

Staff Expectations- Protective Services Supervisor

NOTE: Our case management system is moving from Child Welfare Services/Case Management System (CWS/CMS) to Child Welfare Services-California Automated Response and Engagement System (CWS-CARES). This policy includes language, forms/templates, and resources that will be reviewed and updated as we transition into CWS-CARES.

(Revised 08/21/26)

[Related Policies](#)

[Forms](#)

[Resources](#)

[Introduction](#)

[Knowledge](#)

[Skills and Abilities](#)

[Supervision and Consultation](#)

[Frequency of Supervision](#)

[Supervision Responsibilities](#)

[Ongoing Workforce Development Requirements](#)

[Alignment with SET](#)

Related Policies

Additional Information can be found in the following policies:

- Workforce Development
- Centralized Assignment Team (CAT)
- Employee Schedules
- ER- Protection Timelines
- Staff Expectations- Protective Services Worker
- Staff Expectations- Senior Protective Services Worker

Forms

The following forms are referenced in this policy:

- 22-10 Supervision Template
- 22-09 Annual Field Observation Worksheet

Resources

The following resources are referenced or may assist staff in demonstrating the knowledge, skills, and abilities outlined in the file:

- Supervision Template Tips Provides tips and suggestions for how supervisors can complete the Supervision Template.
 - Motivational Interviewing (MI) in Supervision Tips on how to incorporate MI in supervision.
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Resources (cont.)

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| • Solution Focused Questions in Supervision | Sample solution focused questions and Appreciative Inquiry questions to incorporate into supervision. |
| • Safety Enhanced Together (SET) SharePoint | All SET practice behaviors, Continuous Quality Improvement (CQI) tools, and other SET resources. |
| • Staff Self-Care Tips | 12 ideas to implement for self-care. |
| • Multicultural Guidelines for Communicating Across Differences | Principles to consider and utilize in order to practice cultural humility and have positive communication across cultural differences. Additional information can be found by searching in Learning Management System (LMS). |
| • CFWB Training Calendar | Inform staff of upcoming CFWB training opportunities. |
| • Emotional Intelligence for Leaders | An overview of emotional intelligence and how to apply this to support staff. Additional information can also be found by searching in LMS. |
| • Human Resources Next Level Supervisor Training Series | This series reviews progressive discipline, difficult conversations, diversity and inclusion for supervisors, and many others. |
| • Performance Review Rating guidelines | Reviews the different areas of a Performance Review for support determining what constitutes certain rating scale selections. |
| • Mental Health Tips for Supervisors | Summarizes a variety of mental health resources for supervisors including a review of secondary traumatic stress, check in with clinical supervisors, CE-CERT, and Employee Assistance Program. |
| • Gallup Strengths Quick Reference | A reference guide for all 34 strengths |
| • Gallup Strengths Balconies and Basements | A guide and activity worksheet for addressing the balconies and basements of 34 strengths |
| • Gallup Q12 Employee Engagement | Reviews the 12 items that affect employee engagement and satisfaction |

Introduction

The role and function of a Protective Services Supervisor (PSS) is one of the most vital roles in Child Welfare. The PSS guides staff through critical decision-making points and daily operations while also balancing staff needs such as self-care and professional development.

The following expectations are intended to provide a general framework for SW practice within CFWB. They are guidelines for the use of professional judgement, as well as individual variations in background, style, and strengths. While variation is acceptable, a commitment

Introduction (cont.)

to consistently demonstrating *Live Well San Diego* and Safety Enhanced Together core values, expectations, and behaviors is expected. This will ensure that every child, youth, family, and community partner can be assured CFWB is continually working towards the vision that every child grows up safe and nurtured.

A PSS is expected to have met the expectations of the knowledge, skills, and abilities outlined in the - [Staff Expectations- Protective Services Worker](#) and [Staff Expectations- Senior Protective Services Worker](#) policies prior to beginning their duties as a PSS. The additional knowledge, skills, and abilities outlined in this policy are expected to be demonstrated by Protective Services Program Managers.

Knowledge

PSSs must have both theoretical and applied understanding of the following subject areas acquired through learning or experience, including insight into one's strengths and areas for growth. This section is not an exhaustive list and items outlined in the Protective Services Worker (PSW) and Senior PSW (SPSW) policies should be considered as attained knowledge.

