

Day Eight

Part Three: Supervisor as the Critical Link



TOPICS

Federal and State Outcomes

The Regional Quality Assurance Model

Ethics in Supervision

Culminating Project Presentations

Objectives

Federal and State Outcomes

- ✓ Review top ten ASFA requirements.
- ✓ Explain the impact of ASFA on case practice.
- ✓ Review the requirements of the Child and Family Services Review (CFSR).
- ✓ Explain child welfare goals, outcomes and measures as defined by federal and state requirements.
- ✓ Identify the relationship between these measures and day to day practice.

The Regional Quality Assurance Model

- ✓ Identify the purpose and history behind The Regional Quality Assurance Model.
- ✓ Identify and build on strategies for utilizing quality assurance processes and findings to guide your decision making and daily activities.

Ethics in Supervision

- ✓ Discuss and define ethics, morals, and professional ethics in supervision.
- ✓ Identify and discuss specific ethical terms and principles.
- ✓ Identify common ethical dilemmas that occur on the job.

Activity – Top Ten ASFA Requirements

Directions:

In the right hand column – Prioritize these 10 requirements based on your own values as a child welfare worker. What is most important (#1) to least important (#9)?

1. Case Documentation (written case plan part of record)	
2. Placement (placement information regarding safety well being, permanency)	
3. Licensed Foster Home (meet licensing standards)	
4. Service Array (plans for providing for child 's needs)	
5. Education Records (records in file, and reviewed – updated)	
6. Health Records (records in file, and reviewed –updated)	
7. Case Reviews (JR's every 6 months – parents- caregiver participation)	
8. Notification Requirement (foster parents, relatives, etc. notified of hearings)	
9. TPR Review by Staff (TPR by 15 th month)	
10. Permanency Hearing Requirement (no later than 12 months)	

Handout – Top Ten ASFA Requirements

1. Case Documentation

- Written case plan for each child must:
 - Be a part of the case record.
 - Be made available to the parents or guardians of the foster child.
 - Be developed no later than 60 days from the date of removal from their home.
 - Include a description of the services offered including services provided to reunify the family (reasonable efforts to reunify documentation).

2. Placement

- Include in the case plan a description of the type of home or institution in which the child is to be placed.
- Include a discussion of the safety and appropriateness of the placement.
- Include how the placement is in the least restrictive (most family-like), most appropriate setting available and in close proximity to the parent's home, consistent with the best interest and special needs of the child.
- Include how the agency plans to carry out any requirements or recommendations from the court.
- Discuss what services are to be provided to the parent in order to improve the conditions in the home to facilitate the child's return to a safe home or other permanent placement.
- Include a discussion of the reasons why and how it is in the best interest of the child when he is placed in foster care or in a child care institution at a substantial distance from the parent's home or in a different state.
- If a child is placed in foster care outside Florida, obtain every 12 months (from the supervising state agency) a report on their visits to the foster home (courtesy supervision).

3. Licensed Foster Home

- All foster homes must meet all licensing and safety standards.

Handout, cont.: Top Ten ASFA Requirements

4. Service Array

- A plan for assuring services is provided to the child and foster parents in order to address the needs of the child during placement.
- A discussion of the appropriateness of the services provided to the child.
- For a child 16 or over, a written description of the programs and services to help the child prepare for transition from foster care to independent living; and,
- When the permanency goal is adoption, documentation of the steps and recruitment efforts the agency is taking to place the child in an adoptive or other permanent placement.

5. Education Records

- To the extent available and accessible, incorporate the education records of the child, including:
 - The names and addresses of the child's educational providers.
 - The child's grade level performance.
 - The child's school record.
- Assurances that the child's placement in foster care takes into account proximity to the school in which the child is enrolled at time of placement.
- Record must be reviewed and updated and supplied to the foster care provider at the time of each placement.

6. Health Records

- To the extent available and accessible, incorporate the health records of the child, including:
 - A record of the child's immunizations.
 - The child's known medical problems.
 - The child's medications.
- Any other relevant health and education information concerning the child determined to be appropriate by the caseworker.
- The record must be reviewed and updated and supplied to the foster care provider at the time of each placement.

