make can lead to larger changes	68%	17%	10%	3%
Q. 7a	When I have supervision, my supervisor **Encourages** me to do more of what is working with my clients	64%	18%	17%	0%
Q. 7b	When I have supervision, my supervisor **NEEDS to encourage** me to do more of what is working with my clients	71%	22%	5%	1%
Q. 8a	When I have supervision, my supervisor **Helps** me believe in my ability to manage problems I encounter with clients	71%	15%	13%	0%
Q. 8b	When I have supervision, my supervisor **NEEDS to help** me believe in my ability to manage problems I encounter with clients	76%	19%	2%	1%
Q. 9a	When I have supervision, my supervisor **Has me rate** how satisfied I am with my work	6%	88%	1%	3%
Q. 9b	When I have supervision, my supervisor **NEEDS to have me rate** how satisfied I am with my work	38%	27%	25%	1%
Q. 10a	When I have supervision, my supervisor **Gives** me feedback on my work	73%	21%	2%	1%
Q. 10b	When I have supervision, my supervisor **NEEDS to give** me feedback on my work	81%	14%	2%	1%
Q. 11a	When I have supervision, my supervisor and I **Work** collaboratively on developing solutions	77%	15%	6%	0%
Q. 11b	When I have supervision, my supervisor **NEEDS to work** collaboratively on developing solutions	81%	11%	5%	1%

Supervision Practices According to Child Welfare Supervisors

      Supervisor responses. The questionnaires completed by child welfare supervisors provided a snapshot of solution-focused supervision through another lens (See Table 2). A two-thirds majority of supervisors (75%) noted that they focus on their child welfare workers' strengths during supervision, and every supervisor (100%) viewed this as an essential element. However, 12% of supervisors reported they were not actively implementing this practice, and 12% were unsure. The practice of asking child welfare workers for their ideas was being performed by 91% of supervisors, and 95% thought this was a necessary tool. Again, 91% of supervisors noted they were asking child welfare workers to share the knowledge they have about their clients, and the same percentage believed this was an important practice. This trend in supervisors' implementing solution-focused practices continues: 95% reported helping child welfare workers think about the positives, and the same percentage felt this was an indispensable aspect of supervision.

      Fewer supervisors (70%) admitted to helping child welfare workers think of a time when they solved a similar problem, and 79% viewed this practice as a requirement within supervision. A fairly large percentage of supervisors (25%) were unsure if they helped child welfare workers think of a time when they solved a similar problem. A majority of supervisors (75%) verified they reminded child welfare workers that small changes clients make can lead to larger changes, but 91% of supervisors thought this practice was needed in supervision. In spite of this, 16% of supervisors were not sure they reminded child welfare workers that small changes clients make can lead to larger changes. Supervisors were also asked if they encourage child welfare workers to do more of what works with their clients. Among them, 75% reported they were already doing so, and a similar number (79%) recognized this practice as a need. An additional 12% of

supervisors were not sure they were encouraging child welfare workers to do more of what works with their clients. When supervisors were asked if they help child welfare workers believe in their ability to manage problems they encounter with their clients, 87% reported using this practice, and 91% felt the need to implement this practice.

In contrast, supervisors gave drastically different responses when confronted with the question of whether they ask child welfare workers to rate how satisfied they are with their work. Unlike the other questions, where over 70% of supervisors agreed the practice in question was being implemented, only 16% of supervisors felt they ask child welfare workers to rate how satisfied they are with their work. In addition, 58% of supervisors were not having this conversation with their child welfare workers, and 25% of supervisors were uncertain. Given that only 16% of supervisors ask child welfare workers to rate how satisfied they are with their work, it is surprising that 54% of supervisors thought it was a necessary practice within supervision. However, 16% of supervisors did not agree it would be useful, and 29% were not sure this was a necessary aspect of supervision.

The last two statements received similar responses in terms of current use and need. When supervisors were asked if they give child welfare workers feedback on their work, 95% indicated they already do so, and 91% thought this was a necessary component of supervision. Almost all supervisors (95%) agreed to working collaboratively with child welfare workers to develop solutions, and the same percentage believed this is an essential practice. According to most supervisors in this study, solution-focused practices were being used and are considered to be essential during supervision.

Table 3. *Child Welfare Supervisors' Responses*.

Item #	Statement	Strongly Agree plus Agree	Strongly Disagree plus Disagree	Not Sure	No Response
Q. 1a	When I provide supervision, I **Focus** on the strengths of child welfare workers	75%	12%	12%	0%
Q. 1b	When I provide supervision, I **NEED to focus** on the strengths of child welfare workers	100%	0%	0%	0%
Q. 2a	When I provide supervision, I **Ask** child welfare workers for their ideas	91%	4%	4%	0%
Q. 2b	When I provide supervision, I **NEED to ask** child welfare workers for their ideas	95%	4%	0%	0%
Q. 3a	When I provide supervision, I **Ask** child welfare workers to share the knowledge they have about their clients	91%	4%	0%	4%
Q. 3b	When I provide supervision, I **NEED to ask** child welfare workers to share the knowledge they have about their clients	91%	4%	0%	4%
Q. 4a	When I provide supervision, I **Help** child welfare workers think about the positives	95%	4%	0%	0%
Q. 4b	When I provide supervision, I **NEED to help** child welfare workers think about the positives	95%	4%	0%	0%
Q. 5a	When I provide supervision, I **help** child welfare workers think of a time when they have solved a similar problem	70%	4%	25%	0%
Q. 5b	When I provide supervision, I **NEED to help** child welfare workers think of a time when they solved a similar problem	79%	8%	8%	4%
Q. 6a	When I provide supervision, I **Remind** child welfare workers that the small changes clients make can lead to larger changes	75%	8%	16%	0%

Item #	Statement	Strongly Agree plus Agree	Strongly Disagree plus Disagree	Not Sure	No Response
Q. 6b	When I provide supervision, I **NEED to remind** child welfare workers that the small changes clients make can lead to larger changes	91%	8%	0%	0%
Q. 7a	When I provide supervision, I **Encourage** child welfare workers to do more of what is working with their clients	75%	4%	12%	8%
Q. 7b	When I provide supervision, I **NEED to encourage** child welfare workers to do more of what is working with their clients	79%	8%	4%	8%
Q. 8a	When I provide supervision, I **Help** child welfare workers believe in their ability to manage problems they encounter with their clients	87%	4%	8%	0%
Q. 8b	When I provide supervision, I **NEED to help** child welfare workers believe in their ability to manage problems they encounter with their clients	91%	8%	0%	0%
Q. 9a	When I provide supervision, I **Ask** child welfare workers to rate how satisfied they are with their work	16%	58%	25%	0%
Q. 9b	When I provide supervision, I **NEED to ask** child welfare workers to rate how satisfied they are with their work	54%	16%	29%	0%
Q. 10a	When I provide supervision, I **Give** child welfare workers feedback on their work	95%	4%	0%	0%
Q. 10b	When I provide supervision, I **NEED to give** child welfare workers feedback on their work	91%	8%	0%	0%
Q. 11a	When I provide supervision, I **Work** collaboratively with child welfare workers to develop solutions	95%	4%	0%	0%
Q. 11b	When I provide supervision, I **NEED to work** collaboratively with child welfare workers to develop solutions	95%	4%	0%	0%

Comparison of Strongly Agree and Agree Responses for Child Welfare Workers and Supervisors

Some of the statements indicated a wide discrepancy between child welfare workers' responses and supervisors' responses regarding the current use and need of particular solution-focused practices. Table 4 below gives a comparison of child welfare workers' responses and supervisors' responses.

Table 4. *Compare strongly agree and agree for child welfare workers and supervisors.*

Item #	Statement	Child Welfare Workers Strongly Agree plus Agree	Child Welfare Supervisors Strongly Agree plus Agree
Q. 1a	When I provide supervision, I **Focus** on the strengths of child welfare workers	51%	75%
Q. 1b	When I provide supervision, I **NEED to focus** on the strengths of child welfare workers	68%	100%
Q. 2a	When I provide supervision, I **Ask** child welfare workers for their ideas	78%	91%
Q. 2b	When I provide supervision, I **NEED to ask** child welfare workers for their ideas	76%	95%
Q. 3a	When I provide supervision, I **Ask** child welfare workers to share the knowledge they have about their clients	89%	91%
Q. 3b	When I provide supervision, I **NEED to ask** child welfare workers to share the knowledge they have about their clients	81%	91%
Q. 4a	When I provide supervision, I **Help** child welfare workers think about the positives	55%	95%
Q. 4b	When I provide supervision, I **NEED to help** child welfare workers think about the positives	69%	95%
Q. 5a	When I provide supervision, I **help** child welfare workers think of a time when they have solved a similar problem	48%	70%
Q. 5b	When I provide supervision, I **NEED to help** child welfare workers think of a time when they solved a similar problem	69%	79%

Item #	Statement	Child Welfare Workers Strongly Agree plus Agree	Child Welfare Supervisors Strongly Agree plus Agree
Q. 6a	When I provide supervision, I **Remind** child welfare workers that the small changes clients make can lead to larger changes	43%	75%
Q. 6b	When I provide supervision, I **NEED to remind** child welfare workers that the small changes clients make can lead to larger changes	68%	91%
Q. 7a	When I provide supervision, I **Encourage** child welfare workers to do more of what is working with their clients	64%	75%
Q. 7b	When I provide supervision, I **NEED to encourage** child welfare workers to do more of what is working with their clients	71%	79%
Q. 8a	When I provide supervision, I **Help** child welfare workers believe in their ability to manage problems they encounter with their clients	71%	87%
Q. 8b	When I provide supervision, I **NEED to help** child welfare workers believe in their ability to manage problems they encounter with their clients	76%	91%
Q. 9a	When I provide supervision, I **Ask** child welfare workers to rate how satisfied they are with their work	6%	16%
Q. 9b	When I provide supervision, I **NEED to ask** child welfare workers to rate how satisfied they are with their work	38%	54%
Q. 10a	When I provide supervision, I **Give** child welfare workers feedback on their work	73%	95%
Q. 10b	When I provide supervision, I **NEED to give** child welfare workers feedback on their work	81%	91%
Q. 11a	When I provide supervision, I **Work** collaboratively with child welfare workers to develop solutions	77%	95%
Q. 11b	When I provide supervision, I **NEED to work** collaboratively with child welfare workers to develop solutions	81%	95%

Current Practices Versus Necessary Practices Examined by *t*-Tests

Child welfare workers' *t*-tests. A paired-samples *t*-test was conducted for each statement in order to compare the current use of solution-focused practices in the supervision of child welfare workers with the need for these practices, according to child welfare workers. For four statements, there were significant differences found between current practice and their perceived need. According to the results of question one, respondents reported that focusing on workers' strengths was already occurring, but the result indicated that the need was not being met ($t(73) = -2.566$, $p < .012$). Secondly, a comparison for question five revealed that the participants' need for supervisors to help child welfare workers think of a time they solved a similar problem was significantly greater than what was occurring during supervision ($t(72) = -2.456$, $p < .016$). A significant difference was discovered for question 6, participants also demonstrated that the current practice of supervisors reminding that small changes clients make can lead to larger changes, did not meet the need of child welfare workers ($t(71) = -3.97$, $p < 0.000$). Finally, a significant difference was associated with supervisors asking child welfare workers to rate how satisfied they are with their work. Participants expressed a significant need to be asked this question, which is in contrast to what is currently taking place ($t(72) = -8.26$, $p < .00$). Table 5 summarizes the statistical findings for the questions having a significant difference, including their *t*-test values, degrees of freedom, and *p* values.

