

**Community Placement and  
Case Management (CPCM)  
Programme for  
Unaccompanied and  
Separated Children (UASC)**

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# **Case Supervision Manual**

**1 December 2022**

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# INTRODUCTION

The Community Placement and Case Management (CPCM) programme provides a holistic case management system to protect migrant, undocumented, stateless, refugee, and asylum seeking Unaccompanied and Separated Children (UASC) from the risk of arrest and detention and those directly affected by immigration detention in Malaysia.

Community placement in this context refers to the community-based accommodation that a refugee, asylum seeking, migrant or undocumented UASC would be placed in. Such community-based accommodation is central in preventing immigration detention and ensuring UASC are in safe and stable housing. As far as possible, these children should be placed within their own community unless this is not a viable option or not in the child's best interest.

The idea of placing a child within their own community is in line with Article 20 of the UN Convention of the Rights of the Child, which states that alternative care for children (e.g., foster placement and kinship care) who are temporarily or permanently deprived of their family environment should take into consideration the continuity of their upbringing within their own ethnic, religious, cultural, and linguistic background.

The case management aspect begins the moment a Case Manager forms a working relationship with the children and their respective foster families. The case manager is tasked with empowering and enhancing the children's wellbeing and problem-solving capacities. The case manager will try to resolve outstanding issues related to the children's placement, provide information on how to obtain services and resources either within or outside of their communities, and work towards the protection of those who are not able to do so themselves.

The Case Manager works within the child protection framework by assessing the needs of the child and the child's family and current caregiver, advocating for, arranging, coordinating, monitoring, and following up on both direct services and referrals required to meet the child's complex and evolving needs. A continuum of services will be provided until a durable solution or case resolution is achieved.

Within this context, the Case Supervisor oversees the activities of the Case Managers by providing guidance, support and helping to develop their characters and skills that directly influence their work. The Case Supervisor monitors the individual performance of the Case Managers and the overall efficiency as a team in delivering services to clients.

As a Case Supervisor within the CPCM programme, they must be aware and understand the reason behind the programme and what it hopes to accomplish so as not to lose sight of its bigger goal and objective while attending to specific cases. This is because the CPCM programme exists within a specific context of events and period in the history of the nation whereby children are still at risk of arrest and immigration detention. The CPCM programme works towards finding permanency and

stability for these children in a family home environment, who will otherwise remain vulnerable. Therefore, Case Supervisors are required to develop personal characteristics and skills to help them empower the Case Managers to carry out their roles and responsibilities within such sociopolitical context (see *Children in Detention*).

## Children in Detention

Refugee, asylum seeker, trafficked and migrant children are often detained on administrative (non-criminal) grounds due to lack of legal documentation. Some children have lost their parents or are forced to separate from their parents to escape atrocities in their country of origin. Without adult supervision and protection, these Unaccompanied and Separated Children (UASCs) are more vulnerable to different forms of abuse, neglect, exploitation, and violence.

The practice of detaining children for immigration purposes is never in the best interest of the child and is in violation of the rights of the child espoused by the United Nations Convention on the Rights of Child (CRC). Detention is commonly used for immigration management and as a deterrent to aspiring migrants. While the CRC allows for the detention of juvenile delinquents as a measure of last resort, this does not apply to the violation of immigration laws and is not a valid justification for placing any child in detention. Multiple studies have shown that detention has a profound negative impact on children's health, mental health and cognitive and physical development.

It is the responsibility of the state to provide an alternative to detention for children such as in the form of placement with foster families. However, in countries that do not recognise the rights of refugees, this responsibility often falls on non-governmental or community-based organisations to protect such children and safeguarding them from harm. One form of alternative care for these children is by placing them in community-based care, whether with their own family or a foster family from their own community.

# Purpose of the Manual

This Manual serves as a guide for Case Supervisors to monitor the work progress and quality of the Case Managers' work and interventions carried out for their respective clients. While the Case Manager plays a direct role in journeying with the children assigned to them, the Case Supervisor plays a role in providing direct support for the Case Manager. Case Managers often must deal with their clients' trauma on a regular basis because of being in immediate contact with them. The traumatic mental and emotional experiences may be transferred vicariously to the Case Managers, who would end up feeling stressed and burdened by their clients' problems. The Case Supervisor helps the Case Manager unload and process such experiences and challenges in working with clients during supervision. On top of that, the Case Supervisor is expected to detect gaps in knowledge and skills which the Case Manager may have and is able to recommend strategies to provide continuous learning opportunities. This Manual attempts to identify the various challenges Case Managers face in the course of their work and how the Case Supervisor can help them recognise and overcome those challenges.

While the supervisory context presented in this Manual is based on the CPCM programme, the theories and concepts can be adapted for supervision of other types of case management programmes. It may be helpful to think through how the content presented in this Manual may be relevant in a different context by taking into consideration factors such as:

1. How is by the target population affected by the laws and regulations of a particular country?
2. How can the intended programme meet the needs of the target population?
3. How is the programme affected by the national legislation?
4. How does the administrative system within the organisational structure support the running of the programme? Are there ways in which the administration can provide better assistance to the programme?
5. What funding is made available to run the programme? How sustainable is this source of funding to ensure continuity in the services provided?
6. Who are the stakeholders involved in the programme? Which governmental or nongovernmental agencies can be involved and in what manner?
7. What is the capacity of the personnel (e.g., knowledge, skills, competency level) in carrying out the activities of the programme and meeting the needs of the target population? What can be done to increase their capacity in running the programme?

This Case Supervision Manual supplements the Community Placement and Case Management (CPCM) Programme Manual for Unaccompanied and Separated Children (UASC), which can be downloaded from:

<https://www.sukasociety.org/community-placement-case-management-manual/>

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# How to Use this Manual

Although it would be good to read the Manual from beginning to the end to understand the overall context of case management supervision, the reader is free to start from any chapter or section relevant to their interests or needs.

## **CHAPTER 1: WELCOME TO SUPERVISION**

### **What is supervision? Why is it needed?**

The section provides the definition of supervision and identify its key elements. It briefly explains the importance of supervision in the context of case management and how the Case Supervisor influences the Case Managers' work with the clients and their own wellbeing and sustainability.

## **CHAPTER 2: THE SUPERVISION MODELS**

### **What are the theoretical models of supervision? How can they be adapted to case management?**

This section presents different theoretical models of supervision and explains how these models affect the way supervision is conducted. These different approaches to supervision are based on certain assumptions and focus on different outcomes. Each has its own merits and flaws that varies according to the context in which it is applied and for what purpose. An integrated supervision model is formed that best meet the needs of the CPCM Programme.

## **CHAPTER 3: THE CASE SUPERVISOR**

### **Who is a Case Supervisor? What does a Case Supervisor do?**

This section describes the roles and responsibilities as well as attributes that make a good Case Supervisor. The Case Supervisor is placed in the hierarchy of a typical organisation running the CPCM programme and must tap into available organisational resources and to work together with its other members to achieve the overall mission and vision of the organisation.

## **CHAPTER 4: CASE MANAGEMENT SUPERVISION**

### **What are the processes in supervision? What does a Case Supervisor do in sessions?**

This section outlines the supervision process and provides content guidelines for effective supervision. There are specific areas to cover during supervision which the Case Supervisor needs to explore with the Case Manager. While the bulk of the issues may be concerning the cases themselves, the Case Supervisor must also consider the wellbeing of the Case Managers as part of supervision. The Case Supervisor needs to assume different roles to help the Case Managers achieve the intended goals in supervision.



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## **CHAPTER 5: IRREGULAR ISSUES**

### **What potentially critical issues do Case Supervisors encounter? How should they respond in such situations?**

The section identifies common challenges faced by a supervisor and suggest some practical ways how to overcome them. These are not prescribed formulas to solve problems but a guide on how to work toward resolution. It is impossible to configure every possible problematic scenario to warrant any kind of advice as to how to deal with the issues. However, there are general principles which can be applied to manage most of these challenges.

## **CHAPTER 6: ANNEXES**

The section provides sample forms to assist in the supervision process.

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# CHAPTER 1

## WELCOME TO SUPERVISION

What is Supervision? Why is it needed?

### Supervision in the Context of Case Management

Case management is a journey that a client makes with a Case Manager through a collaborative process that involves the assessment of needs, creation of care plans, advocacy for services, management of resources, coordination of care, facilitating the delivery of services, monitoring progress, and evaluation of outcomes. Challenges will emerge in the case management process and the Case Supervisor is there to assist the Case Managers in meeting these challenges by providing support, motivation, and developing skills and competencies. In this Manual, the supervisor of the case management programme will be referred to as the Case Supervisor and the case worker managing the clients as the Case Manager.

According to Hawkins and McMahon (2020), supervision is *‘a joint endeavour in which a practitioner, with the help of a supervisor, attends to their clients, themselves as part of their client practitioner relationships and the wider systemic and ecological contexts, and by doing so improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession.’<sup>1</sup>*

Supervision is an exercise to help Case Managers make better decisions for their clients. It is also a nurturing relationship in which the Supervisor facilitates the growth of the Case Managers through the exchange of values and transfer of skills. Just as the Case Managers look after their clients, the Case Supervisor looks after the Case Managers.

The Case Supervisor is expected to have superior visual modality, that is, being able to see beyond what is apparently obvious to the Case Managers. Having “super” vision is like having a third eye that allows the supervisor to provide an alternative perspective or insight about a person, an event, or a situation, which will help the Case Managers work towards case resolution with their clients.

The Case Supervisor-Manager relationship does not exist on its own but is part of a wider organisational or even community structure. A Case Supervisor who supervises a Case Manager will

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<sup>1</sup> Hawkins, P., & McMahon, A. (2020). Supervision in the helping professions (5th ed.). Open University Press.

indirectly become part of the clients' ecological system. Therefore, whatever decision is made within that supervisory relationship will eventually affect the clients.

## Key Elements of Supervision

### **SUPERVISION IS INTERACTIVE**

Supervision is a bilateral conversation through which the Supervisor and the Case Managers explore alternatives before coming to an informed consensus on their plans for the clients. The Case Supervisor does not impose his/her authority on the Case Manager when making decisions. The Supervisor will listen to the Case Managers' point of view and understand their perspective, and vice versa. Both express themselves openly and honestly and avoid making quick judgements. Both practice active listening and seek clarification when necessary. Feedback is given constructively and for the purpose of improvement.

### **SUPERVISION IS A PROFESSIONAL RELATIONSHIP**

Professionalism refers to having the expertise and efficiency associated with their respective roles. The Case Supervisor and the Case Managers are expected to be competent, reliable, and accountable. Being competent implies that they have sufficient knowledge, skills, and qualification to do their jobs. Being reliable means that they honour their commitments to get the job done on time and with the highest quality possible based on available resources. And finally, being accountable is related to honesty and integrity. Both parties are committed to perform their duties based on the truth and not manipulated information. They are bound by organisational ethics and values to guide their words and actions when carrying out their professional duties. While they may not be able to completely isolate their individual personality at work, they are aware of their own personal bias and able to prevent it from negatively influencing their decisions.

### **SUPERVISION IS AN EXERCISE IN SELF-REFLECTION**

Brookfield (1990)<sup>2</sup> describes reflection as a process that comprises three interrelated phases:

1. Identifying the assumptions that underlie thoughts and actions
2. Scrutinising the accuracy and validity of those thoughts and actions in terms of how they relate or are disconnected with reality
3. Reconstituting these assumptions to make them more inclusive and integrative

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<sup>2</sup> Brookfield, S. (1990). Using critical incidents to explore learners' assumptions. In Mezirow J (Ed.), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp. 177–193). Jossey-Bass.

The Case Supervisor and the Case Managers may form their own assumptions on a case based on personal life experience, cultural/religious background, nationality, etc. While some of these assumptions are useful as a basis for decision-making, some may not be entirely accurate or beneficial for a different context or situation. Reflection allows erroneous assumptions to be laid bare and reconstructed to better apply to the presenting context or unique situation.

## **SUPERVISION IS CASE MANAGER CENTRIC**

The focus of supervision is the Case Manager and not the client. Although the Case Managers bring their clients' concerns to supervision, the Case Supervisor's main concern is for the Case Managers. The Supervisor's aim is not only to ensure that the clients' best interest is served, but that the Case Managers are being supported in making decisions for the best interest their clients. The Case Supervisor helps develop the Case Managers' decision-making skills. At the same time, the Supervisor needs to safeguard the Case Managers from putting themselves at risk while caring for their clients.

## **SUPERVISION IS UNIQUE**

Supervision is **not counselling or therapy** in which the Case Supervisor is directly helping the Case Manager deal with personal unresolved issues or past experiences/trauma in their life which may interfere with their work. The Case Supervisor, however, may notice the need for counselling or therapy and may then make recommendations and referrals for the Case Manager to seek mental health services.

Supervision is **not direct practice** in which the Case Supervisor takes the initiative to help the Case Managers deal directly with their clients. It is good practice for the Supervisor to avoid being in direct contact with the Case Managers' clients, whenever possible.