Handout, cont.: Top Ten ASFA Requirements

7. Case Reviews

- Judicial review shall be held within six months following the first day of placement in care and every six months thereafter from the date of the last review, by a court or administrative review. The review will be open to the participation of the parents or caregiver and
 - Determine the continuing need for and appropriateness of the placement.
 - Determine the extent of compliance with the case plan.
 - Determine the extent of the progress made toward alleviating or mitigating the cause necessitating the placement.
 - Project a likely date by which the child may be returned and safely maintained at home or placed for adoption or legal guardianship.

8. Notification Requirement

- The foster parents, pre-adoptive parent or relative caregiver must be notified of any review or hearing and the review will be open to the participation of these individuals as well as the parents of the child.

9. TPR Review by Staff

- Documented in the case plan a review of the case by staff, for any child who has been in foster care for 15 months including abandoned infants or cases where the court has found aggravated circumstances exist, that the agency will file for TPR by the 30th day of the 15th month, unless an exemption to TPR is applied. The three exemptions to filing TPR by the 30th day of the 15th month are:
 - The child is in a stable permanent placement with a relative.
 - Documented in the case plan is a compelling reason that TPR is not in the best interest of the child. Such compelling reasons include, but are not limited to (a) the parent is successfully working to complete a case plan, or (b) another permanent plan is better suited, or culturally inappropriate to TPR.
 - The state has not provided the family, under the time period stated in the case plan, the services the state deems necessary for the safe return of the child to the home.
- The exemption applied to the case will be reviewed at the next court review where the appropriateness of continuing the exemption to TPR will be considered.

Handout, cont.: Top Ten ASFA Requirements

10. Permanency Hearing Requirement

- Must take place no later than 12 months from the date the child entered substitute care, and thereafter, no less frequently than every 12 months.
- Must have provided hearing notice to parents and foster care providers.
- Court must consider the permanency plan for the child, and include a reasonable efforts finding towards achieving the permanency plan in place at the time of the hearing.
- Must review whether, and if applicable, when the child will achieve permanency or be placed in another planned permanent living arrangement.
- Must hold annual permanency hearings for children in long-term foster care and children who are in an adoptive home pending finalization until the adoption becomes final.
- Hearing must assure that an out of state placement continues to be appropriate and in the child's best interest.
- The permanency hearing shall determine the permanency plan for the child that includes:
 - When a child is to be returned to the parent.
 - When a child is placed for adoption and the state will file a TPR petition.
 - When a child is referred to legal guardianship.
 - When a child is placed in another planned permanency living arrangement.
- Permanency hearings must be held within 30 days after the court relieves the state of making reasonable effort due to aggravated circumstances.

Activity – The Rogers Family Case Scenario

On May 30, 2005 at 7:30 am, the Hotline receives a call from a neighbor who is concerned about the Rogers' children who live next door. He reports that the children, ages four and six, are at his door in their pajamas asking for food because their parents are not home. The neighbor is advised to keep the children with him and that law enforcement and social services will be there shortly. The agency case records show a history of the Rogers' children being left alone and alcohol and drug abuse issues with both parents. A safety plan that was developed less than a month ago is in place.

Based on the children's statements and the absence of the parents, the children are taken into temporary physical custody and placed in a licensed foster home. No relatives were available. The parents are located later that day and informed that the children are sheltered.

On August 25, 2005, the court issues a dispositional order for each child that continues the out-of-home placement. The two court orders include judicial findings for each child that "it is contrary to the child's welfare to remain in the home" and that *"the agency has made reasonable efforts to prevent the removal of the children from the home through provision of safety services to the Rogers family, including supervision/ observation one hour, three times per week; assistance from the social worker to help the parents identify a safe and appropriate caregiver for instances when parent chooses to consume alcohol; and arrangements for respite care two times per week."* The children remain in the same foster care placement.