Table 5. *Dependent* t-*Test for Child Welfare Workers.*

Question	t	df	Sig. (2-tailed)
Q.1	–2.566	73	.012
Q.5	–2.456	72	.016
Q.6	–3.978	71	.000
Q.9	–8.260	72	.000

Child welfare supervisors' *t*-tests. A paired-samples *t*-test was conducted for each statement to compare the current use of solution-focused practices in the supervision of child welfare workers with the need for these practices, according to supervisors. Question one indicates that most supervisors agreed they were focusing on their child welfare workers' strengths, but that the need was not being met sufficiently ($t(23) = –3.715$, $p < .001$). According to question four there was also a reportedly greater need for supervisors to help child welfare workers think about the positives compared to current practices ($t(23) = –2.14$, $p < .043$). Finally, an analysis of question nine demonstrated that very few supervisors agreed that they ask child welfare workers to rate how satisfied they are with their work in contrast to the perceived need for this practice ($t(23) = –3.71$, $p < .001$). Table 6 outlines the questions that had a statistically significant difference, along with their *t*-test values, degrees of freedom, and *p* values.

Table 6. *Dependent t-test for Child Welfare Supervisors.*

Question	t	Ddf	Sig. (2-tailed)
Q.1	-3.715	23	.001
Q.4	-2.145	23	.043
Q.9	-3.715	23	.001

Chapter Five: Discussion

Several factors influenced my decision to investigate solution-focused supervision in child welfare. First, I have an understanding of the critical role child welfare workers play in ensuring children and families receive quality services and support. Along with this understanding is an awareness of the high level of child welfare worker turnover and burnout that exists in the field, and its detrimental impact on already vulnerable children and families. Literature also identified the high turnover and burnout in child welfare; however, there was literature available on solution-focused supervision practices which may positively impact issues like turnover and burnout. Therefore, the purpose of my thesis was twofold: (1) to ascertain if solution-focused supervision practices were being implemented in child welfare workers' supervision in the province of Nova Scotia, and (2) to explore if child welfare workers and supervisors perceived a need for these practices.

Multiple benefits of solution-focused supervision practices have been noted in the literature and these practices seem like they could be valuable tools in child welfare supervision (Knight, 2006; Wetchler, 1990). Solution-focused supervision uses techniques like focusing on solutions or what workers do correctly. Wetchler (1990) notes how this practice allows workers to "develop a core foundation of conceptual, perceptual, and executive skills" (p. 129). Wetchler (1990) has also stated, "this core knowledge enables supervisees to develop a positive sense of self as therapists, a practical framework for working with families, and a realistic focus on what new skills and ideas need to be developed" (p. 129). These positive impacts can assist child welfare workers in the challenging positions they hold. Therefore, it was encouraging to discover that this study's findings favoured the implementation of solution-focused supervision practices.

The collective feedback indicated the majority of child welfare workers and supervisors believed solution-focused practices were being used and that their implementation was needed.

This chapter presents interpretations of the quantitative data findings from child welfare workers and child welfare supervisors. It also discusses the limitations of the study, provides suggestions for future research, and concludes with recommendations for child welfare supervision.

Findings from Questionnaire Demographics

Despite limited access to demographic information, profiles representative of the child welfare workers and supervisors emerged. These profiles were specific to the length of service in their current office, education, and gender. Of course, these findings must be interpreted with a degree of caution, given the limitations of the study. The demographic information provided by child welfare workers and their supervisors were not unexpected and were consistent with portrayals in the literature, but some questions were raised.

Half the child welfare workers reported being at their current agency for five years or less. This is a significant number of child welfare workers being in their position for a short period of time, suggesting that many children and families in Nova Scotia have experienced a change in worker. As outlined in the literature, this changeover impacts the support and services children and families receive (Children's Defense Fund and Children's Rights, 2006). The significant number of child welfare workers with no more than five years' experience is also consistent with the high turnover found in the literature on child welfare workers (Fulcher & Smith, 2010; Stalker & Mandell, 2007). This also suggests the prevalence of a large, inexperienced work force, which is a common situation in child welfare agencies. The supervisors' results indicated they are more likely to remain at an agency, as just over 70%

reported being in their current position for five years or more. This finding prompted me to consider the reason for this difference: Is it because supervisors are more removed from the situations workers are encountering, and therefore do not require the same support, or is it because of their position of power?

Less than 10% of the child welfare workers reported having a master's degree. Most master's degree programs in social work require students to have a few years of experience in the field before they can enter the program. Therefore, this finding seems to correspond with the high number of child welfare workers with 5 years or less experience. However, below 30% of supervisors reported having a master's degree. This response raised a series of questions:

- What is preventing other supervisors from obtaining their master's?

- Are agencies not encouraging those in a supervisory role to obtain their master's, or are they selecting individuals for a supervisory role who have more child welfare experience, in preference to less experienced workers with master's degrees?

- Why did these supervisors pursue their master's degree, and do they want to leave their current position for one that requires it?

- Is this low percentage unique to Nova Scotia, or is this the same case for child welfare supervisors across Canada?

- How applicable is a master's degree in child welfare and how often is it part of job requirements in child welfare?

Most of the child welfare workers (84%) who participated in this study were women. This was not surprising since historically, the majority of hands-on social work was done by women (McPhail, 2004). McPhail (2004) has noted that men in the social work profession frequently hold higher positions and earn more than their female colleagues. Men have also been

observed to move more quickly into these positions (Gillingham, 2006). Knowing these facts, the lower number of women supervisors compared to the number of women workers is not surprising. Therefore, this research appears to support the finding that men in the field are more likely to be in a higher position. This makes me wonder if the men in this study had been child welfare workers first, and if so, how long they were in the position? I also wonder how long the male child welfare workers have been in their position and if most of them will move into a supervisory position?

Findings from Questionnaire Statements

Several noteworthy findings emerged while examining the results of the questionnaire statements. Child welfare workers and supervisors were both given 11 statements that asked for their personal opinion about supervision practices in their current employment position and the need for these practices. There was a large percentage of workers and supervisors who indicated solution-focused practices were being implemented in supervision. Moreover, an even higher percentage of supervisors and workers thought there was a need for these practices.

Supervisors were consistent in their responses addressing the need for solution-focused practices in supervision. However, it was surprising that their response in agreement to each question was consistently 10 to 20% higher than workers' responses. For example, all supervisors recognized a *need* for supervisors to focus on the strengths of their workers (Q. 1b); whereas, only 68% of child welfare workers perceived this practice as necessary. Were supervisors somehow more aware of how child welfare workers respond when their strengths are highlighted, and child welfare workers were less aware of the impact of this practice?

There were statements where significantly more supervisors reported using practices than child welfare workers noted were being actively implemented. These included the following

practices: focusing on child welfare workers' strengths (Q. 1a), helping child welfare workers think about the positives (Q. 4a), helping child welfare workers think of a time they solved a similar problem (Q. 5a), and reminding child welfare workers that small changes clients make can lead to larger changes (Q. 6a). The underlying reason for these differences of opinion is unknown. Given these results, I wonder whether supervisors were using solution-focused practices less than they recalled; child welfare workers were not seeing the supervisors' support the same way they intended; or perhaps child welfare workers who received this support did not participate in the study.

At times, a percentage of child welfare workers and supervisors responded *not sure*, and a smaller percentage selected *no response* when asked about the current use or need of a particular practice. Child welfare workers chose these options more than supervisors. They also selected *not sure* more than *no response*, and for some statements, the percentage of child welfare workers who chose this option (*not sure*) was surprisingly high. For example, 14% of child welfare workers selected *not sure* when asked about: the *need* for their supervisor to focus on their strengths (Q. 1b), and 17% of child welfare workers selected *not sure* when asked about the *need* for their supervisor to help child welfare workers think of a time when they solved a similar problem (Q. 5b). Child welfare workers were even more uncertain when asked if there was a need for their supervisor to have them rate how satisfied they are with their work (Q. 9b), with 25% of child welfare workers responding *not sure*. Did their uncertainty stem from a supervision focused largely on administrative tasks, a supervision that was occurring sporadically, or one that was crisis driven? The literature has noted that child welfare is often crisis driven (Bass, Shields, & Behrman, 2004).

Feedback indicated that child welfare workers and supervisors felt there were some solution-focused practices that were more essential than others. The following practices took precedent: asking child welfare workers to share the knowledge they have about their clients, working collaboratively to develop solutions (Q. 11b), and giving child welfare workers feedback on their work (Q. 10b). These practices placed more emphasis on making decisions or reflecting on decisions that were made. This made me question why these practices were considered essential: were they the ones most frequently used and experienced in participants' supervision?