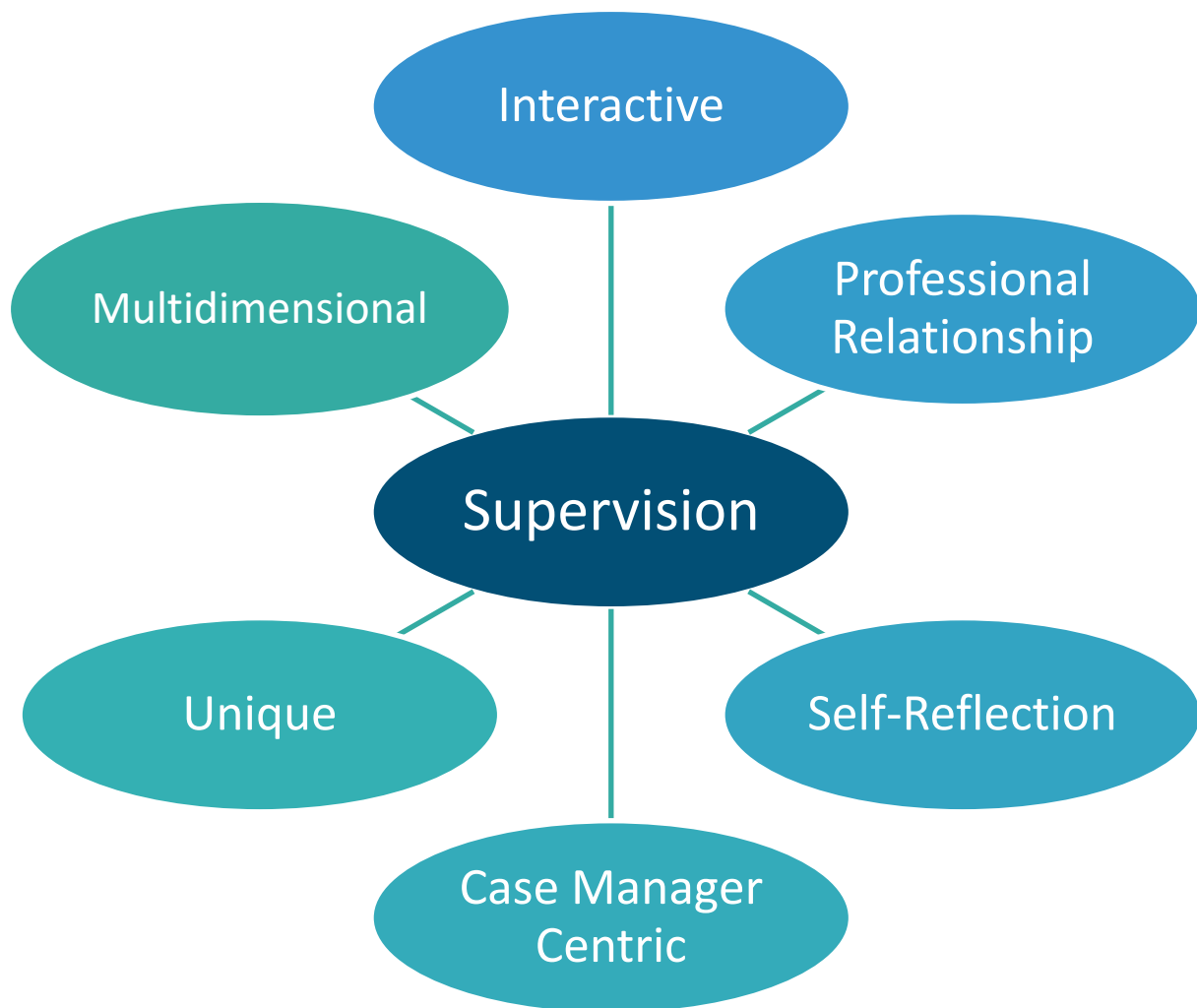
Supervision is **not consultation** in which the Supervisor is considered the expert from whom the Case Manager is seeking advice. Most of the time, it is the Case Managers who are the experts because of direct interaction with their clients. On the other hand, this absence of interaction and lack of prior information to form a bias enables the Case Supervisor to be more objective and able to offer a fresh or alternative perspective to the case. In certain cases, depending on specific expectations placed on the Case Supervisor by the organisation, it may be possible for the Supervisor to play some roles beyond this definition of supervision (see *Beyond Supervision*).

## **SUPERVISION IS MULTIDIMENSIONAL**

Supervision does not necessarily have to rely on as single top-down mechanism such as those occurring exclusively between a Supervisor and a Case Manager. There are other forms of supervision which are possible and should be explored to meet different needs at different times. It can be with a person within the organisation but can also occur without. It can be in a one-on-

one setting, or it can be in a group. It can be with someone within the same or a different field of expertise.

Figure 1.1 summarised the key elements of supervision in the case management context.



**FIGURE 1.1: Key Elements of Supervision**

## Beyond Supervision

The Case Supervisor does not typically have any direct contact with the clients. However, there are instances in which such contact is necessary for the Case Supervisor to intervene. Examples where direct intervention of Case Supervisors may be required:

- **Repeated and unresolved lack of compliance by the client**

The Case Supervisor may meet the client to understand the reason for non-compliance and to decide on the next course of action.

- **Complaints against Case Managers**

The Case Supervisor will be required to gain first-hand information from the client to verify the authenticity of the claim.

In such cases, the Case Supervisor represents the organisation and would be expected to act without bias and prejudice. The Case Supervisor may also be in direct contact with the clients when conducting training sessions, representing the organisation for any programmes or announcements, or at any other situations as required. It is important to ensure that when such direct contact is necessary, the Case Supervisor is aware of potential conflict of interest, preconceived notions which may lead to prejudice, and any other ethical issues presented by playing multiple roles within the case management programme. The Programme Director (or whoever the Case Supervisor reports to) can then be made responsible for monitoring and ensuring that any additional roles assigned to the Case Supervisor does not jeopardise the client's working relationship with the Case Manager and violate the best interest of the child principle.

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# The Need for Supervision

Supervision aims to:

- 1. Ensure that organisational and programme standards are met and being adhered to**

Every organisation has its own mission and vision guided by a set of standards and values when providing services to clients. Without supervision, Case Managers may carry out duties based on their own personal conviction and understanding of professional boundaries. This will lead to lack of consistency and differing standards of service to clients. The Case Supervisor keeps the Case Managers focused on the mission and vision of the organisation by ensuring that its standards and core values are adhered to. At the same time, the Case Supervisor should also be mindful of each Case Manager's individual style and allow flexibility in maintaining their personal approach in helping clients achieve their respective goals.

- 2. Foster communication and promote cooperation within the case management team**

The Case Supervisor's role is to facilitate the Case Managers working together as a team for greater efficiency and efficacy for all clients. Case Managers are representatives of the organisation and are not responsible only for their respective clients. They should be able to temporarily assist other clients whose assigned Case Manager is unavailable. It is important for Case Managers to share information and resources with one another for the good of all the clients in the programme.

Case Managers may have differences in skills, areas of expertise, perspective, worldview, values, work style, and personality. This may result in different approaches towards clients, such as those who practice a more logical and analytical approach versus those who are more emotional and supportive. Some Case Managers tend to be more detailed-oriented while others may be more inclined to consider the bigger picture. Such differences may result in clashes of ideas, opinions, and approaches to problem solving and decision making. At the same time, these differences can also present a great source of knowledge, skills, and strategies for a high level of service delivery. The Case Supervisor's role is to mitigate potential conflicts arising from these differences, clarify misunderstandings due to miscommunication, and help the Case Managers to refocus on their common goals. This way the Case Managers do not see themselves as working individually but as a team for the common good of the organisation and for every client, not just the ones assigned to them.

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### **3. Support professional development of the Case Managers by providing opportunities for them to gain knowledge and practice their skills**

Case management is not a specific discipline with a defined set of theoretical knowledge or practical skills. It is an approach that can be used across different settings to ensure that services are provided for a target population in a coordinated and appropriate manner. Hence, no one has been specially trained in case management and is ready for the job. Even if they are, the most capable or experienced Case Manager will still need to adapt to each organisation's own working environment along with differences in client population, types of services to provide, available resources, colleagues, and overall organisational structure.

Each organisation needs to train or retrain their own Case Managers to meet the needs and fit specifically into the structure of the organisation. The Case Supervisor's role is to ensure that every Case Manager can function effectively and efficiently within the unique organisational framework. The Case Supervisor must be able to identify gaps in the Case Manager's existing knowledge and skills and make appropriate recommendations to provide them with knowledge and skills needed for the specific programme.

### **4. Support personal development by helping Case Managers enhance their strengths and overcome their weaknesses**

The concept of personal development stems from the belief that every person strives to be the best version of themselves. It is important not only to develop knowledge, skills, and capabilities; but to also build character and seek purpose in life. The Case Supervisor helps the Case Manager to assess themselves and identify areas for improvement to maximise their potential. Together they will create a plan with which is action-oriented and focused on achieving a specific target.

A commitment to personal development towards developing personal goals and improving communication skills, prioritisation, and time management, can help Case Managers to sustain positive relationships and complete their tasks with better focus. By helping the Case Managers identify their strengths and work on their weaknesses, the Case Supervisor can expect an improved case management programme, which will ultimately benefit the clients they serve.

### **5. Provide consistent care and support to the Case Managers especially when they go through difficult situations at work**

Case Managers are considered frontliners who provide direct services to their clients. Dealing with clients' physical, mental, and emotional needs may lead to their own physical, mental, and emotional exhaustion. The Case Supervisor serves as a mirror from which the Case Managers may see a reflection of themselves and be aware how their work has affected them. The Supervisor then helps them to find ways to deal with these work hazards,



which allows them to survive and thrive in their profession. The Case Supervisor may assist the Case Managers in planning and implementing self-care measures. When necessary, the Supervisor may also recommend the Case Manager to seek additional help to deal with the difficult situation. It is the Supervisor's responsibility to monitor the Case Managers' workload when assigning or distributing cases.

#### **6. Process by which Case Managers are empowered to provide services to their clients based on the organisational standards**

Supervision can be considered a process through which an organisation aims to achieve its case management objectives by empowering the Case Managers to provide the highest quality of service to the clients. Supervision helps develop and maintain the quality of service through the Case Managers' individual and overall team performance, which involves regular assessment of competence and achievement in the programme. To be able to provide accurate assessment during supervision for decision making, the Case Supervisor must take into consideration of the organisational and programme standards, the team's overall development, the individual Case Managers' professional and personal development, their ability to provide self-care, and ultimately, how all these contribute factors to meeting the client's holistic need from the services provided (see Figure 1.2).



**Figure 1.2: Supervision safeguards each stage of influencing factors to ensure that the services provided to clients flow and do not deviate from the organisational standards**

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# CHAPTER 2

## THE SUPERVISION MODELS

What are the theoretical models of supervision?  
How can they be adapted to case management?

Supervision exists in many forms and serves various functions. The two fundamental goals of supervision in the context of the helping professions are:

1. To promote the professional development of the supervisees
2. To protect the clients' welfare

This chapter presents a model of supervision based on a combination of the following models in two fields of practice which are relevant to case management.

### 1. The Clinical Models

Clinical supervision is an important component in the professional training of medical doctors and other allied health professionals. The more experienced medical or mental health practitioners supervise clinical trainees seeking for professional qualification and provide consultation for qualified practitioners for continuous learning and development. The clinical models are more instructional compared to the social work models as it focuses on developing the competency of the supervisees in terms of knowledge and skills.

### 2. The Social Work Models

This social work supervisor may supervise trainee or qualified social workers providing direct services to their clients. Compared to the clinical models, the social work models are generally more client-centred since they put greater emphasis on identifying and meeting the needs of the clients. During supervision, the services rendered to the clients are evaluated by both the supervisor and supervisees through a series of reflective exercises and adjusted to maximise benefit to the clients.

Both models have different approaches that are relevant to the case management programme. The role of the Case Supervisor as overseer provides additional information, instruction, and guidance. The Case Supervisor's focus on the personal and professional skills of the Case Managers supports the use of the clinical models while the Case Supervisor's focus on the best interest of the client supports the use of the social work models. In both approaches, meeting the needs of the clients is often contingent on the competency of the Case Managers. In any case, the Case Supervisor's responsibility is to ensure that Case Managers are knowledgeable and competent enough to

provide appropriate and ethical services to their clients. Although the Case Supervisor does not have direct interaction with the clients, the outcome of supervision with the Case Managers will affect them. This Manual adapts and combine key elements and principles of the clinical and social work models to create an integrated model of supervision for a case management programme.

## Conceptualising a Supervision Model for Case Management

In the context of a case management programme in the Manual, the Case Supervisor supervises Case Managers who works with unaccompanied and separated children to establish safety, stability, permanency, and meet their overall wellbeing needs by placing them with foster carers in the community. The proposed model is based on the extent to which the Case Managers can meet these objectives in collaboration with their clients and other stakeholders. Any supervision model should always be adapted to meet other goals specific to the organisation depending on the purpose of supervision and to face the unique challenges in the country of implementation. The Model of Supervision for Case Management in this Manual adopts the following aspects of supervision:

### 1. Expected Outcome

The ultimate objective of supervision is to equip and empower the Case Managers to provide the highest quality of service in the best interest of their clients. This includes developing the Case Manager's personal competence and resilience on top of their professional knowledge and skills. The Case Supervisor is expected to continuously monitor the Case Managers' level of competency in relation to their job performance.

### 2. Role and Responsibility of Supervisor

The Supervisor plays the role of administrator, educator, and supporter to the Case Manager within the context of the organisational mandate.

#### a. Administrator

The Case Supervisor's administrative role includes clarifying the Case Managers' job functions; plan and assign them cases; review and assess their work performance; and being accountable and responsible for their output.

#### b. Educator

The Case Supervisor's educative role includes providing the Case Managers with relevant knowledge and skills for effective practice; developing their self-awareness in relation to their work; and to look into their overall professional development as Case Managers.

### **c. Supporter**

The Case Supervisor's supportive role includes helping the Case Managers deal with work stress and personal stress affecting work. With the help of the Supervisor, the Case Managers may need to re-evaluate their values, change their attitudes, reframe their thinking, and reflect on their feelings to make them more conducive to their area of work. The Case Supervisor tries to sustain the Case Managers' morale by instilling self-worth, self-competency, and a sense of belonging and ownership within the organisation.

### **d. Organisational Representative**

The Case Supervisor embodies the values of the organisation. When Case Supervisors provides support and build good relationship with the Case Managers, they are creating the perception that the organisation cares for the Case Managers and are concern about their professional development and personal well-being. This will further boost the Case Manager's morale since the message is that their work is not only appreciated by their direct supervisor but also the entire organisation. The Case Supervisor must also ensure that the case management programme is operationally and financially sustainable for the organisation. Decisions made must not only benefit the clients but to safeguard the feasibility and continuity of the case management programme.

## **3. Learning Process**

The Case Manager gains knowledge and skills from the Case Supervisor, self-reflection, and from other Case Managers in the case of group or peer supervision. This is a continuous and dynamic process that the Case Supervisor undertakes from the moment the Case Manager is hired until the end of their service with the organisation. The nature or needs of the case management programme may evolve due to changing circumstances in the sociopolitical environment in the country. Hence there will always be new things to learn and unlearn. This learning process should also be bidirectional, whereby the Case Supervisor learns just as much from the Case Managers, as frontliners working directly with the community they serve and thus, are more aware of the current happenings. The Case Supervisor is equally responsible for their own continuous professional development to maintain and develop their own competence, creativity, and innovation as supervisors.

## **4. Supervision Strategies And Style**

How the Supervisor engages the Case Manager depends on the entry level of the Case Manager. A novice Case Manager may need a more instructions approach from the Supervisor whilst an experienced Case Manager may need a more consultative approach. Not every Case Manager has to start from scratch from the point they joined an organisation. Some may already have extensive knowledge and experience from working in similar capacities in other organisations. Therefore, supervision skills and techniques should

be adapted to the specific needs and based on prior professional background of the Case Manager. This can range from the more basic direct instruction and coaching to more advance providing feedback and insight.