On June 5, 2006, the court enters an order to extend the original dispositional order. In the extension order, the court makes a judicial finding that *"the agency has made reasonable efforts to carry out the provisions of the permanency plan – see the court report."*

1. Is the Judicial Finding of Contrary to the Welfare: Timely? Sufficient?

2. Is the judicial finding of reasonable efforts to prevent removal: Timely? Sufficient?

3. Is the judicial finding of reasonable efforts to carry out the provisions of the Permanency Plan: Timely? Sufficient?

Activity – Quality Practice

Directions:

Respond to the following:

- 1. How do you as a supervisor insure that we are meeting the best interests of the child through quality service delivery?**

- 2. How do you as a supervisor insure that you are providing services in accordance with the Department’s Guiding Principles?**

- 3. How do you as a supervisor continually work to improve your skills and the capabilities and the skills/capabilities of your child welfare team?**

Activity – Ethics Case Scenarios

Case #1: Category of Affirmative Action

Samuel is a vice president in a large corporation. As part of his duties, he manages twenty supervisors, nineteen of these supervisors are male, one is black, and one is a white female.

Samuel is replacing one of his white male supervisors, and he has advertised the position in house and outside, as required by his company's hiring policies. After reviewing all of the applications, he believes that Dan, an employee of the company for 15 years, is the most qualified for the position. However, in the pool of applicants there are three qualified women (two Asian and one white), and two qualified black men. Morally what should Samuel do?

1. **Is it fair to hire Dan, even though this will mean that the supervisors will have definite gender and race inequity?**

2. **Is it fair to Dan to hire someone less qualified to agree with Affirmative Action?**

3. **Would it be fair to hire a woman, or to hire a black male?**

4. **Should Samuel give up and let other supervisors vote on who should be hired?**

Activity, cont.: Ethics Case Scenarios

Case #2: Category of Discrimination in the Workplace

Sandra, a top graduate from the University of South Florida in Social Work, was recently hired by a Community Based Care Agency into a management position. She finished the agency's Supervising for Excellence training program and was in the top of her group, completed the pre-service certification training and was in the top of her group, completed an internship with the agency, and is performing above the norm in her position. She really enjoys her work.

As a black woman she feels isolated, as there are no other black female or black males in management, and there are only a few women in her area. One day at work she heard a conversation between two of her male co-workers and their supervisor. They were complaining to him about Sandra's lack of qualifications and her unpleasant personality. They cursed affirmative action regulations for making the hiring of Sandra necessary. Sandra is very upset and wants to quit.

1. Should Sandra quit?

2. Are her co-workers correct in their evaluation?

3. Should she confront the co-workers?

4. Should she confront the supervisor?

5. Should she file a discrimination suit?

6. What else could she do?

Activity, cont.: Ethics Case Scenarios

Case #3: Category of Employee Absence

Melanie, an employee that you supervise, has been warned about her excessive absenteeism several times, both verbally and in writing. The written warning included notice that “further violations will result in disciplinary actions”, to include suspension or discharge.

Shortly after the warning was issued, Melanie called in because her babysitter was sick and could not care for her infant child, so she had to stay home. You informed Melanie that she had already exceeded the allowed absences and stated that if she did not come in, she could be suspended. Melanie did not report to work, and you suspended her for fifteen days.

During a hearing with Human Resources, Melanie argued that it was not her fault that her babysitter had called in sick, and further stated that she had no choice but to stay home and care for her child. You stated that Melanie had not made a good faith effort to make other arrangements for her child, nor had she made other arrangements for her cases to be covered and deadlines to be met. You stated that not having a babysitter was not a justifiable excuse for being absent.

1. Was the suspension fair?

2. Did you act responsibly?

3. Should Melanie be fired?

4. Should the babysitter be fired?

5. Was Melanie fair in her actions?

6. What is your solution for working mothers?

7. Should working fathers take turns staying home?

8. Should your agency provide daycare for your children?

Activity, cont.: Ethics Case Scenarios

Case #2: Category of Substance Abuse

Your employee was fired for poor job performance, and poor attendance. Your employee did not turn in paperwork on time, missed court appearances, did not make adequate home visits, and received numerous complaints from families. Your employee confided in a co-worker that she had a substance abuse problem after she was fired. Her co-worker breached confidence and reported the information to you.

You have no employee assistance program in place, and the agency had not been aware of your employee's condition. You made arrangements for your employee to receive treatment and to continue to receive insurance benefits, and you approved her employee insurance claim.

Following treatment, she wanted to be reinstated, maintaining that she had been discharged and is fully capable of being a productive employee. She pleaded for another chance. She argued that you should have recognized that she had a problem and offered treatment. You said that she should have notified you and should not have confided in her co-worker. You further stated that once you found out about the problem that you did everything possible to help her, and further stated that she was not fired for substance abuse, she was fired for poor job performance, absenteeism, distracting others, and wasting time.