Child welfare workers and supervisors viewed one particular practice as significantly less essential than others, namely, asking child welfare workers to rate how satisfied they are with their work (Q. 9a). Upon comparison to the top three practices, it was clear this one does not directly impact child welfare workers' involvement with children and families to the same extent as the others. Perhaps this was the main reason why participants viewed it as nonessential, or it could have been a practice most individuals had not experienced. It seems logical to place less emphasis on practices that have not been experienced, and from which they have not benefitted.

Study Limitations and Suggestions for Future Research

Certain aspects of this study could have been carried out differently in order to reduce the limitations. One of the limitations encountered was unavoidable: the absence of a standardized tool to measure SFS practices. This limitation is significant, because the repeated use of a questionnaire is what gives us confidence in its validity and reliability (Hair, 2014). The absence of a standardized tool led to the development of this study's questionnaires. Although the questionnaires were piloted, the groups were small and the questionnaires were not piloted again

after changes were made. These factors impact the validity and reliability of the study's questionnaires.

Expanding the number of demographic questions asked would add to the study's merit. It would have been useful to know not only how long participants had been at their current office but also how long they had been a child welfare worker or supervisor in the child welfare field. Furthermore, it would have been helpful to know when participants received their master's degrees (if obtained) and their motivations behind the accomplishment. This study did not collect any information about ethnicity and race. This omission was intentional given the small number of employees in certain offices in order to avoid highlighting minority groups and potentially disclosing an individual's identity, although the data could have been collected (and omitted if the numbers were too low). Asking participants about their ethnicity and race could provide insight into how certain minority groups perceive specific practices or how the practices impact them. Furthermore, participants' geographic locations and ages would be useful information. If these types of additional questions were asked, the greater amount of information might have led to further insight in analyzing the responses. Therefore, these questions should be considered in future research. Extending the study to individuals with a certificate in social work and had been "grand parented" into child welfare when the educational requirements changed (to a Bachelor of Social Work) was overlooked. This error was realized during the data collection phase, when I was contacted by a child welfare worker who indicated that the educational requirement omitted her from participating in the study. She explained that she had been a child welfare worker for thirty years and held a certificate in social work. She was "grand parented" into the field when the educational requirement changed. There were 2.63% of child welfare workers who reported having something other than a bachelor's, master's, or doctoral degree in social work. This low

percentage could be a result of failing to specify that those with a certificate of social work were invited to participate.

There is also a potential downside when it comes to participant self-selection. When participants decide to take part voluntarily, they may be influenced by extremely positive or negative experiences.

This study lacked the participation of the Mi'Kmaw Family and Children's Services agency, which provide child welfare services in First Nation communities in Nova Scotia. The agency's executive director reviewed the research study with the Mi'Kmaw Family and Children's Board of Directors and they decided not to participate. The agency executive director advised me the agency Board of Directors did not grant approval due to confidentiality concerns.

It would have been beneficial to have feedback on the use and need of solution-focused practices in workers' supervision within the Mi'Kmaw Family and Children's Services agency. It would also be interesting to see if their feedback is similar to the feedback collected in this study. Therefore, a suggestion for future research would be to not only email confidentiality information to the district managers but to also explore a face to face discussion on confidentiality with the Board of Directors for the First Nation offices. A video could be an added link in the initial email sent to district managers. This would allow them the opportunity to hear about the measures taken to ensure confidentiality, to ask questions, and to discuss any concerns.

Not all child welfare offices in the province participated in this study, which is another limitation. In addition to the Mi'Kmaw agency, five other offices did not participate. Four of these offices did not respond to emails or voice messages, and one gave a late response. The agency that responded late was invited to participate; however, no additional questionnaires were

received. No feedback was provided by the other four offices, so it is unclear why they did not participate. Providing agencies with more information on the study before inviting them to participate may have resulted in greater participation.

Although this was an exploratory mixed-method study, only the quantitative data was analysed. For a more detailed perspective of the current supervision practices and the need for solution-focused practices, it will be beneficial to examine the qualitative data collected. In addition, gathering information from different resources is recommended, including focus groups and interviews with child welfare workers and supervisors, in addition to observing supervision sessions. These collection measures would provide information that would enhance the credibility of the reported data (Hair, 2014).

Marek and colleagues (1994) and Wetchler (1990) have noted that some models have been developed for a solution-focused approach to supervision; however, this is not mainstream (as cited in Koob, 1998) and no research has been completed on solution-focused practices in the supervision of child welfare workers. Therefore, research that specifically focuses on solution-focused practices in child welfare is timely. A more in-depth study may provide answers to questions raised in the current study, such as why child welfare workers and supervisors believe some practices are more essential than others, what child welfare workers and supervisors currently experience when solution-focused practices are being implemented, and what their experience would be like when these practices they identified as necessary are implemented.

Recommendations for Child Welfare

The findings of this study reinforce the importance of solution-focused practices and supervision in child welfare. The leadership and support provided by supervisors is invaluable in the challenging and stressful environment of child welfare. This study's recommendations are

based on information published in the literature and the findings of this study, which relied on the feedback of child welfare workers and their supervisors.

Supervision is an essential part of child welfare. Of equal importance is a strong workforce with dedicated child welfare workers equipped to support children and families whose situation leaves them needing support. In child welfare, emphasis needs to be put on the role of those in leadership positions, such as supervisors. Supervisors must be strong, competent, visionary, and committed to the child welfare profession (Children's Defense Fund and Children's Rights, 2006). Samantrai (1992) has noted that in job satisfaction ratings, poor agency leadership was cited as one of the most significant issues (as cited in Children's Defense Fund and Children's Rights, 2006). As Gustafson and Allen (1994) have stated, "Without these improvements, research makes clear that the challenges that plague the current system will continue to undercut and curtail improvements made in other areas" (as cited in Children's Defense Fund and Children's Rights, 2006, p. 2).

The aims of supervision must be clearly established, as supervision involves various aspects of work, including administrative tasks, support, and education (Hair, 2014; Lietz & Rounds, 2009). It is not uncommon for child welfare supervision to focus only on administrative tasks (Leitz, 2010), which encompasses many responsibilities such as selecting and orienting child welfare workers, assigning cases, monitoring, reviewing, and evaluating work to the detriment of other needed practices in child welfare supervision (Bogo & Dill, 2009). Therefore, it would be beneficial to create guidelines for managing the various responsibilities under the umbrella of supervision to integrate a solution-focused approach throughout. Solution-focused practices fall under the support aspect of supervision; the benefits of these practices make them a worthy fixture in this area.

In light of this study's findings, I believe that child welfare workplaces could also benefit from having a solution-focused supervision manual. Training sessions could serve to introduce the manual to child welfare workers and supervisors. For example a training manual could introduce solution-focused supervision ideas to child welfare workers and supervisors; such instructional tools would provide education and guidance on how to use solution-focused supervision practices in child welfare supervision. Given this study's findings indicated supervisors' intentions may not always be clear training opportunities could assist supervisors to ensure their intentions are adequately conveyed to child welfare workers. Triantafillou (1997) suggested a manual be in supervision format, which "involves four parts: (1) establishing an atmosphere of competence, (2) a search for client based solutions, (3) feedback to the supervisee, and (4) follow-up supervision" (p. 311).

Conclusion

Although this study has several limitations, its findings clearly indicate that child welfare workers and their supervisors believe some solution-focused supervision practices are being implemented and there is a need for these practices. The hope is that the implementation of these practices will follow the solution-focused belief that small changes will lead to bigger changes. Therefore, the goal is for workers to feel more supported and to receive the encouragement and guidance they require to succeed. In turn, this could lead to lower levels of turnover, burnout, and low morale, which have been negatively impacting children and families who rely on a strong and dependable child welfare system.

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Appendix A

Letter to District Managers

Solution-Focused Practices in Child Welfare Supervision:

An Invitation for your Staff to Participate in a Province-wide Study

January 23, 2012

Greetings!

I am writing to invite your support and approval for the social workers and supervisors in your agency to participate in my research study, entitled Solution-Focused Practices in Child Welfare Supervision. I am seeking province-wide participation; therefore, I am contacting all Child Welfare District Managers in Nova Scotia. This research has been approved by Heather Kearney, Coordinator of Child Protection Services, and Tim Cyr, Research and Statistical Officer for Community Services in Nova Scotia.

The research project is an exploratory study designed to see if child welfare workers and child welfare supervisors identify the use and need of solution-focused practices in supervision. This research study represents the thesis requirement for the Master's of Social Work Program at Memorial University of Newfoundland, is under the supervision of Dr. Heather Hair, and has received ethics approval from the Memorial University Interdisciplinary Committee on Ethics in Human Research.

Participation by social workers and supervisors will occur in response to an email from me containing information about the study, a consent to participate letter (see attachment), and a link to the web-questionnaire. The questionnaire is completely anonymous and will take approximately fifteen minutes to complete. I anticipate I will be ready to send the invitation to participants in the next couple weeks.

Given that you agree your agency can participate, you will advise me how the email information can be sent to your staff. For example, I could email the information to a designated contact person in your agency and that person will forward my email to all social workers and supervisors. Individual agencies will not learn how many or which staff members participate.

In appreciation for your support in my study I will provide you with a summary of the provincial results. I am also willing to present the information to your office if this would be beneficial.

I look forward to receiving your response granting approval for your social workers and supervisors to participate in my research study. Please send your response to cld706@mun.ca, or by telephone at (902) 423-3279. If I don't hear from you by February 17, 2012 I will contact you.

Thanking you in advance for your time and support,

Corrine Younis

Memorial University of Newfoundland

Appendix B

IMP: Your Invitation to Participate in Supervision Research

Solution-Focused Practices in Child Welfare Supervision:
An Invitation for You to Participate in a Province-wide Study

March 2012

Greetings!

This is an invitation to Nova Scotia social workers to have a say in the future of child welfare supervision practices.

You are invited to complete a web-questionnaire that will take about 15 minutes.
You will be responding to questions and statements about your experience of supervision.
In order to be a participant, you currently reside in Nova Scotia, you have completed a BSW or MSW degree, and you are an employee of a Nova Scotia child welfare agency.
Your privacy is importation to me; therefore, the questionnaire is completely anonymous and I will not know who participated in the study, or what office participants are from.