Internal knowledge includes:

- Leadership Styles
- Emotional Intelligence
- Gallup Strengths Finder

External knowledge includes:

- Safety Enhanced Together (SET) practice framework including:
 - Values
 - Priorities
 - Practice behaviors for staff and supervisors
 - Key Expectations
 - CFWB policies and procedures
 - Safety and Risk Assessment
 - Workload tracking and monitoring
 - Key outcome measures for CFWB, including the Key Data Report
 - Continuous Quality Improvement (CQI) review processes
 - SafeMeasures system of data tracking and monitoring at the unit and individual level
 - Advanced concepts, principles, and practices of supervision, training, coaching, and mentoring
 - Effective leadership and supervision styles and methods
 - Safety Organized Practice theories and skills including:
 - Trauma-Informed Practice
 - Solution Focused Inquiry
 - Appreciative Inquiry
 - Behaviorally based language in plans
 - Cultural Humility and Responsiveness
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Knowledge (cont.)

- Balanced assessments using the Three Questions
- The Three Houses and Safety House
- Circles of Safety and Support and Safety Networks
- Safety Mappings and other Family Centered Meetings
- Harm and Danger Statements and Safety Goals (and other statements/goals to align with case status/service component)
- Structured Decision Making (SDM)
- Gallup Strengths amongst team/unit members
- Recognize symptoms and behaviors of secondary traumatic stress
- Community resources
- Healthy Outcomes for Positive Experiences (HOPE)
- Onboarding and ongoing training requirements for staff
- General Human Resources (HR) processes relating to hiring, staff accountability, progressive discipline, and performance monitoring
- County initiatives including *Live Well San Diego*, Diversity, Equity, & Inclusion, Be kind, be curious, be bold and do the right thing with HEART
- Racial disparities and disproportionality in child welfare and how systems perpetuate inequities

Skills and Abilities

PSSs develop and retain skills through training and experience. This is not an exhaustive list and includes additional skills and abilities outlined in the PSW and SPSW policies. PSSs must be able to do the following:

- Promote and demonstrate SET Values and practice behaviors.
 - Monitor all referrals/cases for safety and risk concerns on an ongoing basis.
 - Monitor and support staff safety in the office and out in the field.
 - Assign referrals/cases in a timely manner to staff based on complexity and best fit which includes using a trauma-informed lens (ex: do not assign multiple severe physical abuse referrals/cases to the same worker in succession).
 - Reassign caseloads when staff are on extended leave (non-planned emergency leave, extended medical leave, position reassignment, termination, administrative leave, etc.) within 72 hours to ensure service delivery continues.
 - Reassign referrals/cases/assignments as needed if there is an urgent need when staff are on planned leave/vacation.
 - Utilize SDM in consultation with workers.
 - Promote, attend, and participate in family centered meetings.
 - Participate in shared decision-making processes such as Child and Family Team (CFT) Meetings, MDT, CPT, etc.
 - Apply strengths-based leadership with supervising staff, across supervisory team, and up.
 - Model active participation in coaching, training, and other forms of ongoing professional development.
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**Skills and Abilities
(cont.)**

- Utilize SOP techniques with staff.
- Coach and mentor staff on using SOP with families.
- Review work being done by staff in all documentation sources to ensure quality contacts, documentation, etc. are occurring and provide feedback for what is working well and what can improve.
- Collaborate and coordinate with program CQI policy analyst on CQI projects and implementation with staff
- Monitor timeliness of staff and facilitate work being completed by reviewing and approving reports, investigations, etc. when they are completed as required using SafeMeasures and other tracking systems.
- Advocate for training and other professional and workforce development opportunities for staff and community partners.
- Ensure staff are supported, providing coverage as needed, so they may complete required trainings and certifications including CANS.
- Participate on committees on a voluntary or as requested basis, sharing feedback with committee members and with region/program.
- Actively advocate for staff, clients, community resources, policy and system improvements, while also establishing a feedback loop to ensure ideas, concerns, and outcomes are continuously shared and used to inform future actions. Respond in a timely manner to children, youth, families, resource parents, staff, or other community partners when they raise concerns.
- Communicate transparently and respectfully.
- Provide reflective supervision around critical events with staff in a supportive manner and elevate concerns as required.
- Utilize Appreciative Inquiry with children, parents, and staff to recognize strengths.
- Assess and complete staff performance reviews in a timely, fair, and collaborative manner.
- Ensure UKG and time studies are completed accurately and timely, and communicate why they are important.
- Develop and consistently implement a system to recognize staff performance in a balanced, policy and data driven manner.
- Demonstrate leadership through supporting and modeling behaviors from County initiatives including *Live Well San Diego*, Diversity, Equity, & Inclusion, Be kind, be curious, be bold and do the right thing with HEART to support staff as they support children, youth, and families.
- Model effectively balancing being a member of a remote/hybrid workforce.
- Promote culturally responsive practice and actively address issues which contribute to disproportionality for CFWB-involved children, youth, and families with a focus on equity
- Encourage discussions on bias and racial justice in order to help staff and families work through systemic barriers.