1. Should your employee be reinstated?

2. Was your agency fair to assist with treatment?

3. Did you act ethically toward your employee?

4. Did you act ethically for your agency?

5. Would it be fair to other employees to reinstate her?

Handout – Child Welfare League Of America Standards For Abused Or Neglected Children And Their Families

Core Values, Principles, And Elements Of An Effective Response To Child Protection

Principles guiding the establishment of a community response to child welfare

- The first goal of child welfare intervention by state and community agencies must be to assure the welfare and safety of children.
- It is in the best interest of communities to make available to parents the necessary services, resources and support that will strengthen their capacity to carry out their parental obligations to their children.
- Communities and child welfare agencies have a responsibility to prevent
- child abuse and neglect by educating the public about their effect and by allocating the necessary resources to child abuse prevention efforts.
- The child protection system must be able to correctly identify children and families that are in need of protection, and tailor a response to meet their safety and service needs.
- Services and supports must be respectful of and responsive to cultural differences and must build on the strengths and protective factors within families and communities.
- Families served through the child protective services system should clearly understand what familial outcomes are expected of them, and whether or not their acceptance of service is voluntary and/or court ordered to protect the child.
- An aggressive and comprehensive public response is needed when there is harm to a child caused by physical abuse, sexual abuse, or chronic neglect.
- Public officials, business and community leaders, and citizens must be informed so that they understand the needs of abused and neglected children, participate in their community's child protection system, form new partnerships, and influence the public policy agenda related to child protection.
- Agencies must have competent staff skilled in working with children and families and in forming strong working relationships with professionals and others in the community who can be a resource for families.
- Action taken and services provided by child protection agencies should be based upon expected outcomes. Data must be collected and analyzed to determine if these outcomes are achieved. Be a part of the case record.
 - Be made available to the parents or guardians of the foster child.
 - Be developed no later than 60 days from the date of removal from their home.
 - Include a description of the services offered including services provided to reunify the family (reasonable efforts to reunify documentation).

Handout – Ethical Principals and Terms

1. **Ethical dilemma:** Being faced with meeting your obligations to two different parties at the same time, and not being able to meet your obligation to one without violating your ethical commitment to the other.
2. **Confidentiality:** A professional obligation to protect disclosure of client information. Confidentiality may be breached for compelling reasons such as:
 - a. Cases of child abuse or neglect
 - b. A client plans to hurt self or others
 - c. Response to a court order
3. **Cultural competence and social diversity:** An obligation of a social worker to have a knowledge base of their client's cultures, and be able to demonstrate competence in the provision of services that are sensitive to client's cultures, and to differences among people and cultural groups.
4. **Conflicts of interest:** When a counselor is engaged in dual or multiple relationships which may conflict with one another.
5. **Self-determination:** The obligation of a social worker to respect and promote the right of clients to act in their own best interest. Social worker may limit clients' right to self-determination when in the social worker's professional judgment, the client's actions or potential actions pose a serious, foreseeable and imminent risk to themselves or others.
6. **Sexual relationships with clients:** When a social worker has a sexual relationship with a client whether consensual or forced.
7. **Derogatory language:** The use of disparaging language in written or verbal communications to or about clients. Social worker should use accurate and respectful language in all communication to or about clients.
8. **Informed consent:** Informed consent is a function which allows for the protection of and the ability of individuals to make their own choices and decisions. The following conditions should exist before a client's permission can be considered given with "informed consent".
 - a. The client must know and understand the implications and consequences of giving consent; he or she must be able to comprehend the language that is used.
 - b. The consent must be voluntary.
 - The client must be competent to determine whether or not to give the permission or consent.

Activity – Ethical Principals Case Scenario

Kevin is a fourteen year-old adolescent male and the client of a social worker who is working with the boy's family. Historical problems associated with the family are the step-father's abuse of alcohol and domestic violence. Kevin has had a history of lying at school and stealing from neighbors (who declined to press charges). For about 3 months the family has been complying with the case plan and things have been going well with the family. During the time that the social worker has been working with the family, he has developed a strong bond of trust with Kevin. Recently, Kevin confided to the social worker that 6 months ago he was sexually molested by a camp leader at his church. The camp leader has since left the church and moved to another state. Kevin asked the social worker to keep this information confidential because he fears that the information will send his step-father into a rage. Kevin fears that his step-father will not believe him and will accuse him of lying again.