CHILD WELFARE WORKERS click on the following link to participate:

http://surveygoldplus.com/s/6EA345EE5C7D401B/13.htm

CHILD WELFARE SUPERVISORS click on the following link to participate:

http://surveygoldplus.com/s/6EA345EE5C7D401B/28.htm

IMP**:** If clicking on the link doesn't work, copy the http:// address into your browser.
Your participation in my questionnaire is valuable and really appreciated.

Thank you for your time,
Corrine Younis, MSW Candidate,
Memorial University of Newfoundland

Appendix C

Informed Consent Form

Title: *Solution-Focused Practices in Child Welfare Supervision*

Researcher: Corrine Younis, School of Social Work, Memorial University, (902) 497-7005, cld706@mun.ca

Introduction:
You are being asked to participate in a research study conducted by Corrine. I am a graduate student with the School of Social Work at Memorial University of Newfoundland. The results of this research project will be submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements of the degree of Master of Social Work.

Purpose of the Study:
This research project is an exploratory study designed to see if child welfare workers and child welfare supervisors identify the use of and the need for solution-focused practices in supervision.

Possible benefits:
The expected outcome is that the questionnaire results will help improve supervision practices for child welfare workers. For example, the results could be used by (a) Nova Scotia social workers to promote effective practice in the workplace, and (b) social work organizations and university social work programs to develop supervision knowledge and practice. The results of this study maybe used to support additional funding for training.

Procedures:
You will be asked to complete an anonymous, *Web-Questionnaire*. The questionnaire consists of thirty-two statements and questions and will take approximately fifteen minutes to complete. The questionnaire consists of twenty-two statements about the use and need of solution-focused practices in supervision, open-ended questions about supervision, and demographic questions.

Withdrawal from the study:
Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely without reprisal. If you withdraw before the survey is completed your data will not be saved. You have the right to not respond to any question(s) you choose.

Possible risks:
There are no foreseeable risks, discomforts, or costs to you. The *Web- Questionnaire* does not contain any questions that are highly personal. There is no use of deception in this study.

Confidentially and Anonymity:
Participation will be completely anonymous and I will not even know who participated in the study. All information provided is anonymous and will only be reported as group data. If any of your written responses to the open-ended questions are used as sample quotations, any identifying information will be removed. You can indicate at the end of an open-ended question if you do not want your written response used as a sample quotation. All data collected will be kept in a locked cabinet and only I will have access to it. The questionnaires will be shredded after I have

completed my thesis, but the data from them will be kept for five years after the completion of my thesis in preparation for possible journal submissions and conference presentations. You will not be identified in my thesis, or any presentation, publication, or discussion.

Compensation:
You will not receive any form of compensation for your participation in this study.

Reporting of Results:
The data collected will be used for my thesis, which will be submitted to the Faculty of Graduate Studies and Research in partial fulfillment of my Master of Social Work degree.

Sharing Results with Participants:
Once my thesis is complete I will give a written copy of the provincial results to all district managers who agreed to have their social workers participate in the study. Individual agencies will not learn how many staff members participated, I will only report on aggregated results. In addition, if requested, I will also present the provincial results to individual offices.

Questions about the Research:
The proposal for this pilot study has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. Iyou have ethical concerns about the research, (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at icehr@mun.ca or by telephone at (709) 737-8368.

If you have questions regarding this study please contact me, Corrine Younis, at cld706@mun.ca or by telephone at (902) 497-7005, or my thesis supervisor with Memorial University, Dr. Heather Hair, at hhair@mun.ca or by telephone at (709) 864-2562.

Completion of the *Web-Questionnaire* implies consent to participate in this research study.

Appendices D

Questionnaire for Child Welfare Workers

Child Welfare Workers Questionnaire

Hello and thank you for your time!

My request of you is that you read the consent statement and complete the questionnaire that automatically follows.

Thank you for your contribution to my research and to the future of supervision for social workers.

Sincerely,

Corrine Younis

Informed Consent Form

Title: *Solution-Focused Practices in Child Welfare Supervision*

Researcher: Corrine Younis, School of Social Work, Memorial University, (902) 497-7005, cld706@mun.ca

Introduction:
You are being asked to participate in a research study conducted by Corrine. I am a graduate student with the School of Social Work at Memorial University of Newfoundland. The results of this research project will be submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements of the degree of Master of Social Work.

Purpose of the Study:
This research project is an exploratory study designed to see if child welfare workers and child welfare supervisors identify the use of and the need for solution-focused practices in supervision.

Possible benefits:
The expected outcome is that the questionnaire results will help improve supervision practices for child welfare workers. For example, the results could be used by (a) Nova Scotia social workers to promote effective practice in the workplace, and (b) social work organizations and university social work programs to develop supervision knowledge and practice. The results of this study maybe used to support additional funding for training.

Procedures:
You will be asked to complete an anonymous, *Web-Questionnaire*. The questionnaire consists of statements and questions and will take approximately fifteen minutes to complete. It has eleven two part statements about the use and need of solution-focused practices in supervision, a few open-ended questions about supervision, and several demographic questions.

Withdrawal from the study:
Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely without reprisal. If you withdraw before the survey is completed your data will not be saved. Information will only be saved once you have completed the entire questionnaire. You have the right to not respond to any question(s) you choose.

Possible risks:
The Web-Questionnaire does not contain any questions that are highly personal. There is no use of deception in this study. There are no foreseeable risks, discomforts, or costs to you. However, there may be a perceived risk that being a child welfare worker myself, I may be able to identify workers who participated by their responses. This is extremely unlikely as no identifying information is being collected and all child welfare workers and supervisors across Nova Scotia are being invited to participate in my study.

Confidentially and Anonymity:
Participation will be completely anonymous and I will not even know who participated in the study. All information provided is anonymous and will only be reported as group data. If any of your written responses to the open-ended questions are used as sample quotations, any identifying information will be removed. You can indicate at the end of an open-ended questions if you do not want your written response used as a sample quotation. All data collected will be kept in a locked cabinet and only I will have access to it. The questionnaires will be shredded after I have completed my thesis, but the data from them will be kept for five years after the completion of my thesis in preparation for possible journal submissions and conference presentations. You will not be identified in my thesis, or any presentation, publication, or discussion.

Compensation:
You will not receive any form of compensation for your participation in this study.

Reporting of Results:
The data collected will be used for my thesis, which will be submitted to the Faculty of Graduate Studies and Research in partial fulfillment of my Master of Social Work degree.

Sharing Results with Participants:
Once my thesis is complete I will give a written copy of the provincial results to all district managers who agreed to have their social workers participate in the study. Individual agencies will not learn how many staff members participated, I will only report on aggregated results. In addition, if requested, I will also present the provincial results to individual offices.

Questions about the Research:
The proposal for this pilot study has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research, (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at icehr@mun.ca or by telephone at (709) 737-8368.

If you have questions regarding this study please contact me, Corrine Younis, at cld706@mun.ca or by telephone at (902) 497-7005, or my thesis supervisor with Memorial University, Dr. Heather Hair, at hhair@mun.ca or by telephone at (709) 864-2562.

Completion of the *Web-Questionnaire* implies consent to participate in this research study.

Supervision Questionnaire for Child Welfare Workers
Instructions

As a participant, you have a Social Work degree and are a child welfare worker employed by a Child Welfare office in Nova Scotia.

NOTE: This questionnaire is asking you to reflect on YOUR CURRENT supervision experience at your Child Welfare office.

DEFINITION OF SUPERVISION: Supervision involves meeting with a person, such as a program supervisor or child welfare supervisor who asks about your child welfare clients and practice. Your conversations with your supervisor could include discussion about your clients, your job skills, and/or work place, administrative tasks and expectations. While supervision includes administrative tasks this questionnaire focuses specifically on conversations about your clients.

Please respond to the following statements or questions as they relate to YOU and YOUR CURRENT SUPERVISION at YOUR CHILDWELARE OFFICE.

For this survey NEED refers to what you think is ESSENTIAL, NECESSARY, or REQUIRED.

IMP: YOU NEED TO PROVIDE A RESPONSE FOR EACH STATEMENT BEFORE YOU CAN MOVE TO THE NEXT SCREEN.

1.a. When I have supervision, my supervisor focuses on my strengths.
   (Select only one)
   ☐   Strongly Disagree
   ☐   Disagree
   ☐   Not sure
   ☐   Agree
   ☐   Strongly Agree
   ☐   No Response

1.b. When I have supervision, my supervisor needs to focus on my strengths
   (Select only one)
   ☐   Strongly Disagree
   ☐   Disagree
   ☐   Not sure
   ☐   Agree
   ☐   Strongly Agree
   ☐   No Response

2. a. When I have supervision, my supervisor asks for my ideas to solve problems.
    (Select only one)
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

2. b. When I have supervision, my supervisor needs to ask for my ideas to solve problems.
    (Select only one)
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

3. a. When I have supervision, my supervisor asks me to share the knowledge I have about my clients.
    (Select only one)
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

3. b. When I have supervision, my supervisor needs to ask me to share the knowledge I have about my clients.
    (Select only one)
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

4. a. When I have supervision, my supervisor helps me think about the positives.
    (Select only one)
- ☐   Strongly Disagree
- ☐   Disagree
- ☐   Not sure
- ☐   Agree
- ☐   Strongly Agree
- ☐   No Response

4. b. When I have supervision, my supervisor needs to help me think about the positives.
    (Select only one)
- ☐   Strongly Disagree
- ☐   Disagree
- ☐   Not sure
- ☐   Agree
- ☐   Strongly Agree
- ☐   No Response

5. a. When I have supervision, my supervisor helps me think of a time when I solved a similar problem.
    (Select only one)
- ☐   Strongly Disagree
- ☐   Disagree
- ☐   Not sure
- ☐   Agree
- ☐   Strongly Agree
- ☐   No Response

5. b. When I have supervision, my supervisor needs to help me think of a time when I solved a similar problem.
    (Select only one)
- ☐   Strongly Disagree
- ☐   Disagree
- ☐   Not sure
- ☐   Agree
- ☐   Strongly Agree
- ☐   No Response

6. a. When I have supervision, my supervisor reminds me that the small changes clients make can lead to larger changes.