Table 2.1 shows a useful tool that the Case Supervisor can use to assess the competency or developmental level of the Case Managers and implement the corresponding type of supervision based on the specific needs of each Case Manager. Supervisees in Level 1 will require more structure and direction from the Supervisor at first. Once they reach Level 2, they begin to gain more confidence and can rely on their abilities to make their own decisions. At this stage, the supervisor only needs to provide occasional direction but may need to focus more on process issues, such as exploring how the supervisees' personal reactions and issues affect their functioning. By Level 3, the supervisees lead the supervision process with the supervisor acting more like a peer or consultant, rather than a formal instructor.

**Table 2.1: Three Developmental Stages that Supervisees Go Through<sup>3</sup>**

Developmental Level	Characteristics	Supervision Skills Development Needs	Techniques
<b>Level 1: Beginning</b>	Focuses on self • Anxious, uncertain • Preoccupied with performing the right way • Overconfident of skills • Overgeneralises • Overuses a skill • Gap between conceptualisation, goals, and interventions • Ethics underdeveloped	Provide structure and minimise anxiety • Supportive, address strengths first, then weaknesses • Suggest approaches • Start connecting theory to treatment	Observation • Skills training • Role playing • Readings • Group supervision • Closely monitor clients
<b>Level 2: Intermediate</b>	Focuses less on self and more on client • Confused, frustrated with complexity of counselling • Overidentifies with client • Challenges authority • Lacks integration with theoretical base • Overburdened • Ethics better understood	Less structure provided, more autonomy encouraged • Supportive • Periodic suggestion of approaches • Confront discrepancies • Introduce more alternative views • Process comments, highlight countertransference • Affective reactions to client and/or supervisor	Observation • Role playing • Interpret dynamics • Group supervision • Reading

<sup>3</sup> Based on a clinical model of supervision, the Integrative Developmental Model, developed by Stoltenberg, Delworth, and McNeil (1998).

<b>Level 3: Advance</b>	Focuses intently on client • High degree of empathic skill • Objective third person perspective • Integrative thinking and approach • Highly responsible and ethical counsellor	Supervisee directed • Focus on personal-professional integration and career • Supportive • Change agent	Peer supervision • Group supervision • Reading
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## 5. Individual and Cultural Differences

The Case Supervisor needs to be fluid and contextualise the supervision to the individual Case Manager. The supervisory relationship may be influenced by factors such as gender, race, ethnicity, culture, religion, and age. The Case Supervisor considers the core assumptions, attitudes, and values of the Case Manager and explores how these may enhance or impede their effectiveness in providing service to their clients, with their respective cultural and situational concerns.

## 6. Evaluation

The Case Supervisor keeps proper record of the supervisory process and receives direct feedback from the Case Managers and the Programme Director, or whoever the Case Supervisor reports to in the organisation.

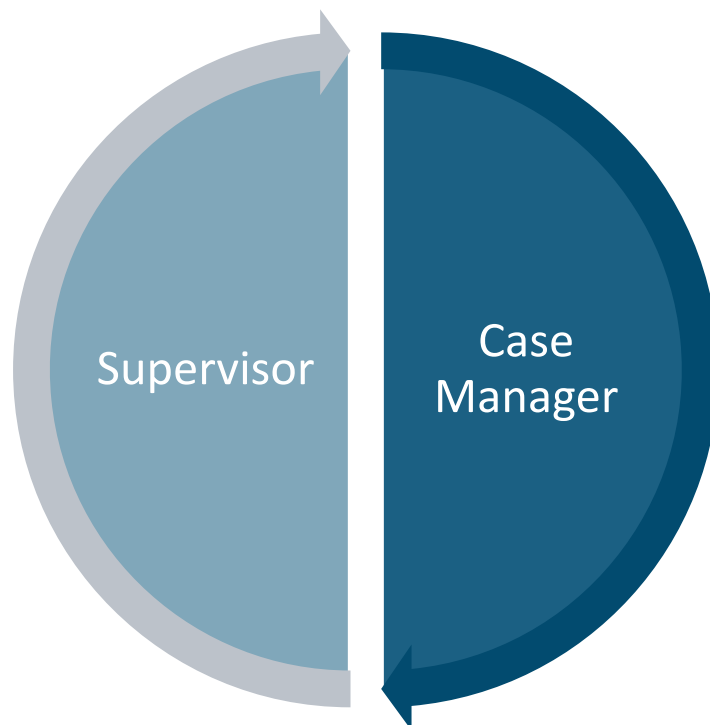
## Number and Composition of Participants

The types of supervision can be categorised on who and how many people are involved at one time and the reciprocal relationship between members in the session. Although this Manual places more emphasis on the use of Individual Supervision, it also acknowledges the value of Team/Group Supervision and Peer Supervision in case management. Table 2.2 shows the member composition for Individual, Team/Group, and Peer Supervision and the expected dynamics between or among their members.

**Table 2.2: Differences in Involvement and Reciprocity in Individual, Team/Group and Peer Supervision**

	Individual	Team/Group	Peer
<b>Involvement</b>	1 Case Supervisor + 1 Case Manager	1 Case Supervisor + 2 or more Case Managers	2 or more Case Managers
<b>Reciprocity</b>	One-to-one	One-to-many	Many-to-many

### Individual Supervision



The Case Supervisor meets the Case Manager face-to-face in a formal setting. The meeting is often scheduled on a regular basis with a specific flow, fixed agenda, and format. It is an interactive

dialogue between a supervisor and a supervisee which learning happens through reflection, review, and critique. The Case Supervisor is often regarded as being more senior, having more experience and expertise in the field. The interaction between the Case Supervisor and the Case Manager becomes an important source of guidance, coaching, mentoring, and even for mental, emotional, and spiritual replenishment.

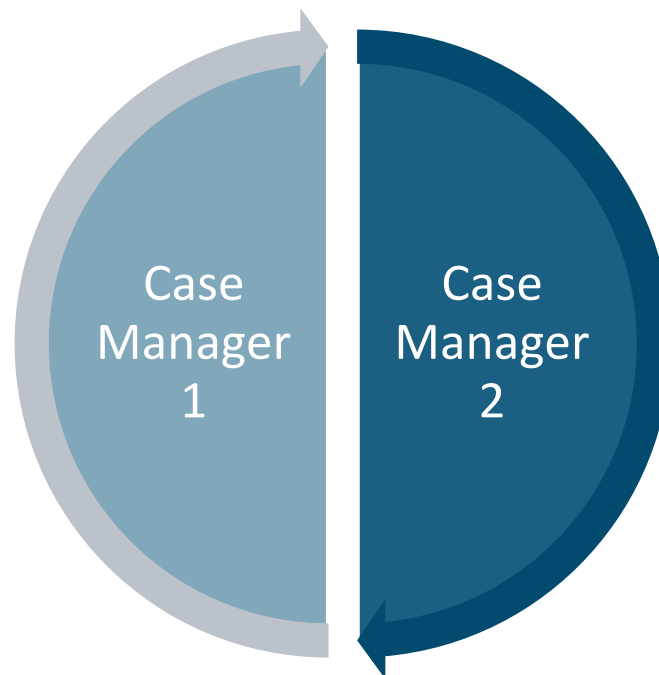
## Team/Group Supervision



The Case Supervisor meets the entire team or part of the team in a formal group setting. The meeting is scheduled on a regular basis with a specific flow, fixed agenda, and format. This is where the Case Supervisor facilitates a supervisory forum with a group of Case Managers or a multi-disciplinary group. Participants benefit from both the collaborative contributions of the group members as well as the guidance of the Case Supervisor, who also requires skills in working with group dynamics.



## Peer Supervision



The Case Supervisor is not involved in the session. The Case Manager meets with another Case Manager usually in an informal setting to discuss and obtain feedback about their cases. It is a collaborative learning and supervisory forum which is established by two or more professional colleagues (case management or multi-disciplinary) of equal standing. Within such a forum, participants move between the roles of supervisor, supervisee, and collaborative learner.

## Regularity of Supervision

The Case Supervisor may meet with either the individual Case Manager or the team of Case Managers for formally fixed regular sessions, which is scheduled beforehand, or an ad hoc irregular session, which is unscheduled and called for due to sudden unforeseen circumstances such as in a crisis situation. An ad-hoc session may be necessary when there is an urgent case which demands discussion outside of the usual scheduled supervision session. It may be in the form of a debriefing after a stressful unpredictable event or incident at work.

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# CHAPTER 3

## THE CASE SUPERVISOR

Who is a Case Supervisor?  
What does a Case Supervisor do?

### Introducing the Case Supervisor

Typically, the Case Supervisor is appointed by the organisation to lead the case management team. Based on the social work models of supervision, the Case Supervisor plays multiple roles within the context of case management, which can be summarised under four basic categories:

- 1. Administrative**
- 2. Educational**
- 3. Supportive**
- 4. Organisational**

Under the Educational role, the clinical models of supervision may be subsumed and applied by the Case Supervisor to build the Case Managers' knowledge and skills in implementing the case management programme. The clinical models are also relevant in the Supportive role when the Case Supervisor provides emotional support to the Case Managers who are often burdened by clients with complex needs. The Case Supervisor would be required to help the Case Managers develop good self-care routine to manage stress and avoid burnout. Especially after a critical incident, the Case Supervisor must provide debriefing to alleviate the detrimental impact of vicarious trauma on the Case Managers' mental health and wellbeing.

However, do keep in mind that the Case Supervisor is carrying out preventive measures to safeguard the Case Managers from developing work-related physical and mental health issues. They are not mental health practitioners trained to provide counselling or therapy for Case Managers experiencing severe stress and secondary trauma at work. In such cases, the Case Supervisor may need to refer the Case Managers for medical or mental services as part of their administrative and supportive roles. Even if the Case Supervisors are trained mental health practitioners, it is advisable for them to refrain from acting as both Case Supervisor and Counsellor/Therapist to the Case Managers to avoid role confusion.

This chapter will describe in detail the roles and responsibilities of the Case Supervisor based on the four categories above. Under each category, the Case Supervisor is expected to have certain skills

sets and attributes to be able to carry out the roles and responsibilities effectively. The list of roles and responsibilities is rather exhaustive. In practice, the Case Supervisor probably does not need to attend to all these functions, which may be taken over by another member of the organisation. For example, some of the managing human resource duties under the administrative role may be placed under the human resource manager, if there is such a position in the organisation. Nevertheless, all the potential roles and responsibilities are included here to highlight the vastness of a Case Supervisor's range of duties. The Case Supervisors should be aware of the tasks expected of them and be aware of the knowledge, skills, and abilities that they may be lacking when carrying out those tasks. They may then seek to further equip or enhance their knowledge, skills, and abilities through self-study or attending continuous learning programmes relevant to their area of work.

## The Case Supervisor in an Administrative Role

The key aim of the Case Supervisor's administrative role is to ensure accountability on the part of the Case Managers in terms of adherence to organisational policies and procedures. The Case Supervisor needs to monitor if the Case Managers are correctly and appropriately implementing the case management programme as prescribed by the organisational manual or other relevant standard operating procedures required by the organisation. As an administrator, the Case Supervisor needs to work within the structure of the Organisation to coordinate the Case Managers' work with others in the organisation.

To do this, the Case Supervisor must be familiar with the processes involved in the CPCPM Programme to ensure correct, effective, and appropriate implementation of the CPCPM policies and procedures. Although most steps of the processes are carried out by the Case Managers, the Case Supervisor must be aware of what they do and what needs to be achieved at each step. Understanding the process allows the Case Supervisor to be aware of typical challenges faced by the Case Manager at each step and gives a wider perspective of how those challenges affect may the client or standards set by the organisation.

## Administrative Roles and Responsibilities

### 1. Organising team meetings and activities

- a. Coordinate Case Conferences and Team Meetings to discuss and make decisions about cases.
- b. Initiate and plan additional activities that fit into the goals of the Programme.
- c. Organise orientation session for new Case Managers.

### 2. Monitoring compliance

- a. Review case reports and assessments carried out by the Case Managers to ensure that decisions are made, and interventions are carried out in the best interest of the clients.

- b. Ensure Case Managers adhere to professional standards and sound operation for the programme.

### 3. Managing human resource

- a. Recruit, select, train, and retain Case Managers.
- b. Supervise and evaluate the Case Managers' performance to ensure that they meet expected roles in an efficient and effective manner.
- c. Ensure Case Managers receive adequate and timely supervision as scheduled.
- d. Assess and provide feedback to the Case Managers on their respective efficiency and efficacy.
- e. Monitor Case Managers' workload to ensure that the overall caseload for each Case Manager is within reasonable limits.
- f. Help Case Managers manage their time and workflow.
- g. Manage how the team works together in areas of common interest.

## Working with Human Resource (HR)

If the organisation has a Human Resource (HR) Department, the Case Supervisor may consult the HR Manager on issues regarding job description, clarification of roles, or obstacles in fulfilling their responsibilities. During supervision, the Case Managers may reveal challenges in terms of how they function within the organisation based on their prescribed roles and responsibilities. Such cases, the Case Supervisor may bring up the matter to the HR Manager, especially if it is an issue affecting all the Case Managers. For example, the Case Managers may find it difficult to meet their expected client hours due to difficulty in engaging part-time interpreters to conduct an interview, do house visits, or check-ins. The HR Manager may need to intervene by proposing for a full-time interpreter position or provide an increase in the remuneration for a more attractive interpretation fee.

There may be times when the HR Manager may need to step in whenever there are breaches of policies or procedures that affect the organisation. In such cases, there may be a need for an informal reprimand, a formal warning, or a show-cause letter to seek explanation for a particular incident, poor performance, or an alleged wrongdoing or misconduct. It is the Case Supervisor's responsibility to ensure that the Case Managers conduct themselves appropriately and professionally when performing their duties. Occasional honest mistakes are expected in any line of work. They can usually be corrected and serve as a learning experience for the Case Managers. On the other hand, chronic and severe misconduct, especially when it has adverse effect to the clients, dictates that HR steps in with adequate disciplinary action.

## Administrative Skills and Related Attributes

1. Demonstrate leadership quality to lead the team of Case Managers.
2. Has good interpersonal skills and be adaptable in working with different kinds of Case Managers with different values and expectations.
3. Able to facilitate communication and collaboration in the Team.
4. Able to manage conflicts between Case Managers arising from conflicting values and expectations.
5. There are times when the Case Supervisor needs to be assertive such as when the best interest of the clients is at stake or when organisational policies need to be adhered to.
6. Able to treat Case Managers with respect knowing that they are also knowledgeable with each having their own strengths.