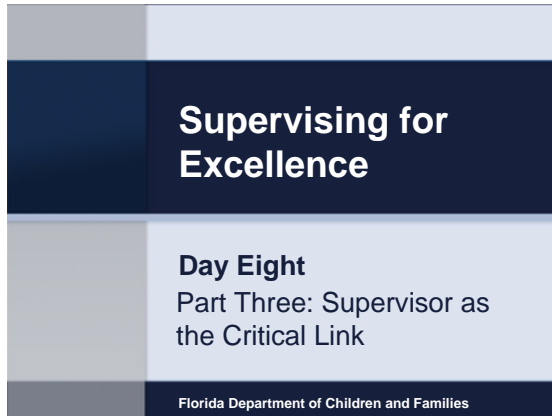
1. Which ethical principle(s) is (or was) the worker struggling with?

2. What should this worker do (or have done)?

3. Are there any legal questions to be considered before acting?

Day Eight PowerPoint

Slide 8.1

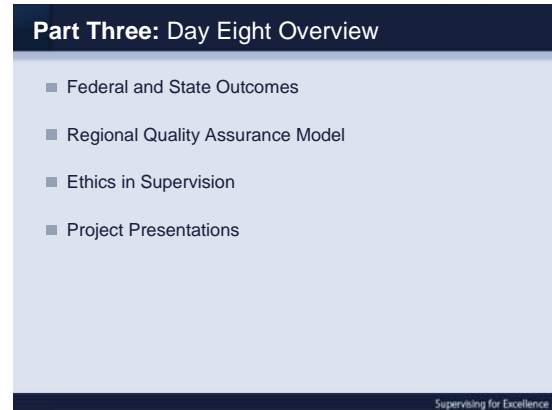


Supervising for Excellence

Day Eight
Part Three: Supervisor as the Critical Link

Florida Department of Children and Families

Slide 8.2



Part Three: Day Eight Overview

- Federal and State Outcomes
- Regional Quality Assurance Model
- Ethics in Supervision
- Project Presentations

Supervising for Excellence

Slide 8.3



ASFA

- *The Adoption and Safe Families Act of 1997 (ASFA)* establishes unequivocally that our national outcome goals for children in the child welfare system are:
 - safety
 - permanency and
 - well-being



Supervising for Excellence

Slide 8.4



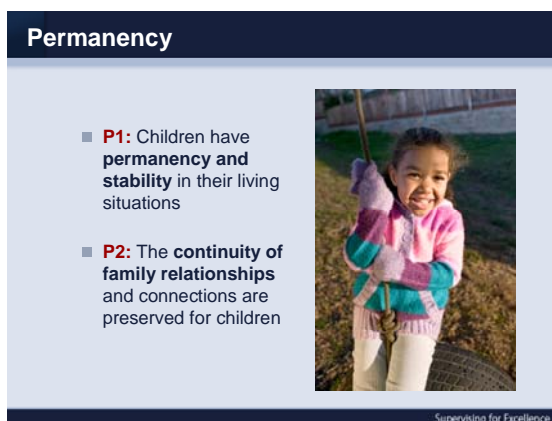
Safety

- **S1:** Children are, first and foremost, **protected from abuse and neglect**
- **S2:** Children are **safely maintained in their own homes** whenever possible




Supervising for Excellence

Slide 8.5



Permanency

- **P1:** Children have **permanency and stability** in their living situations
- **P2:** The **continuity of family relationships** and connections are preserved for children



Supervising for Excellence

Slide 8.6



Well-Being

- **WB1:** Families have **enhanced capacity** to provide for their children's needs
- **WB2:** Children receive **appropriate services** to meet their educational needs
- **WB3:** Children receive **adequate services** to meet their physical and mental health needs



Supervising for Excellence

Day Eight PowerPoint

Slide 8.7

Supervisor's Role




- Supervisors play a **crucial role** in ensuring that the goals of ASFA are met.
- By using a results-oriented approach supervisors can **determine and communicate to staff how well the organization is performing** in each specific outcome area (safety, permanency and well-being).