    (Select only one)
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

6. b. When I have supervision, my supervisor needs to remind me that the small changes clients make can lead to larger changes.

    (Select only one)
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

7. a. When I have supervision, my supervisor encourages me to do more of what is working with my clients.

    (Select only one)
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

7. b. When I have supervision, my supervisor needs to encourage me to do more of what is working with my clients.

    (Select only one)
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

8. a. When I have supervision, my supervisor helps me believe in my ability to manage problems I encounter with clients.

    (Select only one)
- ☐   Strongly Disagree
- ☐   Disagree
- ☐   Not sure
- ☐   Agree
- ☐   Strongly Agree
- ☐   No Response

8. b. When I have supervision, my supervisor needs to help me believe in my ability to manage problems I encounter with clients.

    (Select only one)
- ☐   Strongly Disagree
- ☐   Disagree
- ☐   Not sure
- ☐   Agree
- ☐   Strongly Agree
- ☐   No Respose

9. a. When I have supervision, my supervisor has me rate how satisfied I am with my work. (For example: on a scale from 0 to 10, with 0 being not satisfied, and 10 being very satisfied)

    (Select only one)
- ☐   Strongly Disagree
- ☐   Disagree
- ☐   Not sure
- ☐   Agree
- ☐   Strongly Agree
- ☐   No Response

9. b. When I have supervision, my supervisor needs to have me rate how satisfied I am with my work. (For example: on a scale from 0 to 10, with 0 being not satisfied, and 10 being very satisfied)

    (Select only one)
- ☐   Strongly Disagree
- ☐   Disagree
- ☐   Not sure
- ☐   Agree
- ☐   Strongly Agree
- ☐   No Response

**10. a. When I have supervision, my supervisor gives me feedback on my work.
(Select only one)**
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

**10. b. When I have supervision, my supervisor needs to give me feedback on my work.
(Select only one)**
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

**11. a. When I have supervision, my supervisor and I work collaboratively on developing solutions.
(Select only one)**
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

**11. b. When I have supervision, my supervisor needs to work collaboratively on developing solutions.
(Select only one)**
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

Open ended Questions

Please answer the following three questions based on your CURRENT supervision experiences at your CHILD WELFARE OFFICE. If you have no response, please write no response.

1. **What does your supervisor do or say during supervision that you find helpful? (Provide one response only)**

   _____

   _____

   _____

   _____

2. **What would you like your supervisor to do or say during supervision, which is not currently happening? (Provide one response only)**

   _____

   _____

   _____

   _____

   _____

3. **Is there anything you need to do or say during supervision, which is not currently being done? (Provide one response only)**

   _____

   _____

   _____

   _____

Demographic Information

Please select the response which best describes YOU at the PRESENT TIME.

1. **How many years have you been working at your current office?**
    (Select only one)
    ☐ Under one year
    ☐ 1 - 5
    ☐ 6 – 10
    ☐ 11 – 15
    ☐ Over 15
    ☐ Other

2. **What is the highest degree in Social Work you have completed?**
    (Select only one)
    ☐ Bachelor of Social Work Degree
    ☐ Master of Social Work Degree
    ☐ PhD/Doctorate of Social Work Degree
    ☐ Other

3. **You are:**
    (Select only one)
    ☐ Female
    ☐ Male
    ☐ Other

Appendices E

Questionnaire for Child Welfare Supervisors

Child Welfare Supervisors Questionnaire

Hello and thank you for your time!

My request of you is that you read the consent statement and complete the questionnaire that automatically follows.

Thank you for your contribution to my research and to the future of supervision for social workers.

Sincerely,

Corrine Younis

Informed Consent Form

Title: *Solution-Focused Practices in Child Welfare Supervision*

Researcher: Corrine Younis, School of Social Work, Memorial University, (902) 497-7005, cld706@mun.ca

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Completion of the *Web-Questionnaire* implies consent to participate in this research study.

Solution-Focused Practices in Child Welfare Supervision

INSTRUCTIONS

As a participant, you have a Social Work degree and are a child welfare supervisor employed by a Child Welfare office in Nova Scotia.

NOTE: This questionnaire is asking you to reflect on YOUR CURRENT experience of PROVIDING supervision practices at your Child Welfare office.

DEFINITION OF SUPERVISION: Supervision involves meeting with a person, such as a program supervisor or child welfare supervisor who asks about your child welfare clients and practice. Your conversations with child welfare workers could include discussion about their clients, their job skills, and/or work place administrative tasks and expectations. While supervision includes administrative tasks this questionnaire focuses specifically on conversations about their clients.

Please respond to the following statements or questions as they relate to YOU and YOUR CURRENT SUPERVISION PRACTICE at your Child Welfare office.

For this survey NEED refers to what you think is ESSENTIAL, NECESSARY, or REQUIRED.

IMP: YOU NEED TO PROVIDE A RESPONSE FOR EACH STATEMENT BEFORE YOU CAN MOVE TO THE NEXT SCREEN.

1. **a. When I provide supervision, I focus on the strengths of child welfare worker. (Select only one)**
   - ☐ Strongly Disagree
   - ☐ Disagree
   - ☐ Not sure
   - ☐ Agree
   - ☐ Strongly Agree
   - ☐ No Response

1. **b. When I provide supervision, I need to focus on the strengths of child welfare workers. (Select only one)**
   - ☐ Strongly Disagree
   - ☐ Disagree
   - ☐ Not sure
   - ☐ Agree
   - ☐ Strongly Agree
   - ☐ No Response

2. a. **When I provide supervsion, I ask child welfare workers for their ideas.**
   (Select only one)
   - ☐   Strongly Disagree
   - ☐   Disagree
   - ☐   Not sure
   - ☐   Agree
   - ☐   Strongly Agree
   - ☐   No Response

2. b. When I provide supervision, I need to ask child welfare workers for their ideas.
   (Select only one)
   - ☐   Strongly Disagree
   - ☐   Disagree
   - ☐   Not sure
   - ☐   Agree
   - ☐   Strongly Agree
   - ☐   No Response

3. a. When I provide supervision, I ask child welfare workers to share the knowledge they have about their clients.
   (Select only one)
   - ☐   Strongly Disagree
   - ☐   Disagree
   - ☐   Not sure
   - ☐   Agree
   - ☐   Strongly Agree
   - ☐   No Response

3. b. When I provide supervision, I need to ask child welfare workers to share the knowledge they have about their clients.
   (Select only one)
   - ☐   Strongly Disagree
   - ☐   Disagree
   - ☐   Not sure
   - ☐   Agree
   - ☐   Strongly Agree
   - ☐   No Response

4. a. When I provide supervision, I help child welfare workers think about the positives.
> **(Select only one)**
> ☐　　Strongly Disagree
> ☐　　Disagree
> ☐　　Not sure
> ☐　　Agree
> ☐　　Strongly Agree
> ☐　　No Response

4. b. When I provide supervision, I need to help child welfare workers think about the positives.
> **(Select only one)**
> ☐　　Strongly Disagree
> ☐　　Disagree
> ☐　　Not sure
> ☐　　Agree
> ☐　　Strongly Agree
> ☐　　No Response

5. a. When I provide supervision, I help child welfare workers think of a time they have solved a similar problem.
> **(Select only one)**
> ☐　　Strongly Disagree
> ☐　　Disagree
> ☐　　Not sure
> ☐　　Agree
> ☐　　Strongly Agree
> ☐　　No Response

5. b. When I provide supervision, I need to help child welfare workers think of a time they solved a similar problem.
> **(Select only one)**
> ☐　　Strongly Disagree
> ☐　　Disagree
> ☐　　Not sure
> ☐　　Agree
> ☐　　Strongly Agree
> ☐　　No Response

6. **a. When I provide supervision, I remind child welfare workers that the small changes clients make can lead to larger changes.**
    (Select only one)
    - ☐ Strongly Disagree
    - ☐ Disagree
    - ☐ Not sure
    - ☐ Agree
    - ☐ Strongly Agree
    - ☐ No Response

6. **b. When I provide supervision, I need to remind child welfare workers that the small changes clients make can lead to larger changes.**
    (Select only one)
    - ☐ Strongly Disagree
    - ☐ Disagree
    - ☐ Not sure
    - ☐ Agree
    - ☐ Strongly Agree
    - ☐ No Response

7. **a. When I provide supervision, I encourage child welfare workers to do more of what is working with their clients.**
    (Select only one)
    - ☐ Strongly Disagree
    - ☐ Disagree
    - ☐ Not sure
    - ☐ Agree
    - ☐ Strongly Agree
    - ☐ No Response

7. **b. When I provide supervision, I need to encourage child welfare workers to do more of what is working with their clients.**
    (Select only one)
    - ☐ Strongly Disagree
    - ☐ Disagree
    - ☐ Not sure
    - ☐ Agree
    - ☐ Strongly Agree
    - ☐ No Response

8. **a. When I provide supervision, I help child welfare workers believe in their ability to manage problems they encounter with their clients.**
    (Select only one)
    ☐ Strongly Disagree
    ☐ Disagree
    ☐ Not sure
    ☐ Agree
    ☐ Strongly Agree
    ☐ No Response

8. **b. When I provide supervision, I need to help child welfare workers believe in their ability to manage problems they encounter with their clients.**
    (Select only one)
    ☐ Strongly Disagree
    ☐ Disagree
    ☐ Not sure
    ☐ Agree
    ☐ Strongly Agree
    ☐ No Response

9. **a. When I provide supervision, I ask child welfare workers to rate how satisfied they are with their work. (For example: on a scale from 0 to 10, with 0 being not satisfied, and 10 being very satisfied)**
    (Select only one)
    ☐ Strongly Disagree
    ☐ Disagree
    ☐ Not sure
    ☐ Agree
    ☐ Strongly Agree
    ☐ No Response

9. **b. When I provide supervision, I need to ask child welfare workers to rate how satisfied they are with their work. (For example: on a scale from 0 to 10, with 0 being not satisfied, and 10 being very satisfied)**
    (Select only one)
    ☐ Strongly Disagree
    ☐ Disagree
    ☐ Not sure
    ☐ Agree
    ☐ Strongly Agree
    ☐ No Response

10. a. When I provide supervision, I give child welfare workers feedback on their work.

