

Course Content Guidelines for the 40-Hour Course to Prepare LCSWs to Supervise LMSWs Working Toward Their Licensed Clinical Social Worker Designation

These required minimum standards include the topics which the Texas State Board of Social Worker Examiners has deemed are necessary to address with supervisors regarding both specific strategies of supervision, as well as the quality of services the supervisee delivers to the public. Though Providers should ensure that each topic is adequately addressed, the Providers may package the training in any order which is appropriate.

Throughout this training, Providers should clearly delineate that the LCSW designation applies to delivering clinical social work services.

Providers should ensure that participants receive a bibliography of relevant readings, helpful websites, movies, books, and other resources that can assist supervisors and supervisees to enhance the supervision experience

All supervision training is to be offered in a non-discriminatory manner. Issues such as gender, religious or moral beliefs, race, ethnicity, and other individual characteristics are to be treated even-handedly and equitably.

How to Maximize a Supervisee's Learning

By the end of this course, Supervisors supervising LMSWs to achieve the LCSW designation should be able to:

- a. discuss different adult learning styles
- b. devise ways to help supervisees assess their personal learning styles
- c. explain various strategies that build a supportive but effective supervisory learning environment appropriate to adult learners

What Supervisees Need to Know About Regulation

When they complete this course, Supervisors should be able to:

- a. describe and understand the law and rules as set forth in 22 Texas Administrative Code, Chapter 781, concerning the licensure and regulation of social workers
- b. articulate the supervisory requirements set forth in §781.102
- c. identify relevant terms in the law
- d. explicate the various categories of Texas licensure and the restrictions of each category

- e. clearly identify which group of professionals they are eligible to supervise (after achieving board-approved supervisor status)
- f. explain the requirements and timelines for completing supervision paperwork
- g. discuss the Texas Code of Conduct
- h. delineate between employment supervision and supervision toward professional growth
- i. identify the legal liabilities supervisors assume
- j. clearly articulate the differences between clinical and non-clinical social work practice
- k. understand the state's complaint process
- l. describe the purpose and history of social work regulation
- m. locate information about how different states frame regulation.

The Supervisory Relationship

At the end of this course, Supervisors should be able to:

- a. explain the purposes and types of supervision
- b. describe ways to make professional disclosure statements of their supervisory practice
- c. develop meaningful formal and specific supervision plans, including such elements as goals, evaluation strategies, time framework, mutual responsibilities, cost, results of non-payment, and professional boundaries in supervision
- d. articulate ways to ensure that issues of culture, race, ethnicity, age, gender, religion, and related elements will be addressed in supervision
- e. address with supervisees both concepts (why?) and strategies (how?)
- f. discuss the effects of the power that is inherent in supervision
- g. draw a bright line between supervision and intervention
- h. discriminate and choose between supervision models such as psychodynamic, person-centered, cognitive-behavioral, family therapy, and feminist

Core Supervisory Skills

When they complete this course, Supervisors should be able to:

- a. discuss and practice attending skills
- b. improve their skills in verbalizing clearly and accurately
- c. devise ways to help supervisees learn to verbalize and write clearly, such as giving writing assignments, assessing documentation, giving feedback, using process and progress notes
- d. develop learning activities outside of the supervision hour
- e. articulate ways of helping supervisees generalize beyond specific cases to broadly applicable practice principles
- f. discipline themselves to use case examples wisely
- g. discuss decision making and ways to improve it
- h. practice giving caring confrontation to supervisees

- i. develop strategies to manage transference and counter-transference
- j. use creativity in employing books, movies, the arts, and other learning tools
- k. discuss using audio and video taping, and compare benefits and problems of incorporating such technology as email, videoconferencing, chat rooms, instant messaging, and so on
- l. identify effective ways of using focused role-plays and simulations and goal-directed shadowing
- m. discuss personal safety on the job and self-care strategies
- n. articulate ways to address resistance and conflict
- o. examine the benefits and challenges of group supervision
- p. explore strategies of handling the professional who has performance problems

Diagnosis Issues

The Supervisor who completes this course should be able to:

- a. help supervisees address theories of living in family and community systems, and theories of human development and well-being
- b. guide supervisees in reviewing basic diagnostic categories and using DSM as a training tool (while recognizing its limitations)
- c. instruct supervisees in understanding the ethics of diagnosing clients and families, discussing the costs of incorrect diagnoses, the ethics of reimbursement, the possibilities of labeling people in the diagnostic process, the effects of an interpreter on diagnosis, and so forth
- d. help supervisees learn the causes of misdiagnosis and avoid misusing diagnostic criteria
- e. guide supervisees to avoid either emphasizing or minimizing pathology
- f. assist supervisees to evaluate any possible diagnostic bias they may have and any personal reactions to diagnostic categories
- g. discuss parallel process in supervision