## The Case Supervisor in an Educational Role

The key aim of the Case Supervisor's educational role is to ensure that the Case Managers have sufficient knowledge and skills to carry out their responsibilities. The Case Supervisor must be able to evaluate their Case Managers' level of competency and to develop or source for training opportunities to help them grow in their knowledge and enhance their skills. The end goal is for the Case Managers to be able to apply their learning to eventually benefit their clients. Learning can be achieved through formal training as well as through guided reflection during supervision.

## Educational Roles and Responsibilities

### 1. Assessing knowledge and skills

- a. Monitor Case Managers' level of competence in managing their clients' cases.

### 2. Providing training to develop knowledge and skills

- a. Run regular in-house training sessions or capacity building exercises for Case Managers to improve their knowledge and skills.
- b. Source for external training sessions, workshops, or seminars, and recommend Case Managers and other relevant persons involved in the cases (e.g., foster parents) to attend.
- c. Provide resources for continuous learning such as current child development theories and latest research in relevant fields.
- d. Help Case Managers translate new knowledge from training to practice.
- e. Promote self-reflection, critical thinking and case decision making during supervision.
- f. Promote evidence-informed practice.

### 3. Providing guidance and counsel in case management

- a. Review client cases during supervision and team meetings.
- b. Apply problem-solving skills when making decisions on how to deal with issues faced by the clients.
- c. Apply skills in conflict resolution when dealing with challenging clients who may be resistant or noncompliant.
- d. Address ethical issues in case management practice and model professional ethics.

## Educational Skills and Related Attributes

1. Have a good working knowledge of the case management programme and its processes.
2. Have enough training tools and resources to equip Case Managers with knowledge and skills to help improve their clients' lives.
3. Need to be analytical and think critically to develop solutions for difficult cases.
4. Able to look at the bigger picture and multiple perspectives especially when the Case Manager presents a different point of view.
5. Able to provide resources to encourage continuous learning and personal development for the Case Managers.
6. Be able to show compassion in understanding the needs of the clients, who had experienced difficult life circumstances and having to navigate through challenging transitions. This is especially important since the Case Supervisors does not deal directly with the clients, but through the Case Managers. Although removed from direct contact, they still need to be sensitive to the clients' needs without being condescending. Otherwise, the Case Managers may feel that the Case Supervisors do not care about their clients when discussing the cases.
7. Committed to the care and protection of the most vulnerable children regardless of their nationality, culture, ethnicity, race, religion.
8. Be willing to learn and upgrade supervision knowledge and skills from time to time as part of own continuous professional development.
9. Realise that knowledge and formal training in psychology, social work, human services, law, and other related fields can be useful.

## The Case Supervisor in a Supportive Role

The key aim of the Case Supervisor's supportive role is to ensure that the wellbeing of the Case Managers is looked after with the different aspects of their role. The Case Supervisor is expected to be sensitive to the holistic needs of the Case Managers by being able to identify underlying issues that may affect their work performance and ability to fulfil their responsibilities towards the clients. Through supervision, it is hoped that Case Managers can work together to identify potential stress and secondary trauma that may lead to burnout and to take necessary steps to avoid it. Ultimately, the goal is to create an enriching and fulfilling work environment, which hopefully will allow the Case Managers to find passion and meaning in the work they do.

## Supportive Roles and Responsibilities

### **1. Dealing with challenges Case Managers encounter at work**

- a. Regularly assess Case Manager's physical and mental state to help manage work and stress level.
- b. To create an open and supportive culture so that the Case Manager will feel safe to talk to the Case Supervisor about their physical or mental health issues affecting their work.

### **2. Providing organisational support to help Case Managers carry out their duties effectively and efficiently**

- a. Liaise with other departments in the organisation on behalf of the Case Managers to reduce organisational red tapes and gain quick access to internal resources.
- b. Engage and network with relevant stakeholders to create opportunities for the Case Managers to coordinate interventions.

### **3. Protecting Case Managers from potential harm or risk arising from nature of work or special circumstances**

- a. When necessary, to encourage the Case Manager to self-refer or to refer the Case Manager for medical or mental health services with their consent.
- b. To provide debriefing after a critical incident.
- c. To minimise Case Managers exposure to undue risk danger, especially when they are engaging clients on their own.

### **4. Keeping Case Managers informed about organisational changes or developments that may affect how they function within the organisation**

- a. To ensure that decisions made at the management level are being conveyed and explained clearly to the Case Managers.
- b. To keep Case Managers updated on the various organisational activities especially if they may complement or provide additional resources for the case management programme.

## Supportive Skills and Related Attributes

1. Inspire and encourage the team members in their work with their clients.
2. Has excellent communication skills to talk and listen to Case Managers, and to advocate for them when necessary.
3. Must be non-judgemental and can appreciate and demonstrate empathy to the work and struggles of the Case Manager.
4. Need to be caring and approachable.
5. Able to boost morale and assist Case Managers to find satisfaction in their work.

6. Able to anticipate, address and manage changes in the organisation in terms of how these shifts will affect the Case Managers' work.

## The Case Supervisor in an Organisational Role

### Position in Organisational Hierarchy

Traditionally, a Programme Director is responsible for creating and maintaining the organisational structure of the programme. This includes setting goals and planning strategies for the programme according to the organisational mandates. However, in smaller organisations, this responsibility may be taken up by the Case Supervisor. If this happens, the Case Supervisor functions in the middle management position being responsible for the performance of the Case Managers while being accountable to the Programme Director (see *Working with The Programme Director*). In larger organisations, it may be possible for the senior Case Managers to be assigned junior Case Workers who will handle cases under the supervision of their respective Case Managers. Therefore, the structure and role of supervision within an organisation often follows its system of administration. In any case, the Case Supervisor functions as a member of the organisation and needs to work together with other units or departments within the organisation. Essentially, the Case Supervisor becomes the voice of the Organisation for the Case Managers and the voice of the Case Managers for the Organisation.

### Organisational Roles and Responsibilities

#### 1. Developing and Maintaining the Programme

- a. Provide report and feedback to the organisation regarding the case management programme for evaluation and development.
- b. Map out the overall direction for the programme to ensure that it achieves the organisational mandate.
- c. Monitor and evaluate the actual implementation of the CPCM Programme to ensure it meets the standards prescribed in the CPCM Manual.
- d. Monitor the budget and contribute to grant reporting on the CPCM Programme, when needed.
- e. Develop and update policies and procedures relevant to the CPCM Programme.

#### 2. Coordinating work within the Organisation

- a. Build and maintain working relationships with other units and individuals in the organisation.
- b. Tap on readily available resources from other the units or colleagues to assist the Case Managers in carrying out their responsibilities.



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## Middle Management Skills and Related Attributes

1. Must believe in the organisational mission and vision inherent the CPCM Programme.
2. Able to mediate between the needs of the organisation and the needs of the Case Manager.
3. Willing to advocate for the Case Managers to Upper Management when necessary.
4. Able to look, evaluate, and make decisions from both the organisational and the programme perspective.
5. Able to set goals for the programme and map out strategic plans of action for the Case Managers to carry out to achieve the goals
6. Able to budget and allocate resources to ensure the financial sustainability of the programme.
7. Communicate well with diverse individuals and groups in and out of the organisation.

## Working with The Programme Director

Generally, the Programme Director oversees the coordination and administration of programmes in an organisation. If the organisation runs multiple projects, the Programme Director may appoint a Project Coordinator for each project. The Programme Directors initiate and set goals according to the mission and vision of the organisation. They plan the projects, monitor the processes, and ensure that deadlines, milestones, and standards are met. They may also be responsible for developing and approving of budgets and operations. Other roles and responsibilities may include coordinating day-to-day operations, allocating financial resources, managing operational costs, sourcing for revenues, dealing with vendors, maintaining upkeep of facilities and monitoring its usage, formulating and enforcing organisational policies, establishing good relations with stakeholders, and liaising with relevant governmental agencies.

The Case Supervisor reports directly to the Programme Director, who in essence, is a supervisor to the Case Supervisor. The Case Supervisor will need to provide information and seek feedback from the Programme Director. For example, the Case Supervisor may need to report to the Programme Direction on how monetary support are provided to the clients for intervention (e.g., whether they are provided in a timely manner and within the budget allocated by the organisation). In a case management programme involving children, this may include items such as food support, school fees, medical expenses, transportation, rental, and others.

Although Case Supervisors typically do not come in direct contact with the clients, they are also susceptible to the same vicarious traumatising the Case Managers go through especially if they come across cases that are challenging and distressing. Therefore, it becomes the duty of the Programme Director to monitor and debrief the Case Supervisors by helping them process their thoughts and feeling that may be triggered during supervision with the Case Managers. Whenever necessary, the Programme Director may recommend additional counselling or therapy session for the Case Supervisors to deal with personal issues affecting his/her overall well-being and professional competency.

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# Types of Supervision based on Leadership Style

Different supervision styles will result in different outcomes and attitudes toward the supervisory process. While there is no one perfect model of supervision, the Case Supervisors must be mindful of how their personality and style of supervision affect different Case Managers. The following are some common types of supervisors and how they may affect the supervisory relationship and intended outcomes. Case Supervisors may want to reflect if they need to change or adapt their current supervision style to fit their Case Managers' own personality traits and working style.

**The Autocratic or Authoritarian Supervisors** have absolute decision-making power and expects Case Managers to carry out their instructions. Case Managers have little say in what should be done. Failure to follow the Case Supervisor's instructions may be met with verbal reprimand, written warning, and eventually, disciplinary action. Benefits of this approach is that it's efficient and there is clear direction as decisions are made by the Case Supervisor, and Case Managers only need to carry out tasks. Disadvantages of this approach are Case Managers lack opportunities for personal growth and development and may feel undervalued and underutilised, which may lead to job dissatisfaction. The Programme may also suffer from lack of creativity and miss out on other more effective solutions contributed by Case Managers who may have valuable knowledge and skills.

**The Bureaucratic Supervisors** make decisions based on strict adherence to rules and regulations set by the organisation. Case Managers are expected to follow policies and procedures regardless of context or circumstances. Any violations of the standards will not be tolerated by the Case Supervisor. Benefits of this rigid approach is a more stable and uniform programme. However, this approach may lead to lack of effectiveness and inefficiency when Case Managers are not given the flexibility to adapt and adopt more relevant means to meet the specific needs of the clients.

**The Democratic Supervisors** make decision based on mutual consent and discussion. They will consult the Case Managers and encourage them to provide suggestions, take initiative and exercise free judgement before deciding on the appropriate course of action for the clients. When necessary, they will exert their authority and expertise in the best interest of the Case Manager and/or clients. The authoritative approach tends to make Case Managers feel empowered and supported, which will lead to greater job satisfaction and better morale.

**The Laissez-faire or Free-rein Supervisors** allow the Case Managers to be completely independent. They will not interfere in the Case Managers' work. The Case Managers are given full freedom to do their jobs and solve problems on their own. The benefit of this permissive approach is it allows flexibility to the Case Managers in making decisions with their clients. However, the disadvantages are the lack of accountability or alternate perspective in decision-making for the clients' best interest and Case Managers may feel neglected and unsupported.

## Journeying with the Case Manager

The Case Supervisor may regard the supervisory relationship as a journey in the professional development of the Case Manager. Based on the developmental approach (refer to Table 2.2 in the previous chapter), the Case Supervisor may take on a more authoritarian role with a novice Case Manager, who will benefit from direct instruction and simply observing the decision-making process demonstrated by the Case Supervisor. The Case Supervisor may need to make decisions on behalf of the Case Manager, whose responsibility is to carry out the directives. This will help reduce the Case Manager's anxiety when making decisions for their clients. The Case Supervisor may also choose to be more bureaucratic in the beginning to provide structure for the Case Manager to learn the policies and procedures of the organisation.

Once the Case Manager is more comfortable in the role, the Case Supervisor may take on a more democratic approach by encouraging the Case Manager to think of potential solutions and engaging them in discussions before deciding on the course of action. The Case Supervisor may use instructional scaffolding strategies by making verbal and nonverbal statements in the form of cues, reminders, and prompts to guide a Case Manager's development. A democratic Case Supervisor empowers the Case Manager by asking questions that leads to new information or reflecting on past experiences that serve to drive learning forward. The Case Supervisor can provide supportive information to guide and direct the supervisees' decision-making process.

Finally, when the Case Manager has gained adequate skills and experience, the Case Supervisor can take on a more laissez-faire approach allowing the Case Manager more autonomy and control in how they manage his or her cases. The Case Supervisor merely functions as a consultant as and when necessary for the Case Manager to seek recommendations and suggestions to address specific issues that are particularly complex and require deeper levels of analysis. The Case Manager takes full responsibility of his or her cases and are confident in making the best decisions for the clients based on their accumulated knowledge and finely honed skills.

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# CHAPTER 4

## CASE MANAGEMENT SUPERVISION

What are the processes in supervision?  
What does a Case Supervisor do in sessions?

### THE PROCESS OF SUPERVISION

Case management supervision is what Case Supervisor's do. This chapter will explain in greater detail how the administrative, educational, supportive, and organisational functions of the Case Supervisor are typically carried out in an organisation running a case management programme. Supervision can be conducted one-on-one with the Case Manager or in a group setting. The contents and processes differ between an individual and a group session because they serve different purposes. Individual supervision sessions tend to focus on issues pertaining to the Case Manager's work with clients and their personal development. Group supervision allows the Case Managers to gain knowledge by reflecting on one another's experience and providing mutual feedbacks. Individual supervision can be even more effective when paired with group supervision.

It is important for the Case Supervisor to know when to apply an individual or a group process to achieve specific supervision outcomes. The chapter suggests how the Case Supervisor may handle individual supervision and group supervision differently. It is always advisable that if both are practiced in an organisation, the Case Managers must be able to discriminate between the nature of the sessions, their respective goals, and what can be expected from having both types of sessions. There should be clear added values from having both individual and group sessions with very little overlap in their contents and purposes, so as not to render either one redundant. The supervisory sessions are intended to enhance the Case Managers use of time by making them more efficient and effective. Therefore, the time spent on having supervision sessions must be justified for them to be deemed necessary.

Supervision is an ongoing process throughout the Case Manager's journey in the organisation. The supervisory relationship encourages the sharing of knowledge and skills, which is part of a lifelong learning process that is transferable to other work settings. The personal and professional development of the Case Managers is something they would have gained at the end of the supervisory relationship.