(Select only one)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

10. b. When I provide supervision, I need to give child welfare workers feedback on their work.

(Select only one)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

11. a. When I provide supervision, I work collaboratively with child welfare workers to develop solutions.

(**Select only one**)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

11. b. When I provide supervision I need to work collaboratively with child welfare workers to develop solutions.

(Select only one)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree
- ☐ No Response

Open ended Questions

Please answer the following two questions based on your CURRENT supervision practices at your CHILD WELFARE OFFICE. If you have no response, please write no response.

1. What do you do or say during supervision that you find is helpful to child welfare workers? (Provide one response only)

_____

_____

_____

_____

2. Is there anything you would like to do or say during supervision, which is not currently being done? (Provide one response only)

_____

_____

_____

_____

3. Do any reasons exist that might prevent you from doing or saying what needs to be done during supervision? (Provide one response only)

_____

_____

_____

_____

Demographic Information

Please select the response which best describes YOU at the PRESENT TIME.

1. **How many years have you been working at your current office?**

      (Select only one)
      ☐ Under one year
      ☐ 1 - 5
      ☐ 6 – 10
      ☐ 11 – 15
      ☐ Over 15
      ☐ Other

2. **What is the highest degree in Social Work you have completed?**
      (Select only one)
      ☐ Bachelor of Social Work Degree
      ☐ Master of Social Work Degree
      ☐ PhD/Doctorate of Social Work Degree
      ☐ Other

3. **You are:**
      (Select only one)
      ☐ Female
      ☐ Male
      ☐ Other

Appendix F

Descriptive Statistics for Child Welfare Workers

Mean, Standard Deviation, Median and No Response for Child Welfare Workers

Item #	Statement	Mean	Stand Dev	Median	No Response
Q. 1a	When I have supervision, my supervisor **Focuses** on my strengths	3.3	1.2	4.0	1
Q. 1b	When I have supervision, my supervisor **NEEDS to focus** on my strengths	3.7	0.9	4.0	1
Q. 2a	When I have supervision, my supervisor **Asks** for my ideas to solve problems	3.9	1.1	4.0	0
Q. 2b	When I have supervision, my supervisor **NEEDS to ask** for my ideas to solve problems	3.9	1.2	4.0	1
Q. 3a	When I have supervision, my supervisor **Asks** me to share the knowledge I have about my clients	4.3	0.9	5.0	0
Q. 3b	When I have supervision, my supervisor **NEEDS to ask** me to share the knowledge I have about my clients	4.1	1.2	4.0	1
Q. 4a	When I have supervision, my supervisor **Helps** me think about the positives	3.5	1.2	4.0	4
Q. 4b	When I have supervision, my supervisor **NEEDS to help** me think about the positives	3.7	1.1	4.0	1
Q. 5a	When I have supervision, my supervisor **Helps** me think of a time when I solved a similar problem	3.1	1.0	3.5	2
Q. 5b	When I have supervision, my supervisor **NEEDS to help** me think of a time when I solved a similar problem	3.5	1.0	4.0	2
Q. 6a	When I have supervision, my supervisor **Reminds** me that the small changes clients make can lead to larger changes	3.1	1.1	3.0	2
Q. 6b	When I have supervision, my supervisor **NEEDS to remind** me that the small changes clients make can lead to larger changes	3.8	1.0	4.0	3
Q. 7a	When I have supervision, my supervisor **Encourages** me to do more of what is working with my clients	3.6	1.0	4.0	0
Q. 7b	When I have supervision, my supervisor **NEEDS to encourage** me to do more of what is working with my clients	3.7	1.1	4.0	1

Item #	Statement	Mean	Stand Dev	Median	No Response
Q. 8a	When I have supervision, my supervisor **Helps** me believe in my ability to manage problems I encounter with clients	3.8	1.1	4.0	0
Q. 8b	When I have supervision, my supervisor **NEEDS to help** me believe in my ability to manage problems I encounter with clients	3.9	1.1	4.0	1
Q. 9a	When I have supervision, my supervisor **Has me rate** how satisfied I am with my work	1.8	0.8	2.0	3
Q. 9b	When I have supervision, my supervisor **NEEDS to have me rate** how satisfied I am with my work	3.0	1.2	3.0	1
Q. 10a	When I have supervision, my supervisor **Gives** me feedback on my work	3.7	1.1	4.0	1
Q. 10b	When I have supervision, my supervisor **NEEDS to give** me feedback on my work	4.1	1.0	4.0	1
Q. 11a	When I have supervision, my supervisor and I **Work** collaboratively on developing solutions	3.9	1.1	4.0	0
Q. 11b	When I have supervision, my supervisor **NEEDS to work** collaboratively on developing solutions	4.0	1.0	4.0	1

Child welfare workers responses were given the following points:

Strongly Disagree 1, Disagree 2, Not Sure 3, Agree 4, Strongly Agree 5, No Response 99

Appendix G

Descriptive Statistics for Child Welfare Supervisors

Mean, Standard Deviation, Median and No Response for Child Welfare Workers

Item #	Statement	Mean	Stand Dev	Median	No Response
Q. 1a	When I have supervision, my supervisor **Focuses** on my strengths	3.3	1.2	4.0	1
Q. 1b	When I have supervision, my supervisor **NEEDS to focus** on my strengths	3.7	0.9	4.0	1
Q. 2a	When I have supervision, my supervisor **Asks** for my ideas to solve problems	3.9	1.1	4.0	0
Q. 2b	When I have supervision, my supervisor **NEEDS to ask** for my ideas to solve problems	3.9	1.2	4.0	1
Q. 3a	When I have supervision, my supervisor **Asks** me to share the knowledge I have about my clients	4.3	0.9	5.0	0
Q. 3b	When I have supervision, my supervisor **NEEDS to ask** me to share the knowledge I have about my clients	4.1	1.2	4.0	1
Q. 4a	When I have supervision, my supervisor **Helps** me think about the positives	3.5	1.2	4.0	4
Q. 4b	When I have supervision, my supervisor **NEEDS to help** me think about the positives	3.7	1.1	4.0	1
Q. 5a	When I have supervision, my supervisor **Helps** me think of a time when I solved a similar problem	3.1	1.0	3.5	2
Q. 5b	When I have supervision, my supervisor **NEEDS to help** me think of a time when I solved a similar problem	3.5	1.0	4.0	2
Q. 6a	When I have supervision, my supervisor **Reminds** me that the small changes clients make can lead to larger changes	3.1	1.1	3.0	2
Q. 6b	When I have supervision, my supervisor **NEEDS to remind** me that the small changes clients make can lead to larger changes	3.8	1.0	4.0	3
Q. 7a	When I have supervision, my supervisor **Encourages** me to do more of what is working with my clients	3.6	1.0	4.0	0

Item #	Statement	Mean	Stand Dev	Median	No Response
Q. 7b	When I have supervision, my supervisor **NEEDS to encourage** me to do more of what is working with my clients	3.7	1.1	4.0	1
Q. 8a	When I have supervision, my supervisor **Helps** me believe in my ability to manage problems I encounter with clients	3.8	1.1	4.0	0
Q. 8b	When I have supervision, my supervisor **NEEDS to help** me believe in my ability to manage problems I encounter with clients	3.9	1.1	4.0	1
Q. 9a	When I have supervision, my supervisor **Has me rate** how satisfied I am with my work	1.8	0.8	2.0	3
Q. 9b	When I have supervision, my supervisor **NEEDS to have me rate** how satisfied I am with my work	3.0	1.2	3.0	1
Q. 10a	When I have supervision, my supervisor **Gives** me feedback on my work	3.7	1.1	4.0	1
Q. 10b	When I have supervision, my supervisor **NEEDS to give** me feedback on my work	4.1	1.0	4.0	1
Q. 11a	When I have supervision, my supervisor and I **Work** collaboratively on developing solutions	3.9	1.1	4.0	0
Q. 11b	When I have supervision, my supervisor **NEEDS to work** collaboratively on developing solutions	4.0	1.0	4.0	1

Child welfare workers responses were given the following points:

Strongly Disagree 1, Disagree 2, Not Sure 3, Agree 4, Strongly Agree 5, No Response 99

Appendix H

Questionnaire Responses for Child Welfare Workers

Frequency Tables and Statistics for Questions 1 – 11

Child welfare worker responses were given the following points:

Strongly Disagree 1, Disagree 2, Not Sure 3, Agree 4, Strongly Agree 5, No Response 99

Q. 1a When I have supervision, my supervisor focuses on my strengths		
	Frequency	Percent
Strongly Disagree	4	5.26
Disagree	20	26.32
Not sure	12	15.79
Agree	28	36.84
Strongly Agree	11	14.47
No Response	1	1.32
Total	76	100.00

Mean	3.3
SD	1.2
Median	4.0

Q. 1b When I have supervision, my supervisor needs to focus on my strengths		
	Frequency	Percent
Strongly Disagree	1	1.32
Disagree	11	14.47
Not sure	11	14.47
Agree	41	53.95
Strongly Agree	11	14.47
No Response	1	1.32
Total	76	100.00

Mean	3.7
SD	0.9
Median	4.0

Q. 2a When I have supervision, my supervisor asks for my ideas to solve problems		
	Frequency	Percent
Strongly Disagree	3	3.95
Disagree	12	15.79
Not sure	1	1.32
Agree	37	48.68
Strongly Agree	23	30.26
No Response	0	0
Total	76	100.00

Mean	3.9
SD	1.1
Median	4.0

Q. 2b When I have supervision, my supervisor needs to ask for my ideas to solve problems		
	Frequency	Percent
Strongly Disagree	3	3.95
Disagree	12	15.79
Not sure	2	2.63
Agree	34	44.74
Strongly Agree	24	31.58
No Response	1	1.32
Total	76	100.00

Mean	3.9
SD	1.2
Median	4.0

Q. 3a When I have supervision, my supervisor asks me to share the knowledge I have about my clients		
	Frequency	Percent
Strongly Disagree	2	2.63
Disagree	3	3.95
Not sure	3	3.95
Agree	27	35.53
Strongly Agree	41	53.95
No Response	0	0
Total	76	100.00