For a full job description of PSS duties, please refer to [Class Specifications](#).

For a full list of SET practice behaviors, please refer to the [SET SharePoint page](#).

Supervision and Consultation

PSSs must provide regular supervision to staff and offer other opportunities for consultation and professional development regarding referrals, cases, and other duties. Supervision is provided on an ad-hoc basis, regularly scheduled individual basis, and in a group format. The goal of supervision and consultation is to ensure staff are supported, and held accountable for preventing children and youth from entering the child welfare system, creating a partnership with families, leveraging the child/youth and family's experience to hold them as the experts in keeping their children safe.

Ad-hoc supervision is provided in-the-moment as real-time decisions and information is needed. It allows workers to feel supported in a crisis. It does not allow for thorough discussions of case management or staff development.

Individual supervision is provided on a regularly scheduled basis in order to build engagement, fully address workload, and staff development in a one-on-one setting.

Group supervision differs from unit meetings. Group supervision focuses on time spent with your unit processing events, learning new practices, and having discussions. Group supervision allows for collaborative learning, shared insight, and the ability to ensure staff in the same cohort receive quality supervision, training and guidance to build engagement, address workload, enhance development, and sense of belonging. Unit meetings focus on time spent discussing policies and procedures, larger agency updates and talking about the logistics of getting the work done. These may occur as one meeting but supervisors should make a distinction when transitioning from one to the other.

Group Supervision practices may include:

- Activities that promote a workplace culture characterized by reflection, appreciation, and ongoing learning
- Safety Mappings on a referral or case
- Reviewing SOP tools and practicing application
- Sharing good work and using Appreciative Inquiry to draw out the behavioral details that led up to it
- Uplifting positive childhood experiences for families and staff
- Facilitating conversations on racial justice to support equity of staff and families
- Policy and/or practice application discussions and activities
- Review successes and challenges of working with community programs, navigating referral programs, and needed areas for service

Unit Meetings should include:

- Creating space for worries and what is working well with staff
- Allowing time for discussion that concern the entire group
- Reviewing policy and/or program updates
- Training on new or updated information
- Sharing staffing updates/changes
- Reviewing expectations
- Team-building
- Allowing time for staff questions

Frequency of Supervision

The following chart outlines the **minimum** requirements for frequency/duration of supervision. Supervisors can assess for appropriate supervision structures for each person they supervise based on individual needs.

If...	Then...
supervising SW I or SW II (both on and off probation)	provide: • monthly supervision • monthly group supervision • monthly unit meeting • annual field observation
Supervising PSWs who are on probation	provide: • weekly supervision • monthly group supervision • monthly unit meeting • annual field observation to occur after their time in WTD
Supervising staff off probation or SWIII or RCW or SWS or RCWS	provide: • twice per month supervision for a minimum of one hour • monthly group supervision • monthly unit meeting • annual field observation

NOTE: Quality supervision with staff is a primary driver of engagement and retention. If possible, quality supervision with all staff on a weekly basis promotes positive workforce outcomes.

Supervisors are required to go out into the field annually with each staff person in their unit. If supervising a non-case carrying unit or staff, spend time observing the daily tasks and interactions with clients. This is an opportunity to provide both on the spot coaching as well as a way to debrief the interaction and provide feedback back in the office. It is important that staff feel supported in this process. One meaningful opportunity could include observing a required field activity for new staff. Supervisors are required to use the [22-09](#) Annual Observation Template to document this observation. This form is then shared with staff.