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# EXPLAINING SUPERVISION TO THE CASE MANAGERS

The Case Supervisor may need to first introduce and explain the idea of supervision to the Case Managers. Not all Case Managers have prior experience of supervision and even if they did, the purpose and style may differ considerably depending on the previous supervisor and the kind of organisation they used to work in before. Therefore, it is important for the Case Supervisor to provide an individual or group briefing to new Case Managers on what supervision is and what can be expected from it. Similarly, if the Case Supervisor has just been appointed or joined the organisation, it is important for them to also obtain an understanding of how supervision was conducted before setting new formats, goals, and expectations. Once the roles and responsibilities of the Case Supervisor and the Case Managers are clarified and understood, each party may proceed to sign the supervision agreement or contract to officially seal the supervisory relationship. The Case Supervisor may now carry out his or her functional duties based on what has been agreed upon.

## Key Points to present during the Introductory Briefing on Supervision

1. Provide a definition of supervision and explain its meaning – the nature of relationship between the Case Supervisor and Case Manager
2. Explain the purpose and need for supervision – how can the Case Manager benefit from supervision
3. Explain the roles and responsibilities of the Case Supervisor during supervision – administrative, educational, supportive, organisational
4. Explain the roles and responsibilities of the Case Manager during supervision – developing competency and efficiency
5. Describe the structure of session – check-in, discussion of cases, organisational issues, areas for self-development, self-care, check-out
6. Agree to place, time, frequency, and format of sessions
7. Discuss the rules and regulations of the supervision agreement (see next topic)

# THE SUPERVISION AGREEMENT



The supervisory relationship between the Case Supervisor and the Case Manager begins with the signing of the Supervision Agreement. The contract should state the rules and regulations governing the supervisory relationship, which stipulate:

1. The purpose, goals, and objectives of supervision
2. The scope of supervisory relationship, including the possibility of having a stand-in supervisor in the absence of the main supervisor
3. The context and content of supervision, including frequency and duration of each supervision session
4. The rights and responsibilities of the Case Supervisor and the Case Manager based on the respective roles they play during supervision
5. The policies and procedures that govern the processes used during or between the supervision sessions, including record-keeping and forms to be used
6. The terms of privacy and confidentiality
7. The process of dealing and resolving disagreements or presenting issues
8. The method for evaluating or reflecting on the supervisory relationship

# Forming the Supervision Agreement

## Step 1: Decide on the purpose and need for supervision

**Outcome:** Case Manager and Case Supervisor agree on the purpose and need for supervision based on the organisation's mandate and how it will benefit the programme beneficiaries

### Questions to ask:

1. What is the purpose of supervision? What is the reason for supervision? How does supervision justify the intended results?
2. What are the goals of supervision? What are the intended results of supervision? What aspiration does the Case Manager have for the future?
3. What are the objectives of supervision? What concrete actions are needed to achieve the aspirations or steps required to achieve the goals?
4. To answer the questions above, the Case Supervisor may want to discuss the following exploratory questions with the Case manager:
  - a. What is the organisation's mandate?
  - b. How is the case management programme fulfilling the organisation's mandate?
  - c. Who are the beneficiaries of the programme?
  - d. What is the Case Manager's role in the programme?
  - e. What responsibilities are required of the Case Manager's role?
  - f. What knowledge and skills are needed for the Case Manager to play that role and carry out the responsibilities?
  - g. How can supervision enhance the ability of the Case Manager to fulfil his role and responsibilities?

## Step 2: Determine the scope of supervisory relationship

**Outcome:** Case Manager and Case Supervisor outline general agenda for each session, including what area of work and personal life can be discussed and what goal to achieve

### Questions to ask:

1. What areas of the Case Manager's work should be discussed during supervision?
2. How is the Case Manager affected by these areas of discussion?
3. How do these areas affect the beneficiaries of the programme?
4. How can the Case Supervisor contribute to helping the Case Manager identify and resolve issues pertaining to those areas?
5. How is supervision related to performance appraisal?



### Step 3: Decide on the context and content of supervision

**Outcome:** The Case Manager and Supervisor determine the supervision format and agenda. They are clear about what topics to bring up and how to bring them up. The timing and venue of supervision are decided.

#### Questions to ask:

1. How frequent should the supervision be?
2. Should there be a fixed supervision time or as and when needed?
3. Where should the supervision be held?
4. Can there be provisions for online supervision?
5. Are there crisis situations in which additional supervision may be needed?
6. What kind of issues can be brought up during supervision for each area and when should they be brought up?
7. What percentage of supervision time should be allocated to each area?
8. Are there any issues that should not be discussed during supervision?

### Step 4: Discuss the rights and responsibilities of the Case Manager and the Case Supervisor

**Outcome:** The Case Manager and Case Supervisor know what to expect from each other and make the best use of the sessions

#### Questions to ask

1. What are the rights of the Case Supervisor and the Case Manager? What are they allowed or not allowed to do during supervision?
2. What are the responsibilities of the Case Supervisor and the Case Manager? What are they expected or not expected to do during supervision?
  - a. Who is responsible to call and make arrangement for the session?
  - b. What must be prepared before coming to supervision?
  - c. What does the Case Supervisor want from the Case Manager? What contribution can the Case Manager make for this to happen?
  - d. What does the Case Manager want from the Case Supervisor? What contribution can the Case Supervisor make for this to happen?
3. What would be the main mode of communication between the Case Manager and the Case Supervisor to relay information about the session?
4. What attitude and code of conduct should be maintained during supervision?
5. Are there any codes of ethics that needs to be adhered to by both parties during supervision?
6. How much responsibility lies on the Case Manager to plan and manage their own personal and professional development?

## Step 5: Outline the policies and procedures governing the supervision process

**Outcome:** Both parties are clear about how the sessions are to be recorded, what is to be recorded, how the information will be used within the organisation

### Questions to ask

1. What information needs to be recorded prior, during, and after supervision?
2. What forms will be used for the recording?
3. How will the records be kept?
4. Will the records be made available to the Case Manager?
5. How will the Case Supervisor monitor if the plan of action discussed during supervision has been carried out?

## Step 6: Decide on the rules of privacy and confidentiality in supervision

**Outcome:** Case Manager and Case Supervisor create a safe environment of mutual trust for sharing of issues related to case management and personal development

### Questions to ask

1. What rights does the Case Manager have in terms of privacy and confidentiality?
2. How much of what is discussed during supervision be kept private and confidential?
3. What are the limits to confidentiality and what circumstances may lead to the need to break confidentiality?
4. Is there anyone with whom the Case Supervisor needs inform about the Case Manager's work and level of competency?
5. Has informed consent been obtained by the Case Manager from their clients to share about their cases with the Case Supervisor?
6. How will the supervision records be kept and stored to maintain confidentiality?

## Step 7: Troubleshoot possible disagreements or presenting issues occurring in supervision and how they may be resolved

**Outcome:** Case Manager and Case Supervisor are prepared for possible conflicts occurring during supervision and know how to respond appropriately

### Questions to ask

1. What potential differences between the Case Manager and the Case Supervisor can trigger differences in opinion and approach which would be challenging during supervision?
2. When disagreement arises how they to be resolved? Would there a need for a neutral third-party mediation? Who should that third party be?
3. What are the consequences of not abiding by what has been agreed upon in the supervision agreement for both parties?

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## Step 8: Decide on how the supervisory relationship can be evaluated

**Outcome:** Case Manager knows how and when to give formal and informal feedback to the Case Supervisor. Case Manager given an opportunity to reflect and share their own experience of supervision and provide suggestions to improve how they may benefit even more.

### Questions to ask

1. Is there a need to create an evaluation form to provide formal feedback on the supervisory experience and process?
2. What should be included in the evaluation form to make it meaningful and useful for the Case Supervisor to make improvements?
3. How often should this formal feedback be given and when?
4. Who have access to the evaluation form and how will the feedback be used?
5. Besides formal feedback, will the Case Manager be provided with opportunities to give informal feedback anytime during the supervisory relationship?

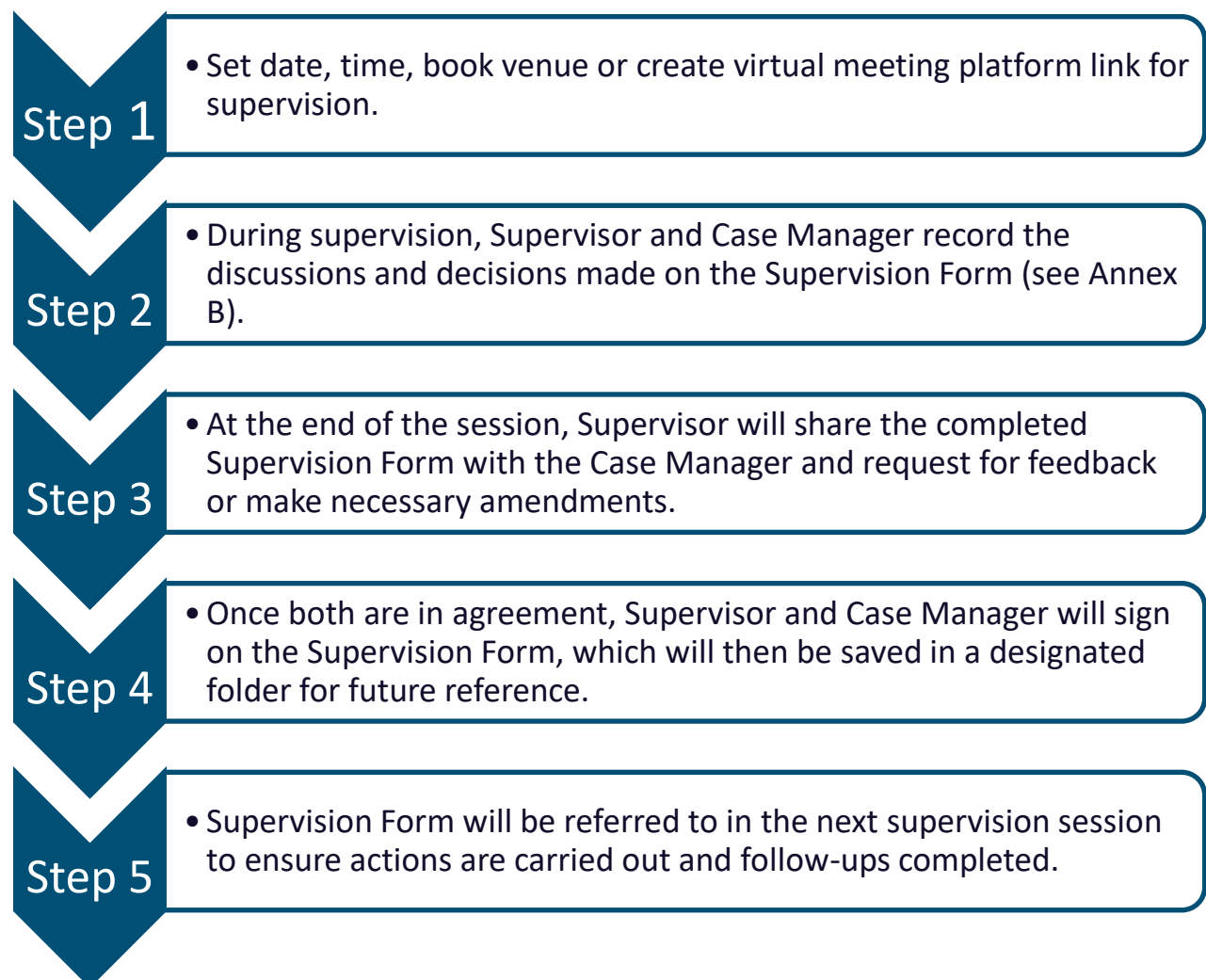
The outcome of these discussions will then be written down to become the Supervision Agreement (see Annex A).

# INDIVIDUAL SUPERVISION

This is the simplest and most utilised form of supervision with one Case Supervisor interacting with one Case Manager, focusing on both their concerns. During supervision, the Case Supervisor give the Case Manager undivided attention to discuss challenging cases, ways to improve their client outcomes, concerns about their workload and work performance, ongoing personal and professional development, opportunities for trainings to increase their knowledge and upgrade their skills, issues relating to self-care and avoiding burnout.

A typical supervision session usually takes about an hour. It should be long enough for meaningful and deep discussion to occur but too long to the point of causing physical, mental, and emotional fatigue to both the Case Supervisor and Case Manager. If more cases or issues need to be discussed, it would be better to have more frequent shorter supervision sessions rather than a long one.

Figure 4:1 briefly describes what needs to happen at each step of the individual supervision process.



**Figure 4.1: Individual Supervision Process**

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## Step 1: Setting Up the Session

Supervision can be initiated by either the Case Supervisor or the Case Manager. This is something that should already be discussed and stated in the Supervision Agreement. It can be based on a fixed schedule regardless of the number of cases or issues to discuss. It can also be on an ad hoc basis whereby the frequency and duration of the sessions vary according to the number of cases or intensity of issues to be discussed. Regardless, a date, time, and place (including online meeting platforms) need to be set for supervision to take place.

## Step 2: The Supervision Session

There are no hard fast rules as to what should happen in a supervision session. It is the prerogative of the Case Supervisor and Case Manager to decide what goes on in their session. A 1-hour individual supervision session may be structured as follows:

- PART 1. Check in (5 minutes)**
- PART 2. Discussion of Cases (30 minutes)**
- PART 3. Organisational Matters (5 minutes)**
- PART 4. Professional Development (5 minutes)**
- PART 5. Support and Self-care (10 minutes)**
- PART 6. Check out (5 minutes)**

The time allocated for each part is tentative. It is not always necessary to discuss everything in one supervision session. The Case Supervisor and Case Manager can determine the agenda for each session and allocate the time accordingly.

The next sections provide possible content and points for discussion during supervision for each of those parts.

## PART 1: CHECK-IN

### ASSESSING GENERAL WELL-BEING AND CURRENT FUNCTIONING

The Case Manager is instrumental to the success of the case management programme. Any signs of distress that affects functioning can cause the Case Manager to be less effective and efficient in engaging the clients and carrying out the duties of care. The Case Supervisor can begin the supervision session by assessing how the Case Managers are functioning at work. The Case Supervisor may want to look out for any signs of stress in the Case Manager that could eventually lead to exhaustion and burnout. The Case Supervisor can start with light conversation about interesting things or events going on in the Case Manager's life.