Mean	4.3
SD	0.9
Median	5.0

Q. 3b When I have supervision, my supervisor needs to asks me to share the knowledge I have about my clients		
	Frequency	Percent
Strongly Disagree	5	6.58
Disagree	7	9.21
Not sure	1	1.32
Agree	28	36.84
Strongly Agree	34	44.74
No Response	1	1.32
Total	76	100.00

Mean	4.1
SD	1.2
Median	4.0

Q. 4a When I have supervision, my supervisor helps me think about the positives		
	Frequency	Percent
Strongly Disagree	2	2.63
Disagree	17	22.37
Not sure	11	14.47
Agree	25	32.89
Strongly Agree	17	22.37
No Response	4	5.26
Total	76	100.00

Mean	3.5
SD	1.2
Median	4.0

Q. 4b When I have supervision, my supervisor needs to help me think about the positives		
	Frequency	Percent
Strongly Disagree	3	3.95
Disagree	12	15.79
Not sure	7	9.21
Agree	34	44.74
Strongly Agree	19	25.00
No Response	1	1.32
Total	76	100.00

Mean	3.7
SD	1.1
Median	4.0

Q. 5a When I have supervision, my supervisor helps me think of a time when I solved a similar problem		
	Frequency	Percent
Strongly Disagree	4	5.26
Disagree	21	27.63
Not sure	12	15.79
Agree	35	46.05
Strongly Agree	2	2.63
No Response	2	2.63
Total	76	100.00

Mean	3.1
SD	1.0
Median	3.5

Q. 5b When I have supervision, my supervisor needs to help me think of a time when I solved a similar problem		
	Frequency	Percent
Strongly Disagree	3	3.95
Disagree	11	14.47
Not sure	13	17.11
Agree	37	48.68
Strongly Agree	10	13.16
No Response	2	2.63
Total	76	100.00

Mean	3.5
SD	1.0
Median	4.0

Q. 6a When I have supervision, my supervisor reminds me that the small changes clients make can lead to larger changes		
	Frequency	Percent
Strongly Disagree	4	5.26
Disagree	22	28.95
Not sure	15	19.74
Agree	27	35.53
Strongly Agree	6	7.89
No Response	2	2.63
Total	76	100.00

Mean	3.1
SD	1.1
Median	3.0

Q. 6b When I have supervision, my supervisor needs to remind me that the small changes clients make can lead to larger changes		
	Frequency	Percent
Strongly Disagree	0	0
Disagree	0	0
Not sure	8	10.53
Agree	36	47.37
Strongly Agree	16	21.05
No Response	3	3.95
Total	76	100.00

Mean	3.8
SD	1.0
Median	4.0

Q. 7a When I have supervision, my supervisor encourages me to do more of what is working with my clients		
	Frequency	Percent
Strongly Disagree	1	1.32
Disagree	13	17.11
Not sure	13	17.11
Agree	38	50.00
Strongly Agree	11	14.47
No Response	0	0
Total	76	100.00

Mean	3.6
SD	1.0
Median	4.0

Q. 7b When I have supervision, my supervisor needs to encourage me to do more of what is working with my clients		
	Frequency	Percent
Strongly Disagree	3	3.95
Disagree	14	18.42
Not sure	4	5.26
Agree	37	48.68
Strongly Agree	17	22.37
No Response	1	1.32
Total	76	100.00

Mean	3.7
SD	1.1
Median	4.0

Q. 8a When I have supervision, my supervisor helps me believe in my ability to manage problems I encounter with clients		
	Frequency	Percent
Strongly Disagree	1	1.32
Disagree	11	14.47
Not sure	10	13.16
Agree	31	40.79
Strongly Agree	23	30.26
No Response	0	0
Total	76	100.00

Mean	3.8
SD	1.1
Median	4.0

Q. 8b When I have supervision, my supervisor needs to help me believe in my ability to manage problems I encounter with clients		
	Frequency	Percent
Strongly Disagree	2	2.63
Disagree	13	17.11
Not sure	2	2.63
Agree	32	42.11
Strongly Agree	26	34.21
No Responses	1	1.32
Total	76	100.00

Mean	3.9
SD	1.1
Median	4.0

Q. 9a When I have supervision, my supervisor has me rate how satisfied I am with my work		
	Frequency	Percent
Strongly Disagree	26	34.21
Disagree	41	53.95
Not sure	1	1.32
Agree	5	6.58
Strongly Agree	0	0
No Response	3	3.95
Total	76	100.00

Mean	1.8
SD	0.8
Median	2.0

Q. 9b When I have supervision, my supervisor needs to have me rate how satisfied I am with my work		
	Frequency	Percent
Strongly Disagree	2	2.63
Disagree	19	25.00
Not sure	19	25.00
Agree	20	26.32
Strongly Agree	9	11.84
No Response	1	1.32
Total	76	100.00

Mean	3.0
SD	1.2
Median	3.0

Q. 10a When I have supervision, my supervisor gives me feedback on my work		
	Frequency	Percent
Strongly Disagree	1	1.32
Disagree	15	19.74
Not sure	2	2.63
Agree	37	48.68
Strongly Agree	19	25.00
No Response	1	1.32
Total	76	100.00

Mean	3.7
SD	1.1
Median	4.0

Q. 10b When I have supervision, my supervisor needs to give me feedback on my work				
	Frequency	Percent	Mean	4.1
Strongly Disagree	1	1.32	SD	1.0
Disagree	10	13.16	Median	4.0
Not sure	2	2.63		
Agree	31	40.79		
Strongly Agree	31	40.79		
No Response	1	1.32		
Total	76	100.00		

Q. 11a When I have supervision, my supervisor and I work collaboratively on developing solutions				
	Frequency	Percent	Mean	3.9
Strongly Disagree	2	2.63	SD	1.1
Disagree	10	13.16	Median	4.0
Not sure	5	6.58		
Agree	35	46.05		
Strongly Agree	24	31.58		
No Response	0	0		
Total	76	100.00		

Q. 11b When I have supervision, my supervisor needs to work collaboratively on developing solutions				
	Frequency	Percent	Mean	4.0
Strongly Disagree	2	2.63	SD	1.0
Disagree	7	9.21	Median	4.0
Not sure	4	5.26		
Agree	35	46.05		
Strongly Agree	27	35.53		
No Response	1	1.32		
Total	76	100.00		

Appendix I

Questionnaire Responses for Child Welfare Supervisors

Frequency Tables and Statistics for Questions 1 – 11

Child welfare supervisor responses were given the following points:

Strongly Disagree 1, Disagree 2, Not Sure 3, Agree 4, Strongly Agree 5, No Response 99

Q. 1a When I provide supervision, I focus on the strengths of child welfare workers		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	2	8.33
Not sure	3	12.50
Agree	15	62.50
Strongly Agree	3	12.50
No Response	0	0
Total	24	100.00

Mean   3.7
SD   1.0
Median   4.0

Q. 1b When I provide supervision, I need to focus on the strengths of child welfare workers		
	Frequency	Percent
Strongly Disagree	0	0
Disagree	0	0
Not sure	0	0
Agree	16	66.67
Strongly Agree	8	33.33
No Response	0	0
Total	24	100.00

Mean   4.3
SD   0.5
Median   4.0

Q. 2a When I provide supervision, I ask child welfare workers for their ideas		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	0	0
Not sure	1	4.17
Agree	9	37.50
Strongly Agree	13	54.17
No Response	0	0
Total	24	100.00

Mean   4.4
SD   1.0
Median   5.0

Q. 2b When I provide supervision, I need to ask child welfare workers for their ideas					
	Frequency	Percent		Mean	4.4
Strongly Disagree	1	4.17		SD	0.9
Disagree	0	0		Median	5.0
Not sure	0	0			
Agree	10	41.67			
Strongly Agree	13	54.17			
No Response	0	0			
Total	24	100.00			

Q. 3a When I provide supervision, I ask child welfare workers to share the knowledge they have about their clients					
	Frequency	Percent		Mean	4.6
Strongly Disagree	1	4.17		SD	0.9
Disagree	0	0		Median	5.0
Not sure	0	0			
Agree	6	25.00			
Strongly Agree	16	66.67			
No Response	1	4.17			
Total	24	100.00			

Q. 3b When I provide supervision, I need to ask child welfare workers to share the knowledge they have about their clients					
	Frequency	Percent		Mean	4.5
Strongly Disagree	1	4.17		SD	0.9
Disagree	0	0		Median	5.0
Not sure	0	0			
Agree	7	29.17			
Strongly Agree	15	62.50			
No Response	1	4.17			
Total	24	100.00			

Q. 4a When I provide supervision, I help child welfare workers think about the positives					
	Frequency	Percent		Mean	4.0
Strongly Disagree	1	4.17		SD	0.7
Disagree	0	0		Median	4.0
Not sure	0	0			
Agree	20	83.33			
Strongly Agree	3	12.50			
No Response	0	0			
Total	24	100.00			

Q. 4b When I provide supervision, I need to help child welfare workers think about the positives		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	0	0
Not sure	0	0
Agree	16	66.67
Strongly Agree	7	29.17
No Response	0	0
Total	24	100.00

Mean   4.2
SD   0.8
Median 4.0

Q. 5a When I provide supervision, I help child welfare workers think of a time when they have solved a similar problem		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	0	0
Not sure	6	25.00
Agree	17	70.83
Strongly Agree	0	0
No Response	0	0
Total	24	100.00

Mean   3.6
SD   0.7
Median 4.0

Q. 5b When I provide supervision, I need to help child welfare workers think of a time when they have solved a similar problem		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	1	4.17
Not sure	2	8.33
Agree	16	66.67
Strongly Agree	3	12.50
No Response	1	4.17
Total	24	100.00

Mean   3.8
SD   0.9
Median 4.0

Q. 6a When I provide supervision, I remind child welfare workers that the small changes clients make can lead to larger changes		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	1	4.17
Not sure	4	16.67
Agree	16	66.67
Strongly Agree	2	8.33
No Response	0	0
Total	24	100.00

Mean	3.7
SD	0.9
Median	4.0

Q. 6b When I provide supervision, I need to remind child welfare workers that the small changes clients make can lead to larger changes		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	1	4.17
Not sure	0	0
Agree	18	75.00
Strongly Agree	4	16.67
No Response	0	0
Total	24	100.00

