**Case Management Supervision and Coaching**

**Pre- and Post-Test**

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| --- | --- | --- | --- |
| Date of Pre-test |  | Date of Post-test |  |

|  |  |  |  |
| --- | --- | --- | --- |
| First Name | Last Name | Position | Organization |
|  |  |  |  |
| Region | Country | Phone Number | Email |
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*The Case Management Task Force of the Global Alliance for Child Protection in Humanitarian Action welcomes you to the pre-/post-test for the Child Protection Supervision and Coaching training program.*

*As part of its global plan to support better outcomes for children in need of protection and support, the task force has prioritized the promotion of best practice in Supervision and Coaching. This training package is an important step in achieving positive outcomes for children all over the world, and this pre-/post-test helps us to assess the progress towards this goal.*

*Good luck!*

1. Circle the three functions of Supervision:
2. Accountability/ Administrative
3. Managerial/ Directive
4. Educational/ Development
5. Supportive
6. According to the Interagency Guidelines on Case Management, what is the definition of supervision?
   1. Supervision of caseworkers is a critical function in a case management system. It consists of both line management and support activities to ensure quality services are provided.
   2. Supervision in child protection case management means managing all aspects of a caseworkers’ development from initial recruitment onward.
   3. Supervision is a relationship that supports the caseworker’s technical competence and practice, promotes wellbeing and enables effective and supportive monitoring of casework.
7. Evidence shows that the following is not true about supervision?
   1. Supervision helps the caseworker to reflect and think clearly.
   2. While supervision improves a caseworker’s ability to manage stress, it often increases the overall stress of the supervisor.
   3. Supervision helps the caseworker to recognize potential risks and improve decisions about safety.
8. The ability to provide useful and constructive feedback to a caseworker is an important skill for supervisors. Which of the following is not accurate about providing feedback?
   1. Supervisors should give feedback sooner, rather than later; and ideally in an individual session.
   2. A relationship of safety and trust is needed so both the supervisor and caseworker can brainstorm together alternative behaviors and leave the caseworker with choices.
   3. Honesty and timeliness are critical but a strengths-based approach is not possible because feedback is only necessary when there is a problem.
9. Which of the following is not a key consideration when facilitating a case management meeting?
   1. Focus on the allocation of cases and balancing team caseloads.
   2. Ensure adequate time is provided to discuss specific issues and individual details of all the problematic cases.
   3. Identify challenges related to the wider case management system.
10. Link the supervision practice to match its definition by drawing a line to connect them:

|  |  |  |
| --- | --- | --- |
| **Supervision Practice** |  | **Definition** |
| Individual Supervision |  | A practice to introduce new caseworkers to best practices during interactions with children |
| Case Management Meeting |  | A practice where the supervisor accompanies the caseworker in the field to assess their skills |
| Capacity Assessment |  | A practice to monitor the quality of the caseworker’s documentation and record keeping |
| Shadowing |  | A regularly scheduled session between a caseworker and supervisor to address the three functions |
| Observation |  | A practice to support a caseworker process and analyze a case, explore potential options and determine ways forward |
| Case File Checklist |  | A practice examining a caseworker’s knowledge, skills, attitudes and areas for development |
| Case Discussion |  | A regular scheduled session between a supervisor and case management team addressing the three functions |

1. Which of the following is an example why it is important for supervisors to recognize and respond to the wellbeing of caseworkers?
2. If caseworkers are showing signs of stress, it is an indicator that they have poor boundaries and are not suited for this work.
3. Supervisors need to know when to diagnose a caseworker with a mental health problem.
4. It is helpful for supervisors to understand how staff are responding to the stress of the job because burnout is a risk to caseworkers’ wellbeing.
5. Mark with an (x) if the following supervision actions support the wellbeing of case management teams:

|  |  |  |
| --- | --- | --- |
|  | True | False |
| Team building activities |  |  |
| Consistent individual supervision sessions |  |  |
| Motivating caseworkers to set aside their personal feelings |  |  |
| Use the strengths-based approach when giving feedback |  |  |
| Group discussions of one individual caseworker’s mistakes |  |  |
| Over-riding a caseworker’s decisions without discussion |  |  |

1. On a scale of 1-5 how do you rate your confidence to address the effects of harm, exploitation and abuse on children? (please circle)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Not confident |  |  |  | Extremely confident |

1. On a scale of 1-5 how do you rate your confidence to provide Child Protection case management supervision and coaching? (please circle)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Not confident |  |  |  | Extremely confident |