NOTE: This is a learning experience rather than a performance measure, but if issues related to child, family, or worker safety arise those issues must be addressed.

Supervision Responsibilities

PSS responsibilities related to this area are to:

- Utilize required supervision methods and document supervision
 - [22-10](#) Supervision Template is used to document supervision, not all components are reviewed each supervision. The form outlines which sections must be reviewed at set times.
 - [22-10](#) Supervision Template must be tracked and saved for each individual staff and sent to them via email afterwards.
 - Supervision notes must be retained in a paper file or electronically on computer for future reference
 - Please refer to [Supervision Template Tips](#) as a guide for completing all areas.
 - Utilize supervision and consultation with co-supervisor(s), manager(s), county counsel, etc. to gain clear understanding of the safety and risk issues, strengths, and goals.
 - Use supervision for assistance in decision-making including concerns regarding difficulty locating or engaging a parent/child, referral findings and disposition, progress towards progressive visitation and reunification, permanency, service delivery and other resources to offer.
 - Address personal and performance issues that may surface.
 - Work with CFWB Manager and Department Human Resources Officer to address unmitigated performance issues and facilitate the progressive discipline process as needed.
 - Assess and discuss with staff the impact of secondary traumatic stress and provide additional supportive resources as necessary (Staff Psychologist, [Employee Assistance Program](#)).
 - Discuss time management strategies.
 - Facilitate discussions on bias and racial justice in order to help staff and families work through bias and systemic barriers.
 - Promote an open door policy, in addition to the regular supervision requirements noted above.
 - Regularly update manager of casework/staff strengths and concerns.
 - Be prepared to update manager on previous action items.
 - Review SafeMeasures and upcoming deadlines and note discussion areas for individual supervision.
 - Consult with staff regarding personal safety concerns and case alerts.
 - Discuss needs and opportunities for development, training, or resources for self and staff including professional goal setting.
 - Supervisors are required to provide protected time for PSW and SPSW classifications to complete 20 hours of training per Performance Review rating period, which includes a minimum of six hours of instructor-led training and six hours of the state-selected Integrated Core Practice Model (ICPM) category as outlined in [Workforce Development](#).
 - PSWs and SPSWs who are scheduled to be in training will not be called for IRS's or other crisis situations. Supervisors will ensure that they provide coverage for these situations.
 - Ensure protection is provided as outlined in [ER- Protection Timelines](#)
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**Supervision
Responsibilities
(cont.)**

- Utilize the designated chain of command for items that cannot be resolved at a lower level.
- Lead monthly unit meetings in addition to the above supervision requirements.
- Lead program integrity meetings multi-disciplinary team meetings, or other region/program specific meetings as required.
- Keep management informed of planned (and non-planned, to the extent possible) leaves to ensure adequate coverage.
- Keep track of all regular supervision dates and times with staff, rescheduling or making arrangements as needed to follow minimum frequency requirements.

**Ongoing Workforce
Development
Requirements**

PSSs are on probation for the first year post promotion. PSSs must demonstrate they are accomplished, as shown by the consistent and accurate application of knowledge, skills, and abilities, in the above areas, as well as completing all initial onboarding requirements and trainings in order to pass probation. This includes completion of the state mandated Supervisor Core training series.

It is important to understand that practice changes over time, so learning must continue beyond the first year of hire.

PSSs are required to:

- complete 20 hours per fiscal year of ongoing training and development, which includes the advanced simulation trainings. A minimum of six hours of training must be instructor-led.
- complete six hours of training in the state-selected Integrated Core Practice Model (ICPM) category.

PSSs are also encouraged to provide input by:

- participating in a Learning Circle to promote shared learning and dialogue with other PSSs across regions/programs.
- accessing coaching for their unit to assist with transfer of learning, hands-on skill building, and providing learning opportunities for the unit.
- attend two coaching sessions per year to assist with transfer of learning and hands-on skill building including the provision of quality supervision.

Please see [Workforce Development](#) for further information.

Alignment with SET

This policy supports SET [Value 6](#) and the guiding principles of having a proactive workplace culture of reflection, responsiveness, and shared responsibility and that is guided by the practice framework values. It also supports the agency practices to be knowledgeable of and utilize SET practice behaviors to guide practice with families and partners, and appreciate teamwork and a multi-disciplinary approach to practice.