#### What to do:

1. The Case Supervisor gets a general sense of how the Case Manager is doing either personally or in their professional capacity
2. Sample conversation starters to assess general well-being and functioning:
  - a. How has your week been?
  - b. Describe your mood weather today.
  - c. Anything interesting happened since we last met?
  - d. How did you spend your weekend?
  - e. What was the highlight of your week?
3. Take note if there are indications of stress or feeling overwhelmed, which may or may not be work-related
4. Try to first show empathy and understanding toward the Case Manager without going too much into problem solving at this stage
5. Potential stressors can be identified and addressed accordingly during PART 5:Support and Self-care of the session

## PART 2: DISCUSSION OF CASES

### PRACTICE REFLECTION

The Case Supervisor discusses individual cases with the Case Managers through exploration and gaining of insights into the case matter. The Case Managers would select cases with presenting issues or seem stuck, especially if they have difficulty deciding on the most appropriate form of intervention. Together with the Case Supervisor, they will try to identify key factors leading to the issue, explore possible solutions and predict their outcomes to decide on what is best for the client. They may discuss the need to conduct further assessments in some cases to be able to gather more information to make better decisions. Case management may also involve planning, coordinating, referring, monitoring, and evaluating progress. The goal is to remove barriers and drive the case forward to achieve the intended resolution.

#### What to do:

1. The Case Managers select problematic cases they are having difficulty with deciding on the intervention. This could be due to:
  - a. Lack of resources to carry out the intervention plan
  - b. Non-compliance on the part of the child, foster parents, or any other significant people in the case management programme
  - c. Insufficient knowledge or skills
  - d. Extenuating circumstances which put the child at heightened risk
  - e. Unforeseen events leading to an unexpected outcome
  - f. Changes in situation which requires reassessment of vulnerability
2. The number of cases to be discussed in a session depends on the available time and complexity of the cases. Case Supervisor needs to take into consideration both stamina to sustain attention and mental capacity when deciding the length of session and number of cases to discuss per session.
3. If there are a greater number of cases than what is manageable in one session, there may be a need to have more than one session to cover all the cases. The Case Supervisor and the Case Manager will decide which case to prioritise based on urgency and importance.
4. Steps when presenting the cases:
  - a. Step 1: Case Manager describes the situation**
    - i. Case Supervisor listens to the presenting issue (i.e., statement of the client's presenting problem in terms of emotion, cognition, and behaviour that is affecting their current functioning and level of distress).
    - ii. Understand what has happened – when it happened, for how long, where did it happen
    - iii. Identify the people involved in the situation – who did or said what
    - iv. Identify the Case Manager's role and responsibility in response to the situation

**b. Step 2: Case Manager states how the presenting issue is disrupting the care plan**

- i. Case Supervisor refers to the care plan and identifies its placement goals
- ii. Understand how the Case Manager and the client are impacted by the situation – in what way is it hindering the Case Manager or the client from carrying out the care plan?
- iii. Understand what this situation means for the Case Manager or the client – how does the Case Manager or the client feel about this, how are they affected by it?

**c. Step 3: State how we know the presenting issue is resolved**

- i. Case Supervisor and Case Manager explore possible desired outcomes
- ii. Decide which outcome is the most achievable and in the best interest of the child
- iii. How will the desired outcome affect the client? How are other stakeholders affected by it?

**d. Step 4: Identify what needs to happen for presenting issue to be resolved**

- i. Recognise certain assumptions that have been made or need to be made to resolve the issue
- ii. Identify gaps in information that needs to be obtained prior to making the decision – how much does the Case Manager know about the situation
  - Is there enough information coming from the affected parties?
  - Are there socio-politico-cultural issues affecting the situation? (See *Cultural and Ethical Issues related to Case Management*)
  - Is there a need to obtain additional information from other sources?
  - Has the situation been viewed holistically?
- iii. Identify barriers to resolve the situation or factors that serve to perpetuate it

**e. Step 5: Identify the 4 Ps of Case Formulation**

- i. What are the predisposing, precipitating, perpetuating, and protective factors affecting the problem?
  - **Predisposing factors** are past factors that increase vulnerability to the presenting problem
  - **Precipitating factors** are recent factors that triggered the presenting problem
  - **Perpetuating factors** are current factors that are maintaining the presenting problem



- **Protective factors** are strengths and resilience that prevents the presenting problem from becoming worse and have the potential of resolving the presenting problem
- ii. Describe previous attempts in resolving the issue – what has been working so far
- iii. Identify exceptions to the situation - are the times when the situation did not happen or was of a lesser intensity?
- iv. Identify factors that have had an influence on the situation

**f. Step 6: Identify what additional support/resources are needed**

- i. Identify relevant knowledge and skills the Case Manager possesses
- ii. Identify the Case Manager's strengths and limitations in managing the situation
- iii. Identify the client's strengths and limitations in managing the situation
- iv. Identify connections with the community, individuals, or organisations who may be of help to manage the situation

**g. Step 7: Formulate plan of action**

- i. Apply knowledge or skills based on a theoretical framework to come up with a formula for intervention
- ii. Source for additional support or identified resources need to manage the situation – who needs to be involved?
  - Identify ethical issues that may be relevant to the case (See *Cultural and Ethical Issues related to Case Management*)
- iii. What possible threats could there be that may jeopardise the action plan?
- iv. What can be done to eliminate or minimise the threats?

**h. Step 8: Monitor outcome and review plan of action**

- i. Is the plan of action achieving the intended outcome?
- ii. If yes, what factors contribute to the success of the action plan?
- iii. If not, what is preventing the action plan from achieving its intended results?  
How can the obstacles be removed or reduced?
- iv. Is there a need to revise the plan of action to allow the intended outcome to be achieved more effectively and efficiently?

5. Be sure to record the flow and outcome of the discussion in the Supervision Form (see Annex) to understand how the decisions were made to achieve the intended outcome.
6. Monitor progress and review plan (Step 8) in the next supervision meeting.

## Cultural and Ethical Issues related to Case Management

The Case Manager acts as an advocate for the client. Sometimes, the Case Manager may be conflicted in making choices due to difference in cultural values and ethical issues. In such event, Case Supervisor can guide the Case Manager to make decisions in the best interest of the client based on the four fundamental principles of ethics:

**1. Principle of Autonomy**

- a. Client has the right to make choices, hold views, and act based on their own values and beliefs
- b. Client must first have the capacity to make decisions with intentionality, understanding, and without being coerced by extraneous controlling forces
- c. Case manager would need to be truthful, respect the privacy of the client, protect confidential information, and obtain consent for intervention from client

**2. Principle of Beneficence**

- a. Client benefits from the decision made, which contributes to their safety, permanency, and wellbeing
- b. Client is protected from further risk or harm from the decision made
- c. Case Manager protects and defends the rights of the client, removes harm or conditions that will cause harm to the client, rescues the clients from harm, and helps the client overcome their disabilities/limitations

**3. Principle of Nonmaleficence**

- a. Client will not be harmed by the decisions made
- b. Case Manager will not put the client's life at risk, cause further pain or suffering, incapacitate the client or cause offense toward the client

**4. Principle of Justice**

- a. Client will not be discriminated against based on their age, gender, nationality, ethnicity, sexual orientation, etc.
- b. Case Manager will ensure that benefits, risks, costs, and resources will be distributed equitably based on client's needs and not on personal sentiments toward the client

## PART 3: ORGANISATIONAL MATTERS

### WORKLOAD MANAGEMENT

The Case Supervisor is responsible for ensuring that the Case Managers have the personal capacity and sufficient resources to attend to their cases. As the number of their cases increases, they will have less capacity and resources to plan and attend to the needs of their clients. The Case Supervisor must practice fairness and equality when distributing workload to the Case Managers. Assigning the same number of cases to each Case Manager does not mean the same amount of workload. Figure 4.2 illustrates the difference between caseload and workload.



**Figure 4.2: Difference between Caseload and Workload**

Different cases require different amount of time and effort to manage. The more challenging ones (like the bigger boxes) tend to be more time consuming and emotionally draining. Cases that are familiar or have stabilised over time tend to be less challenging compared to taking on a new case. Case Managers who have more challenging cases should not be assigned new cases until their cases stabilised. This will allow them to use their time and resources efficiently in caring for their clients according to the minimum standards set by the organisation.

## Assessing Workload

Workload is the total number of cases times the unit of action to be taken for each case. Caseload is simply the number of cases handled by a Case Manager at any one time. Case Supervisor takes into consideration the workload of the Case Managers and not just the caseload. Same number of cases does not mean same amount of workload. Assuming all cases carry the same weight penalises case managers who happened to be assigned the more challenging cases.

Case Supervisors must be aware of the types of cases assigned to the Case Managers as well as the time and effort needed to meet the goals of intervention for those cases. Workload management takes into consideration differences in cases to be assigned to ensure that Case Managers are given a fair and equal distribution of workload based on their ability and resources provided. This will allow Case Managers to manage their cases effectively according to the minimum standards in meeting the goals of case management. The outcome is efficient use of time and resources which ultimately leads to improve care of clients. Case Managers are also less likely to experience burnout, which will result in high staff turnover.

### WORKLOAD ANALYSIS

1. Workload analysis should be conducted on a regular fixed schedule or when there is significant increase in the number of new cases or unusual change in circumstances.
2. Suggested guidelines in analysing workload:
  - a. Identify the number of cases for each Case Manager
  - b. Assess each case for complexity and effort needed for intervention
  - c. Different factors can be identified which poses different strengths and challenges for the Case Manager such as:
    - i. Age of child
    - ii. Gender
    - iii. Past and present vulnerabilities
    - iv. Past and present medical issues
    - v. Legal status/documentation
    - vi. Length of being in the programme
    - vii. Ethnicity/nationality
    - viii. House location
    - ix. Level of compliance
    - x. Access to psychosocial support within the family/community
    - xi. Mode of transportation
    - xii. Care plan goals
  - d. Identify Case Manager's capacity in terms of knowledge, skills, and level of motivation to manage each case

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## TRACKING PERCEIVED WORKLOAD

1. A simple way of assessing workload, without the use of sophisticated workload management software tools, is to allow the Case Managers themselves to determine how many cases they can manage based on the complexity of their assigned cases and their own capability.
2. A colour code can be assigned for each case to signify the amount of work needed to be done. For example:
  - a. RED – requires a lot of attention and intervention, such as chronic illness needing frequent hospital appointments, having severe mental health issues, recurring problems with compliance to programme requirements.
  - b. YELLOW – requires some attention and intervention, such as suffering from an acute medical condition, occasional mental distress linked to a temporary situation, minor noncompliant issues.
  - c. GREEN – stable cases which require very little attention and intervention, mostly compliant to programme requirements, good progress made in meeting care plan goals.
  - d. BLUE – case does not require any attention and intervention, could be due to the minor being highly independent and does not need to be in the programme, or the minor not contactable and therefore no intervention can be done. Such cases should be considered for closure after a certain period of inactivity.
3. The colour coding is determined based on the Case Manager's subjective perception of the amount of work required for each case. Table 4.1 shows how these indicators may provide some guide on how the cases are to be perceived.

**TABLE 4.1: Indicators Colouring the Perception of Workload**

Indicators	Description	Red	Yellow	Green	Blue
How recent is the case?	Newer cases tend to present with more urgent and unstable needs.	Very new cases	Newer ongoing cases	Older ongoing cases	Exiting cases
How much intervention is needed?	Intervention could be in the form of obtaining documentation, attending to physical and mental health needs, securing safe housing with suitable caregiver, etc.	Requires significant extra-ordinary intervention	Requires some extra-ordinary intervention	Requires the usual intervention	Not much intervention is required
How much resources are readily available to carry out intervention?	Resources could be in the form of financial aid, individuals or organisations who are ready to assist, items which easy to get etc.	Not readily available, need a lot of effort to source	Somewhat available, but require considerable effort	Available with some effort	Available with little effort
How much planning is required to manage the case?	Planning could be in the form of time taken to establish contact with stakeholders, preparing letters or other forms of documents, doing research to obtain information etc.	A lot of planning required	Some planning required	Little planning required	No planning required
How easy is it to get to the client?	Clients who live in places that are further and harder to reach will require more travelling time. Being constantly on the move will also make it harder to get to them.	Very difficult	Difficult	Easy	Very easy
How easy is it to communicate with the client?	Clients who have access to telecommunication services. They are ready to pick up calls. Able to communicate without the use of an interpreter or online translator. Availability of interpreters for the language spoken by the client.	Very difficult	Difficult	Easy	Very easy
How much time needs to be spent with the client?	Clients requires more frequent and longer check-ins.	A lot of time	Somewhat a lot of time	Some time	Little time
How complex is the client's issue?	The presence of complex and longstanding problems that involves social, structural, process, moral, political, and policy issues that	Very complex	Complex	Not complex	No issues

	cannot be addressed by clear objective solutions.				
How much external variables affect the client's situation?	External variables such as family situation, neighbourhood, school, employment, and other stakeholders that are not in the client's direct control.	A lot	Some	Little	None
How cooperative or compliant is the client with the programme requirements, care plan or goals to be achieved?	Clients adhere to the programme requirements and carry out their responsibility as planned	Defiant even with encouragement from the Case Manager	Mostly cooperative or compliant with encouragement from the Case Manager	Cooperative and compliant, mostly self-motivated with some encouragement from the Case Manager	Self-motivated to adhere to programme requirements, proactively comes out with plans to achieve goals

- For each Case Manager, they can colour code each of their cases based on their overall perception of workload. This can be done in the database of client information. The colour coding changes as the intensity of the case evolves over time in the programme. The Case Manager will then have to update the colour coding as soon as they sense changes in the overall workload for a particular case. Table 4.2 shows an example how such as database may look like.

**Table 4.2: Sample Database of Clients in the Case Management Programme**

No.	Case Ref. No.	Name	Gender	Age	Country of Origin	Assigned Case Manager	Workload Colour Code
1	A001	Awng	M	17	Myanmar	Case Manager X	
2	A002	Behnaz	F	15	Afghanistan	Case Manager Z	
3	A003	Chandra	M	14	Sri Lanka	Case Manager X	
4	A004	David	M	16	Myanmar	Case Manager Y	
5	A005	Esther	F	16	Myanmar	Case Manager Y	
6	A006	Fatima	F	17	Somalia	Case Manager Z	
7	A007	Ghulam	M	10	Afghanistan	Case Manager X	
8	A008	Hamza	M	12	Yemen	Case Manager Y	
9	A009	Iman	F	13	Somalia	Case Manager Z	
10	A010	Junaid	M	14	Myanmar	Case Manager X	

5. The Case Supervisor may choose to keep a monthly tracking of the caseload and workload for each Case Manager. It would be helpful to do this done when new cases need to be assigned to the Case Managers. Table 4.3 shows a sample table that provides an overview of each Case Manager's caseload and workload. This will helpful later when the Case Supervisor has new cases to assign.