Supervising for Excellence

Slide 8.8

CFSR

- The **Child and Family Services Reviews (CFSR)** provide a unique opportunity for the **federal government and state child welfare agencies** to work together in assessing the State's capacity to promote positive outcomes for children and families.



Supervising for Excellence

Slide 8.9

CFSR

- The CSFRs are based on a number of **central principles** and concepts including the following:
 - **partnership** between the federal and state governments
 - use of **multiple sources** to assess state performance
 - **examination of outcomes** of services to children and families and state agency systems that affect those services
 - **comprehensive review** of all relevant child welfare programs
 - identification of state **needs and strengths**

Supervising for Excellence

Slide 8.10

CFSR



- Promotion of **practice principles**
- Emphasis on **accountability**
- Focus on **improving systems**
- Enhancement of state capacity to become **self-evaluating**

Supervising for Excellence

Slide 8.11

How We Do This?

- CFSRs support **improved outcomes** for children and families by **promoting** these **practice principles**:
 - family-centered practice
 - community-based practice
 - individualizing services
 - strengthening parental capacity

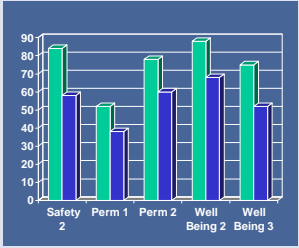


Supervising for Excellence

Slide 8.12

Item 19 – Caseworker Visits with Child (2002)

- Relationship Between Caseworker Visits with Children and Other Indicator Ratings
 - A "Strength" rating was significantly associated with "Substantially Achieved" ratings for 5 of 7 outcomes.



Outcome	Substantially Achieved (%)	Strength (%)
Safety 2	~65	~85
Perm 1	~45	~55
Perm 2	~65	~75
Well Being 2	~65	~85
Well Being 3	~55	~75

Supervising for Excellence

Day Eight PowerPoint

Slide 8.13

Item 19 – Caseworker Visits with Child (2002)

- Significant relationships were found between caseworker visits with children and ...
 - Providing services to **protect children in the home** and **prevent removal**
 - **Managing the risk of harm** to children
 - Establishing **permanency goals**
 - Achieving **reunification, guardianship** and **permanent placement** with relatives.

Supervising for Excellence

Slide 8.14

Item 19 – Caseworker Visits with Child (2002)

- Significant relationships were found between caseworker visits with children and ...
 - Achieving goal of **other planned living arrangement**
 - Placement with **siblings**
 - Preserving **children's connections** while in foster care
 - Maintaining the **child's relationship with parents**
 - **Assessing needs** and **providing services** to children and families

Supervising for Excellence

Slide 8.15

Item 19 – Caseworker Visits with Child (2002)

- Significant relationships were found between caseworker visits with children and ...
 - **Involving children and parents** in case planning
 - **Caseworker visits** with parents
 - Meeting the **educational needs** of children
 - Meeting the **physical health needs** of children
 - Meeting the **mental health needs** of children

Supervising for Excellence

Slide 8.16

A Brief History of Child Welfare QA in Florida

- 2001 Federal Audit: CFSR
- 2003 Standardized Review Tool: CWIQA
- 2005 Office of Quality Management
- 2006 3-Tier System
- 2008 Second Federal Audit: CFSR
- **2008 Regional QA Model initiated**

Supervising for Excellence

Slide 8.17

No Margin for Error

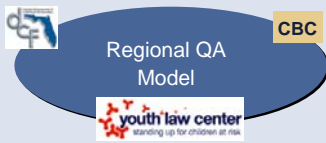
There is no margin of error when we're working with children. No one is allowed a bad day. No one can let anything slip through the crack. For that slip is a child, and that crack is a life.