Mean	4.0
SD	0.9
Median	4.0

Q. 7a When I provide supervision, I encourage child welfare workers to do more of what is working with their clients		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	0	0
Not sure	3	12.50
Agree	15	62.50
Strongly Agree	3	12.50
No Response	2	8.33
Total	24	100.00

Mean	3.9
SD	0.8
Median	4.0

Q. 7b When I provide supervision, I need to encourage child welfare workers to do more of what is working with their clients		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	1	4.17
Not sure	1	4.17
Agree	16	66.67
Strongly Agree	3	12.50
No Responses	2	8.33
Total	24	100.00

Mean	3.9
SD	0.9
Median	4.0

Q. 8a When I provide supervision, I help child welfare workers believe in their ability to manage problems they encounter with their clients		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	0	0
Not sure	2	8.33
Agree	14	58.33
Strongly Agree	7	29.17
No Response	0	0
Total	24	100.00

Mean	4.1
SD	0.9
Median	4.0

Q. 8b When I provide supervision, I need to help child welfare workers believe in their ability to manage problems they encounter with their clients		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	1	4.17
Not sure	0	0
Agree	13	54.17
Strongly Agree	9	37.50
No Responses	0	0
Total	24	100.00

Mean	4.2
SD	1.0
Median	4.0

Q. 9a When I provide supervision, I ask child welfare worker to rate how satisfied they are with their work		
	Frequency	Percent
Strongly Disagree	0	0
Disagree	14	58.33
Not sure	6	25.00
Agree	4	16.67
Strongly Agree	0	0
No Response	0	0
Total	24	100.00

Mean	2.6
SD	0.8
Median	2.0

Q. 9b When I provide supervision, I need to ask child welfare workers to rate how satisfied they are with their work		
	Frequency	Percent
Strongly Disagree	0	0
Disagree	4	16.67
Not sure	7	29.17
Agree	11	45.83
Strongly Agree	2	8.33
No Response	0	0
Total	24	100.00

Mean	3.5
SD	0.9
Median	4.0

Q. 10a When I provide supervision, I give child welfare workers feedback on their work		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	0	0
Not sure	0	0
Agree	12	50.00
Strongly Agree	11	45.83
No Response	0	0
Total	24	100.00

Mean	4.3
SD	0.9
Median	4.0

Q. 10b When I provide supervision, I need to give child welfare workers feedback on their work		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	1	4.17
Not sure	0	0
Agree	8	33.33
Strongly Agree	14	58.33
No Response	0	0
Total	24	100.00

Mean	4.4
SD	1.0
Median	5.0

Q. 11a When I provide supervision, I work collaboratively with child welfare workers to develop solutions		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	0	0
Not sure	0	0
Agree	12	50.00
Strongly Agree	11	45.83
No Response	0	0
Total	24	100.00

Mean	4.3
SD	0.9
Median	4.0

Q. 11b When I provide supervision, I need to work collaboratively with child welfare workers to develop solutions		
	Frequency	Percent
Strongly Disagree	1	4.17
Disagree	0	0
Not sure	0	0
Agree	13	54.17
Strongly Agree	10	41.67
No Response	0	0
Total	24	100.00

Mean	4.3
SD	0.9
Median	4.0

Appendix J

Cronbach Coefficient Alpha for Child Welfare Workers

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Variable	**Raw Variables**		**Standardized Variables**	
	Correlation with Total	**Alpha**	**Correlation with Total**	**Alpha**	**Statement**
Q. 1a	0.666283	0.914084	0.660036	0.911231	When I have supervision, my supervisor focuses on my strengths
Q. 2a	0.807054	0.906424	0.807043	0.903863	When I have supervision, my supervisor asks for my ideas to solve problems
Q. 3a	0.495483	0.920781	0.494342	0.919234	When I have supervision, my supervisor asks me to share the knowledge I have about my clients
Q.4a	0.738673	0.910088	0.734207	0.907545	When I have supervision, my supervisor helps me think about the positives
Q.5a	0.739166	0.910332	0.736216	0.907445	When I have supervision, my supervisor helps me think of a time when I solved a similar problem
Q.6a	0.729088	0.910556	0.730798	0.907716	When I have supervision, my supervisor reminds me that the small changes clients make can lead to larger changes
Q.7a	0.759128	0.909412	0.761844	0.906156	When I have supervision, my supervisor encourages me to do more of what is working with my clients
Q.8a	0.775114	0.908269	0.772754	0.905604	When I have supervision, my supervisor helps me believe in my ability to manage problems I encounter with clients
Q.9a	0.395141	0.924216	0.394391	0.923911	When I have supervision, my supervisor has me rate how satisfied I am with my work
Q.10a	0.665093	0.913886	0.659842	0.911241	When I have supervision, my supervisor gives me feedback on my work
Q.11a	0.722639	0.910894	0.71957	0.908278	When I have supervision, my supervisor and I work collaboratively on developing solutions

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.920139
Standardized	0.917856

Deleted Variable	Raw Variables		Standardized Variables		Statement
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Q.1b	0.458785	0.940318	0.460493	0.94257	When I have supervision, my supervisor needs to focus on my strengths
Q.2b	0.758235	0.929003	0.756758	0.930533	When I have supervision, my supervisor needs to ask for my ideas to solve problems
Q.3b	0.70009	0.931729	0.702341	0.932804	When I have supervision, my supervisor needs to asks me to share the knowledge I have about my clients
Q.4b	0.840568	0.925373	0.843503	0.926855	When I have supervision, my supervisor needs to help me think about the positives
Q.5b	0.826058	0.926494	0.824281	0.927676	When I have supervision, my supervisor needs to help me think of a time when I solved a similar problem
Q.6b	0.839347	0.925674	0.833101	0.9273	When I have supervision, my supervisor needs to remind me that the small changes clients make can lead to larger changes
Q.7b	0.825826	0.925975	0.826794	0.927569	When I have supervision, my supervisor needs to encourage me to do more of what is working with my clients
Q.8b	0.804498	0.926951	0.805323	0.928482	When I have supervision, my supervisor needs to help me believe in my ability to manage problems I encounter with clients
Q.9b	0.513732	0.940601	0.512308	0.940522	When I have supervision, my supervisor needs to have me rate how satisfied I am with my work
Q.10b	0.690173	0.931878	0.694204	0.933141	When I have supervision, my supervisor needs to give me feedback on my work
Q.11b	0.820618	0.927089	0.823066	0.927728	When I have supervision, my supervisor needs to work collaboratively on developing solutions

Cronbach Coefficient Alpha with Deleted Variables

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.936186
Standardized	0.937372

Appendix K

Cronbach Coefficient Alpha for Child Welfare Supervisors

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	**Raw Variables**		**Standardized Variables**		
	Correlation with Total	**Alpha**	**Correlation with Total**	**Alpha**	**Statement**
Q.1a	0.645695	0.939601	0.641644	0.938401	When I provide supervision, I focus on the strengths of child welfare workers
Q.2a	0.877056	0.929281	0.871577	0.928996	When I provide supervision, I ask child welfare workers for their ideas
Q.3a	0.781194	0.933579	0.781244	0.932748	When I provide supervision, I ask child welfare workers to share the knowledge they have about their clients
Q.4a	0.834922	0.932215	0.834993	0.930524	When I provide supervision, I help child welfare workers think about the positives
Q.5a	0.674385	0.937917	0.67851	0.936925	When I provide supervision, I help child welfare workers think of a time when they have solved a similar problem
Q.6a	0.732001	0.935635	0.726638	0.93498	When I provide supervision, I remind child welfare workers that the small changes clients make can lead to larger changes
Q.7a	0.782327	0.933665	0.778396	0.932865	When I provide supervision, I encourage child welfare workers to do more of what is working with their clients
Q.8a	0.845189	0.930796	0.844414	0.930132	When I provide supervision, I help child welfare workers believe in their ability to manage problems they encounter with their clients
Q.9a	0.285354	0.951355	0.287433	0.95198	When I provide supervision, I ask child welfare workers to rate how satisfied they are with their work
Q.10a	0.899835	0.928612	0.901011	0.927757	When I provide supervision, I give child welfare workers feedback on their work
Q.11a	0.838323	0.931144	0.84049	0.930295	When I provide supervision, I work collaboratively with child welfare workers to develop solutions

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.94070
Standardized	0.94004

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Variable	**Raw Variables**		**Standardized Variables**	
	Correlation with Total	**Alpha**	**Correlation with Total**	**Alpha**	**Statement**
Q.1b	0.369793	0.949958	0.375958	0.947174	When I provide supervision, I need to focus on the strengths of child welfare workers
Q.2b	0.796919	0.936982	0.801456	0.930167	When I provide supervision, I need to ask child welfare workers for their ideas
Q.3b	0.874744	0.93376	0.863621	0.927544	When I provide supervision, I need to ask child welfare workers to share the knowledge they have about their clients
Q.4b	0.905062	0.932864	0.910959	0.925523	When I provide supervision, I need to help child welfare workers think about the positives
Q.5b	0.83535	0.935397	0.821263	0.929335	When I provide supervision, I need to help child welfare workers think of a time when they have solved a similar problem
Q.6b	0.834988	0.935431	0.821168	0.929339	When I provide supervision, I need to remind child welfare workers that the small changes clients make can lead to larger changes
Q.7b	0.905895	0.932562	0.898868	0.926041	When I provide supervision, I need to encourage child welfare workers to do more of what is working with their clients
Q.8b	0.883369	0.933195	0.875313	0.927047	When I provide supervision, I need to help child welfare workers believe in their ability to manage problems they encounter with their clients
Q.9b	0.096543	0.960564	0.115241	0.956814	When I provide supervision, I need to ask child welfare workers to rate how satisfied they are with their work
Q.10b	0.850552	0.934782	0.834899	0.92876	When I provide supervision, I need to give child welfare workers feedback on their work
Q.11b	0.878286	0.933683	0.864076	0.927525	When I provide supervision, I need to work collaboratively with child welfare workers to develop solutions

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.9439
Standardized	0.9385