**Table 4.3: Sample Case Manager Workload Intensity Indicator**

Case Manager	Red	Yellow	Green	Blue	Total
X	1	1	2	0	4
Y	1	1	1	0	3
Z	0	1	1	1	3
<b>Total</b>	2	3	4	1	10

## Managing Workload

1. The Case Supervisor must ensure that each Case Manager has a manageable workload which is equally distributed between the Case Managers with consideration toward the number of cases, required house visits, medical appointments, counselling/therapy sessions, and other required activity. Purpose is to allocate each Case Manager enough time and personal resources to attend to their clients effectively and efficiently.
2. For example, based on Table 4.3, if the Case Supervisor has a new case to assign, it is immediately obvious that Case Manager Z should be assigned because she has the least amount of workload although she shares the same number of cases as Case Manager Y. Of course, the Case Supervisor should also consider other factors too such as best fit, experience, and logistics. The table also reveals the overall intensity of cases in the programme. This may help the Case Supervisor to decide if the Case Managers are at risk of stress and occupational hazard if more cases are skewed towards higher workload intensity.
3. Besides assigning equal workloads, the Case Supervisor can also guide the Case Managers in managing their workloads by developing their organisational skills, setting priorities, and working as a team.
4. **Case Supervisor helps Case Manager develop organisational skills**
  - a. Case Manager to organise allocated amount of work to incorporate monthly check-ins, home visits, appointments, food drops, and other activities into a day/week/month.



- b. This may involve keeping the appointment calendar updated, use of database management system, attending to e-mails, phone calls and messages, proper planning, and timely completion of each day's work.

**5. Case Supervisor helps Case Manager to set priorities**

- a. Case Manager needs to understand the philosophy of the organisation embedded in its vision and mission to decide what is urgent and important.
- b. This may involve allocating time and energy to accomplishing certain task before others and the order in which those tasks are accomplished.
- c. Some tasks may need to be rescheduled, reassigned, referred out, or removed if necessary.

**6. Case Supervisor helps Case Manager to work as a team**

- a. Coordinate effort with other members of the team or the organisation as the need arises such as when there are special projects involving various departments in the Organisation.
- b. Decide if the Case Manager needs additional support from other Case Managers or some of the cases may need to be reassigned to another Case Manager

- 7. The Case Supervisor must determine and decide how many cases each Case Manager is capable to managing at any one time. If the total number of cases have exceeded the maximum capacity of the organisation, there is need to source for temporary help or hire more Case Managers .

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## COMPLIANCE

During supervision, the Case Supervisor may discuss the Case Manager's adherence to organisational policies and procedures. While official rules and processes are supposed to ensure that minimum standards are met, they can sometimes introduce more red tapes than necessary. Case Managers may present any challenges they may have experienced in adhering to organisational regulations to the point of causing delay or inaction. If the formal rules or standards are found to be excessive, rigid or redundant to the point of causing inefficiency, the Case Supervisor can later highlight the matter to the higher Management as part of their organisational roles and responsibilities.

The Case Supervisor can help Case Managers increase compliance by:

1. Ensuring that they know and understand the organisational policies and procedures to avoid accidental noncompliance. There may be a need for a refresher course or periodic reminder of adhering to certain rules or processes that has been put in place but forgotten.
2. Clearly communicating expectations regarding compliance and providing the rationale for the rules and processes. Case Managers must be aware of possible negative or even devastating consequences of noncompliance to themselves, their clients, the organisation, and other stakeholders.
3. Identifying outdated policies and procedures that may need to be amended or revised to reflect the current status, objectives, and challenges of the existing programmes.
4. Getting ideas, feedback, and suggestions from the Case Managers on how the processes can be simplified or automated to increase efficiency and productivity.
5. Ensuring that the policies and procedures are enforced fairly and equally for all Case Managers and other personnel in the organisation. Exceptions, unless in uniquely rare critical situations, should not be allowed as this devalues the importance of adherence and seems to suggest that occasional noncompliance is acceptable to the organisation.

## PART 4: PROFESSIONAL DEVELOPMENT

The Case Supervisor explore gaps in the Case Manager's knowledge, skills, competency, and available resources for them to consider. Following are exploratory questions that can be used during supervision to help identify potential gaps in knowledge and skills, understand the significance of having those knowledge and skills, realise their implications for the programme, and identify opportunities for continuous learning and development.

### 1. Identifying gaps in knowledge, skills, and competency

- a. In which area does the Case Manager struggle most at work?
- b. What is their area of interest?
- c. What kind of knowledge/skill/competency is lacking?
  - i. Technical – what is needed to get the job done
  - ii. Social – what is needed to work with others
- d. What are their aptitudes? Do they have any natural talent or special ability that can be enhanced?
- e. What is their attitude toward the area of work they are doing?

### 2. How the knowledge, skills, and competency affect job performance

- a. Which roles and responsibilities are less effective because of not having that knowledge, skills, or level of competence?
- b. How can having that knowledge, skills, or level of competence contribute to enhancing ability to fulfil roles and responsibilities?
- c. How is the client affected by this?
- d. How is the team affected by this?
- e. How is the organisation affected by this?

### 3. Proposed action to address the gap

- a. What opportunities are available to equip or train the Case Manager in the identified knowledge/skill/competency?
  - i. Workshops and seminars
  - ii. Online courses
  - iii. Academic programmes
  - iv. Mentorship
  - v. New projects or responsibilities to hone skills
  - vi. Self-learning/instructional materials
- b. Will the Case Manager need extra time off or lesser workload to accomplish this?
- c. Will there be any cost incurred? Is the organisation able to provide financial support? Are there available scholarships or grant for this?
- d. What other support does the Case Manager need from the organisation to undergo the training programme?

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#### **4. Whose responsibility in addressing the gap**

- a. The Case Manager?
- b. The Case Supervisor?
- c. Other members of the team/organisation?

#### **5. Time frame needed**

- a. How long is the entire training programme?
- b. How often are the sessions?
- c. How long does each session last?
- d. What action or decision must the Case Manager take or make to allocate time for the session?

#### **6. Expected outcome if the gaps are addressed**

- a. What can the Case Manager gain from the training programme?
- b. Will there be any certification given?
- c. How will the Case Manager implement or put into practice the newfound knowledge/skill/competency?
- d. How will the client benefit from this?
- e. How will the organisation benefit from this?

## PART 5: STAFF SUPPORT & SELF-CARE

The Case Managers' role can be quite demanding in terms of time and effort. There is not fixed time, and it may seem as if they are on-call 24/7. At any time, they may receive calls from their clients and must immediately respond to their needs if urgent. They may encounter emergency situations that can be both physically, mentally, and emotionally draining. The Case Managers may not always be aware of the effect of these accumulative stressors on them and end up overstraining themselves. Therefore, it is important for the Case Supervisor to be able to recognise symptoms of stress and bring them to the Case Managers' awareness, if necessary.

While it is the Case Managers' responsibility to look after their own well-being and practice self-care, they may not feel that it is a priority or even necessary to do so. Common reasons for Case Managers to neglect self-care that Case Supervisors need to be aware of and how to deal with them:

1. **Case Managers feel guilty for taking time off from work to indulge in themselves and look after their self-interest.**

**Case Supervisor's response:** Self-care is not the same as self-indulgence. It is the mental equivalent of physical hygiene. Neglecting self-care can make people mentally unhealthy. Self-care is not just about taking care of oneself but also realising that it affects the clients they serve and look after. Feeling guilty about making time for self may be a sign of lacking boundaries between the personal and professional self. The Case Manager must set stricter personal boundaries to reduce the guilt of practicing self-care. The organisation may also want to include self-care as part of the job description and requirements. This way the Case Manager understands that self-care is also part of work and not taking time off from work.

2. **Case Managers are not aware of their need for self-care.**

**Case Supervisor's response:** Looks for signs of fatigue and exhaustion. Case Managers who tend to work extraordinarily long hours, take very little breaks in between tasks, and skip meals are at greater risk of stress and burn out. If they continue neglecting the own needs, they may end up with compassion fatigue and apathy toward others. They need to make a conscious and deliberate attempt to schedule self-care into their daily work routine. They may want to make themselves accountable to someone to be aware and remind them of their own needs.

3. **Case Managers think that self-care is a sign of weakness.**

**Case Supervisor's response:** Case Managers need to understand that self-care restores strength to enable them to handle life and work stress better. Not paying attention to their body, mind, and soul will make them weak and break under pressure. Practicing regular self-

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care replenishes depleted energy needed to deal with problems and challenges. Self-care is not a sign of weakness or laziness.

**4. Case Managers believe in being self-sacrificial when serving others.**

**Case Supervisor's response:** Case Managers can only meet the needs of the clients if they attend to their own needs first. Helping others can be rewarding and gives a sense of purpose to our lives. To maintain our quality of service, we cannot be giving ourselves to point of exhaustion and neglecting our own needs. Case Managers must give value to self-care if they want to provide sustainable service to their clients.

**5. Case Managers do not have time due to having too many commitments and responsibilities.**

**Case Supervisor's response:** Commitments and responsibilities will never end. As soon as we are done with one, another will take its place. Case Managers must intentionally make time for self-care. Self-care does not have to be elaborate and time-consuming. Taking short breaks between tasks is enough to significantly reduce stress, increase levels of energy, and decrease exhaustion at work. Case Managers need to be mindful of what's already taking up their time and energy and learn to say no to new tasks no matter how attractive they may be. Look at their schedule and see how their time is spent. At what point can they allocate time for self-care? They may need manage their time and prioritise their task to free up time for self-care. Keep in mind that self-care is an important task that will become urgent if not attended to regularly.

## Finding Work/Life Balance for the Case Manager

The aim of creating a work/life balance is for the Case Manager to enjoy a sense of accomplishment at work and still have enough time for fun, rest, exercise, hobbies and loved ones.

1. The Organisation should put in place a family-friendly policy that places equal importance to personal/family and work responsibilities.
2. The Case Supervisor is encouraged to adopt family-friendly policies and trained in providing the team with performance, family, and personal support.
3. Encourage nonwork activities to allow Case Managers to broaden their network, build new skills and gain a sense of purpose through an integration of personal life and work-related goals.
4. Case Supervisor needs to be mindful that every Case Manager's definition of work/life balance may differ and therefore each plan must be tailored to their individual needs.
5. Examples of family-friendly organisational policies:
  - a. Allow flexible and remote working options
  - b. Measure productivity in terms of output rather than time spent
  - c. Encourage deliberate breaks, especially when the line between work and personal life is blurred for the Case Manager
  - d. Schedule regular review of workloads
  - e. Allocate time for Case Managers to pursue personal goals
6. Steps in creating work/life balance for Case Manager:
  - a. Explore values and priorities in life
  - b. Identify barriers to achieving this balance
    - i. Unrealistic expectation from people at work or at home
    - ii. Giving in to demands from others without considering own capability and personal resources
    - iii. Being inflexible in doing things and not able to adapt or find ways to increase efficiency and efficacy
    - iv. Spending too much effort on achieving perfection to the point of not being able to finish task on time
  - c. Change mindset and perception of work and personal life that hinder achieving work/life balance
  - d. Create fixed time blocks in the daily/weekly/monthly schedule for personal interest which are not to be rescheduled, cancelled, or postponed.

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## Identifying Stressors

### 1. Physical stressors

- a. Any kinds of trauma which could be due to injury or infection, intense physical work leading to over-exhaustion or fatigue, exposure to environmental pollutants (which includes noise pollution), illness, nutritional deficiencies.
- b. Case Supervisor may want to take note if Case Managers are not having regular meals, frequently ill, or having multiple back-to-back cases in a day.

### 2. Mental stressors

- a. Having to deal with large amount of information, time constraints, finding solutions to complex problems and having to juggle with multiple deadlines or tasks can be cognitively overwhelming.
- b. Case Supervisor may want to take note of the amount of documentation, coordinating, problem-solving, report-writing, and any other task requiring intense sustained period of concentration.

### 3. Emotional stressors

- a. Any kind of relationship issues whether with the minors, foster families, colleagues, family members, etc. can trigger stressful emotional reactions such as feelings of resentments, fear, frustration, sadness, and anger.
- b. It could be related to self-concept and self-worth such as feelings of incompetence, self-blame, self-criticism, having unachievable standards of perfection, and losing control over external events.
- c. Case Supervisor wants to be mindful of Case Managers who have difficult cases such as those with presenting psychological issues or lacking in compliance. Having to deal with suicidal clients or medical emergencies can be emotionally draining.

### 4. Spiritual stressors

- a. This is an existential crisis which may be a result of a loss of values, meaning and purpose.
- b. The reality for the Case Managers is that they are often not in control of many events in their clients' lives.

Identifying the types of stressors can help the Case Supervisor decide on more relevant support and explore strategies based on the specific form of stress. Nevertheless, one kind of stress often has a reciprocal effect on the other types of stress as well. Therefore, it is useful to think of stress management in a holistic manner of the Case Manager.



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## Strategies for Self-care

Self-care is an integral part of being a Case Manager. It is the personal responsibility of the Case Managers to ensure that they engage in activities and practices to reduce stress and strain, and to maintain or even enhance their physical and mental health. However, the Case Supervisor can assist the Case Managers in developing their personal self-care plan. Based on the type of stressors, the following strategies can be employed:

### 1. Physical self-care

These are activities that keeps the body fit and healthy, while increasing stamina and endurance to increase physical capacity for work and personal commitments. Examples include:

- a. Developing a regular sleep routine
- b. Maintaining a healthy diet which includes good food choices and eating regular meals
- c. Exercising and working out
- d. Getting rest and taking medication when sick

### 2. Mental self-care

These are activities that helps rejuvenates the mind and develops the executive functioning of the brain. Examples include:

- a. Keeping a reflective journal
- b. Practising relaxation techniques such as mindfulness meditation
- c. Engaging in a hobby or favourite past time
- d. Seeking and engaging in supervision or consultation
- e. Putting away the phone or not checking e-mail after office hours
- f. Engaging with family and friends
- g. Watch a movie or read a book

### 3. Emotional self-care

These are activities that allow the expression of various emotions in a safe setting

- a. Share feelings with trusted family or friends
- b. Reframing negative thoughts
- c. Engaging in physical activities such as sports or dance
- d. Express emotions through music and arts
- e. Participate in counselling or therapy sessions
- f. Engaging in group socialisation or activities
- g. Practicing self-compassion

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#### 4. Spiritual self-care

These are activities that creates meaning of life and allow greater perspective in the things that we do.