–Secretary Bob Butterworth, 2007

Supervising for Excellence

Slide 8.18

Regional Model: Design



- Define clear organizational **roles, authority, and accountability**
- Meet federal/state expectations: **safety, permanency, well-being**
- Measure **quality performance** in service delivery

Supervising for Excellence

Day Eight PowerPoint

Slide 8.19

Regional Model: Design

- The regional quality assurance model:
 - Builds on qualitative supervisory review requirements
 - Requires **semi-annual reviews** of child protective investigations and **quarterly reviews** of case management
 - Explores systems of care through **case specific** and **stakeholder interviews**
 - Provides data to **continually assess statewide and regional performance** with an eye toward ongoing **quality improvement**

Supervising for Excellence

Slide 8.20

Regional Model: Key Components

- The key components of the regional quality assurance model includes:
 - Accountability and Action
 - Analysis of Findings and Reporting
 - Uniform Standards for Child Welfare
 - Regular or Periodic Reviews
 - Partnerships and Collaboration
 - Identification of Best Practice

Supervising for Excellence

Slide 8.21

Regional Model: CPI

- **Discretionary Review**
 - By circuit; up to 2/yr.
- **Regional CPI Oversight Review**
 - twice a year
 - 90/10 sample
 - Qualitative standards
 - 9-point rating scale
- **Operational Review by CPI Supervisors**

Supervising for Excellence

Slide 8.22

Regional Model: CBC

- **In-depth Review** – 2 cases by Regional QA
- **Side by Side Review** – 8 cases by CBC and Regional QA
- **Base Review** – 17 cases by CBC QA
- **Front Line Practice** – Supervisor Discussions

Supervising for Excellence

Slide 8.23

Guiding Principles

Supervising for Excellence

Slide 8.24

What is Quality?

- Are we meeting the best interests of the child through quality service delivery?
- Are we providing services in accordance with our Guiding Principles?
- Are we continually working to improve our skills and the capabilities of the child welfare system?

Supervising for Excellence

Day Eight PowerPoint

Slide 8.25

Definition of Ethics

- The branch of philosophy that deals with morality. Ethics is concerned with **distinguishing between good and evil** in the world, **between right and wrong** human actions, and **between virtuous and non-virtuous** characteristics of people.
- A system of **moral principles** governing a culture.
- The **principles of conduct** governing
 - an individual,
 - a group
 - or a profession

Supervising for Excellence

Slide 8.26

Personal Ethics

- Your own moral beliefs and values used in your daily life as a practical guide to living, deciding right from wrong, and functioning in society.
- Although personal, they are typically learned from a group and are essentially shared by a group.



Supervising for Excellence

Slide 8.27

Professionalism

- **Conduct and qualities** that characterize a person or group in a profession.
- Conduct or aspirations that **exceed the minimum requirements**
- Professionalism requires **consistency with the rule**, even if the professional conduct engaged in is not expressly required by the rule



Supervising for Excellence

Slide 8.28

Questions That Guide Ethics

- How prevalent is the problem?
- What are the morally significant facts?
- Does everyone think there is a problem?
- What place, if any, does race, ethnicity, and culture have in moral theory?



Supervising for Excellence

Slide 8.29

Ethical Filters – EPIC

- **Empathy** – Understanding the thoughts and feelings of others
- **Patience** – Taking the time to understand before we act
- **Integrity** – Honesty and truth in all situations
- **Courage** – Doing what is right even when it is difficult

Supervising for Excellence

Slide 8.30

Steps For Ethical Decision-making

- **STEP 1** – Identify the ethical dilemma or problem relevant to the decision that needs to be made.
- **STEP 2** – Gather all relevant data and identify affected individuals. Who will be affected and how?
- **STEP 3** – Review the law, agency policy, and professional code of ethics to determine if existing standards provide a clear course of action.
- **STEP 4** – Consult with supervisor, legal persons, colleagues or who ever is appropriate.
- **STEP 5** – Consider all courses of action and the likely consequences surrounding those actions.
- **STEP 6** – Make the final decision.


Supervising for Excellence

Day Eight PowerPoint

Slide 8.31

Ethical Principals

- Ethical Dilemma
- Confidentiality
- Cultural Competence And Social Diversity
- Conflicts Of Interest
- Self-determination
- Sexual Relationships
- Derogatory Language
- Informed Consent



Supervising for Excellence

Slide 8.32

Value Centered Ethics

- Awareness
- Guiding value system
- Good reasons to care
- Virtuous values
- Interpersonal skills
- Effective communication
- Focus on success
- Behavioral standards
- Demonstrate positive reinforcement
- "You"



Supervising for Excellence

Slide 8.33

End of Day Eight

Thank you
for participating.

Supervising for Excellence