Documentation

Supervisors who complete this course should be able to:

- a. discuss the elements of accurate and legally defensible case records and supervisory records
- b. articulate the legal mandates on releasing records
- c. describe ethical use of email and other technological communication devices
- d. articulate how to write clear, accurate assessments of supervisees
- e. develop ways to help supervisees testify in court and prepare appropriate documents for courts and legal entities
- f. construct strategies to help supervisees improve their oral and written communication skills

Ethical Supervision

When Supervisors complete this course, they should be able to:

- a. talk about professional boundaries and specific boundary issues (such as gift-giving, engaging in business with clients, dating clients' family members, etc.)
- b. distinguish between simple encounters, overlapping relationships, and multiple relationships
- c. describe how dual or multiple relationships affect the professional's relationship with the client
- d. discuss how to identify when a professional has an ethical problem
- e. help supervisees develop strategies to make ethically correct decisions
- f. encourage supervisees to develop supervisory or collegial relationships to discuss ethical issues
- g. identify strategies to handle professionals who exhibit substandard performance or who are impaired by substances, mental or physical illness, addictions, financial issues, excessive religiosity, personal loss, and so on
- h. help supervisees to develop ways of handling mistakes and learning from them
- i. examine with supervisees the most common complaints made against social workers (inadequate record keeping, inability to support billing charges, breaches of confidentiality, failure to comply with a client's legitimate records request, intervening with a minor without parental permission, and inappropriate relationships)
- j. discuss laws on such issues as duty to warn
- k. review laws on mandated reporting
- l. discuss sexual harassment and discrimination on the job
- m. articulate issues around fraud, financial exploitation, and handling finances ethically
- n. explore issues such as negligent supervision, vicarious and direct liability, privacy, confidentiality, informed consent, etc.
- o. establish guides for supervising only in areas of one's competence
- p. discuss ways to minimize liability risks (such as formulating a supervision plan, giving feedback and evaluating the supervisee, maintaining written policies, documenting supervision, etc.)

Handling Finances and Logistics of Practicing Autonomously

Supervisors, at the end of this course, should be able to:

- a. help supervisees define the mission and purpose and scope of their autonomous practices
- b. assist supervisees to learn how to do a needs assessment and frame the nature of their autonomous practices (such as generalist vs. specialized; sole vs. affiliated; etc.)
- c. help supervisees understand the legal and financial base of their practices
- d. assist supervisees to think through the logistics of practice, such as hours, location, policies, contracts, employment needs and practices, equipment needs, etc.

- e. guide supervisees to develop marketing strategies and business networks
- f. help supervisees determine ways to generate referrals
- g. assist supervisees to examine their financial practices (such as managing financial records, establishing fees and payment plans, setting financial policies and collections, securing malpractice insurance, budgeting money, dealing with taxes, creating retirement plans, etc.)
- h. guide supervisees in learning about appropriate insurance reimbursement practices
- i. instructing supervisees in legal and ethical obligations of an autonomous practice
- j. guiding supervisees to create effective documentation practices
- k. instructing supervisees on HIPAA and other relevant laws

Evaluation from Beginning to End

At the conclusion of this course, the Supervisor should be able to:

- a. discuss on-going, continuous evaluation
- b. identify supervisees' rights to due process
- c. articulate differences between formative evaluation and summative evaluation, and examine different evaluation processes
- d. set up evaluation goals
- e. incorporate ways to do self-evaluation and to evaluate written work, tapes, observations, etc.
- f. identify evaluation problems and strategies to deal with them
- g. discuss effective ways to give both positive and negative feedback, as well as appropriate ways to respond to criticism
- h. develop strategies to accurately document evaluation
- i. create ways to address performance deficits with remedies and timelines

Terminating Supervision

Supervisors completing this course should be able to:

- a. effectively review supervisory work
- b. help supervisees talk about termination and forecast the future
- c. help supervisees envision future relationships with the supervisor and consider any ethical issues
- d. prepare necessary supervision paperwork accurately and timely
- e. ensure that termination is handled appropriately

Taking a Licensing Test

When the Supervisor completes this course, he/she should be able to:

- a. discuss the partnership between Association of Social Work Boards and ACT in developing professional licensing exams which are valid, reliable, and legally defensible
- b. articulate the Clinical Examination content and format

- c. guide supervisees on test-preparation and test-taking hints

New Guidelines 12/3/2010

New competencies to be included in curricula are:

- a. Use of medical media
- b. Discussion of requirement for 3 hours of Continuing Education in Supervision for renewal of board-approved supervisor status at each renewal
- c. Requirement that individuals providing board-ordered supervision services use rules in effect currently – which requires following rule changes and utilizing the most up-to-date information