- a. Engage in reflective practices like prayer or meditation
- b. Go to places of worship or participate in religious activities
- c. Being close to nature
- d. Read philosophical books or listen to inspirational talks

# TEAM/GROUP SUPERVISION

## Mutual Learning and Sharing of Experience

Supervision does not always have to come solely from the Case Supervisor. In Team/Group Supervision, the Case Supervisor taps on the Case Managers' cumulative expertise and experience to get mutual feedback for guidance and evaluation. Team/Group supervision should not replace formal individual supervision with the Case Supervisor but should be done as a supplement to encourage reciprocal learning through the sharing of experiences and relationship building among the Case Managers.

### Initiating a Team/Group Supervision Session

1. Group supervision can be triadic or in an even larger group depending on the number of Case Managers
2. Each session should have a clear and purposeful objective (e.g., to help develop a certain aspect of interviewing skills)
3. Just be aware of how the supervision will affect the Team as a whole
4. Be mindful of Case Managers being left out and the formation of unhealthy cliques

### Things to do during Team/Group Supervision

1. The session can be used to practice certain skills while giving one another feedback
2. The session can also be used to discuss cases before they are presented in other meetings such as case conferences
3. The session should make the Case Managers feel mutually supported by one another
4. At the same time, they need to be honest with one another with a balance of positive and challenging feedback to allow for reflection and self-learning
5. Everyone should make equal contribution to the group
6. Issues that are not resolved during group supervision could be brought up to the Case Supervisor during individual supervision

### Things to Avoid during Team/Group Supervision

1. Be careful that the session does not become a gossip or complaining session
2. It should not be an advice-giving session but to encourage exploration of ideas and potential solution
3. No one should be imposing their views or opinions on others
4. A Case Manager should not make decision on behalf of another Case Manager
5. Be careful not to divulge information is supposed to be confidential between the Case Manager and the Client

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## FACILITATING A TEAM/GROUP SUPERVISION

The content and structure of the group sessions can be like that of individual supervision. However, since there are more participants in the group, significantly more time needs to be allocated to discuss the same content. Therefore, instead of just one hour of individual supervision, group supervision may require approximately 2 hours depending on the number of members in the group.

A 2-hour group supervision session for a group of five (including the Case Supervisor) may be structured as follows:

- PART 1. Check in (10 minutes)**
- PART 2. Discussion of Cases (60 minutes)**
- PART 3. Organisational Matters (10 minutes)**
- PART 4. Professional Development (10 minutes)**
- PART 5. Support and Self-care (20 minutes)**
- PART 6. Check out (10 minutes)**

There is a need for the Case Supervisor to set the agenda at the earlier part of the session. This may be done after the check-in segment just before discussing the cases. Ground rules may also be discussed and set at the beginning of the session. Not everything has to be discussed in the group session. The Case Supervisor and the Case Managers can decide on which aspect of supervision to be included or excluded from the group session. It is important that the group session should have added value and not merely a repetition of the contents in the individual sessions. For example, the Group Supervision could be a platform for the Case Managers to understand and learn how each of them make decisions for their clients so that there is some alignment in terms of how clients are being served. It can be a group support session for Case Managers to deal with work and personal stress, but no client cases are discussed.

For the Case Supervisors, a useful technique that they can apply in the group setting is the ability to link one Case Manager's experience or sharing with another Case Manager. Linking fosters involvement between Case Managers by allowing them to identify with one another to empathise and perhaps even gain insights for themselves. The Case Supervisor needs to be alert to ways of relating what one Case Manager is saying or doing to the concerns of another Case Manager. For example, the Case Supervisor may ask if any Case Manager feels the same way about their client as the other Case Manager or if they share the same challenges with their clients.

# PEER SUPERVISION

There are times when Case Managers may choose to tap on one another's expertise and experience to get mutual feedback for guidance and evaluation without the presence of the Case Supervisor. In a dyad, the Case Managers may take turn playing the supervisor and supervisee roles. In a triad, one can be the supervisor, the other the supervisee and another the observer. Peer supervision should be encouraged among Case Managers, but the Case Supervisor can provide guidelines to the Case Managers on how to conduct effective peer supervision among themselves. The guidelines for group/team Supervision are also applicable to peer supervision.

## How to Benefit from Supervision

- Understand the reason and purpose of supervision.
- Clarify any aspects of supervision with the Case Supervisor regarding the content of the sessions.
- Be as honest and open as possible during sessions and request for what is needed.
- Prepare before the supervision session - write summaries of cases and think of questions in advance to explore during the session.
- Engage in the supervision process meaningfully – do hesitate to ask difficult questions when necessary.
- Recognise that each Case Supervisors will have their own style of supervision and will conduct the session in different of ways – try to work within the framework of the Case Supervisor's style.
- It is normal for Case Managers to experience some level of anxiety in the supervision process.

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# CHAPTER 5

## Irregular Issues

What potentially critical issues do Case Supervisors encounter? How should they respond in such situations?

### Critical Incident

There are times when foreseen circumstances require the Case Manager to make quick decisions or engage in highly stressful situations. During such instances, the Case Supervisor may arrange for an ad-hoc or informal supervision in addition to the usual scheduled supervision. This session may take the form of a debriefing to process thoughts or emotions related to the case.



The Case Supervisor can help the Case Manager process the incident by asking the following questions:

**1. What happened?**

- a. Describe the critical incident, event or presenting issue.
  - i. When did it happen?
  - ii. Where did it happen?
  - iii. Who was involved?
  - iv. What were the consequences?

**2. How did the incident/event/issue affect you as a Case Manager?**

- a. Describe and reflect on thoughts and feelings related to the incident/event/ issue
  - i. What did you think of it?
  - ii. How did it make you feel?

**3. How did you react?**

- a. Describe and reflect on behaviours in response to the incident/event/issue

**4. Why did it happen?**

- a. Try to identify factors leading to the incident/event/issue
  - i. What were the series of events that lead to this?
  - ii. Were there systemic issues involved?

**5. How else could you have reacted?**

- a. Reflect on alternative reactions, thoughts or feelings that could have been adopted

**6. What will your next course of action be?**

- a. Develop a concrete action plan to reduce the probability of the incident/event/issue happening again
- b. Decide what can still be done to deal with the situation
  - i. What are your strengths and assets that will help in this situation?
  - ii. What additional information or resource that is needed?

**7. What lesson can be learned from this experience?**

- a. Decide what needs to be done because of the experience
  - i. How will this affect how the Team does things from now on?
  - ii. Are there any policy or procedural changes required at the organisational level?

# Team Conflict

The Case Supervisor is the glue that holds the Team together. There are times when difference in opinion and workstyle may result in misunderstanding and conflict between Case Managers. In such cases, a group or team session may be necessary to resolve the conflict. Even when there is not tension between the team members, group supervision can help strengthen the team's cohesion and cooperation.

## 1. Resolving conflicts in the Team

### a. Setting the Stage

- i. Identify the nature of conflict (e.g., due to differences in opinion, values, principles, perception, culture, etc.)
- ii. Acknowledge there is a problem that needs to be resolved
- iii. Realise and agree on the impact of the conflict on the Team, especially how it affects the stakeholders
- iv. Agree to cooperate and work as a Team and put aside individual needs and biases to achieve a common goal
- v. Agree to communicate openly and honestly with one another

### b. Understanding the Situation

- i. Allow each Case Manager to voice out their opinion and dissatisfaction without censure
- ii. Take time to listen and understand each person's point of view
- iii. Allow strong emotions but sieve through them to reveal the true nature of the conflict. Respond with empathy but do not react defensively.
- iv. Clarify every one's position so that what remains are facts that can then be viewed objectively
- v. Identify assumptions and beliefs that formed the basis of their position and decision-making criteria
- vi. Analyse and differentiate facts from baseless assumptions
- vii. Maintain an open frame of mind, instead of being critical or judgmental

### c. Reach an Agreement

- i. Arrive at a consensus on what needs to be done, by when, by whom
- ii. It is not necessary to find fault or put the blame on someone
- iii. Get the team to commit to the action plan
- iv. Explore ways to prevent future conflict



# Organisational Issues

While the case managers' main role is to advocate for the client, they are also accountable to the organisation. They need to strike a fine balance between serving and executing care plans in the best interest of the clients and ensuring effective and efficient use of the organisation's resources and adherence to its policy and procedure. There are times when it is difficult to safeguard the client's needs due to organisational constraints such as lack of resources and barriers in management procedures.

Examples of situations in which the Case Supervisor may need to assist the Case Manager in navigating issues involving the organisation:

1. Constraints in delivering care due to conflicts with organisational mandate
2. Delays in carrying out care plan due to red tapes within organisation
3. Access to organisational resources
4. Financial constraints due to cost containment
5. Lack of legal authority on the part of the organisation to act

## Guidelines when dealing with issues affecting the organisation:

1. Involve all relevant parties in shared decision-making
2. Apply a consistent set of values and goals in deliberation
3. Apply organisational policies and procedures which are meant to support and guide practice
4. Differentiate between ethical issues involving the organisation and those related care management issues which only involves the team
5. Seek consultation when unable to address the issue independently
6. Choose to gather more information when uncertain as compared to being confident in making decision with insufficient information
7. Avoid premature closure on issues to prevent confirmation bias and deciding on the issue before all the facts have been gathered and examined
8. To avoid groupthink, the Case Supervisor may take on an organisation-centric approach while the Case Manager remains client-focused
9. The Case Supervisor should encourage disclosure and transparency especially when wrong decisions have been made
10. It is important for the Case Supervisor to build trust and rapport with the Case Manager by practising honesty, expressing empathy, and showing compassion

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# CONCLUSION

This Case Supervision Manual hopes to provide supplementary resource and guidance to help Case Supervisors engaged within a case management programme to adopt supervisory standards that is higher than what is presently practices in their respective organisations. Although the Manual is presented in the context of a Community Placement and Case Management Programme for Unaccompanied and Separated Children, it is general enough to be applied to other settings involving child protection.

It is essential for Case Managers involve in child protection to critically reflect on the way they work to ensure that their clients are protected from harm. Supervision helps Case Managers with making sound professional judgements to enable them to deliver services responsibility to keep them safe. Therefore, supervision is a vital platform for Case Supervisors to consistently promote good standards of practice and to continuously support Case Managers in their fulfilling their roles and responsibilities. This Manual will be a useful resource for any supervisors or organisations involved running similar community placement and case management or any other child protection programmes.

An important core value of SUKA Society is that all tools and resources developed by SUKA Society are to be shared and can be used by any individual or organisation engaging in case management supervision for their case managers to provide protection and care for children in their community. However, the materials in this Manual should be contextualised and adapted to fit their respective organisation's framework, population of concern and country context. This Manual is expected to be reviewed and updated periodically to remain relevant and adopt the latest theory and empirically supported best practices in supervision.

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## ANNEX A: SUPERVISION AGREEMENT TEMPLATE

# SUPERVISION AGREEMENT

Name of Case Supervisor: \_\_\_\_\_

Name of Case Manager: \_\_\_\_\_

*We agree to the following terms and conditions:*

### PART A: PURPOSE, GOALS AND OBJECTIVES

1. Purpose: \_\_\_\_\_  
*(State reason for supervision to justify the intended results)*
2. Goals: \_\_\_\_\_  
*(State the intended results of supervision)*
3. Objectives: \_\_\_\_\_  
*(Describe the concrete actions needed to achieve the intended results of supervision)*

### PART B: SCOPE OF SUPERVISORY RELATIONSHIP

1. Areas of work to be discussed: \_\_\_\_\_
2. Case Supervisor's role: \_\_\_\_\_
3. Case Manager's role: \_\_\_\_\_
4. Relation to performance appraisal, if any: \_\_\_\_\_

### PART C: CONTEXT OF SUPERVISION

1. Date of Commencement: \_\_\_\_\_
2. Frequency of Session: \_\_\_\_\_
3. Duration of Session: \_\_\_\_\_
4. Communication of Session Dates and Times: \_\_\_\_\_
5. Venue: \_\_\_\_\_
6. Provision for Online Sessions: \_\_\_\_\_
7. Situations when additional supervision is needed: \_\_\_\_\_
8. Situations when session may be postponed: \_\_\_\_\_

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## PART D: CONTENT OF SUPERVISION

### 1. Agenda:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

## PART E: RIGHTS & RESPONSIBILITIES

### 1. Case Supervisor's Rights

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### 2. Case Supervisor's Responsibilities

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

### 3. Case Manager's Rights

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### 4. Case Manager's Responsibilities

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

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## PART F: POLICIES & PROCEDURES

1. Documents/recordings required for monitoring: \_\_\_\_\_
2. Storage of documents/recordings: \_\_\_\_\_
3. Access to documents/recording: \_\_\_\_\_
4. Usage of documents/recordings: \_\_\_\_\_

## PART G: PRIVACY & CONFIDENTIALITY

1. Terms of privacy and confidentiality: \_\_\_\_\_
2. Limits to confidentiality: \_\_\_\_\_

## PART H: TROUBLESHOOTING

1. Contact person to make grievance to: \_\_\_\_\_
2. Consequences for failure to abide by the agreement: \_\_\_\_\_
3. Emergency contact for Case Supervisor: \_\_\_\_\_
4. Emergency contact for Case Manager: \_\_\_\_\_

## PART I: EVALUATION

1. Avenue for giving feedback to the Case Supervisor: \_\_\_\_\_
2. Avenue for giving feedback to the Organisation: \_\_\_\_\_

*We will abide by the provisions set forth in this agreement.*

Case Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Case Manager's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## ANNEX B: SUPERVISION FORM

# SUPERVISION RECORD

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Name of Case Supervisor: \_\_\_\_\_

Name of Case Supervisee: \_\_\_\_\_

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### PART A: REVIEW OF PREVIOUS SUPERVISION SESSION

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### PART B: CASE DISCUSSION

Case Reference No: \_\_\_\_\_

Presenting Issue: \_\_\_\_\_

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Disruption on Care Plan/Intervention Goals: \_\_\_\_\_

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Desired Outcome: \_\_\_\_\_

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Assumptions and Gaps in Information: \_\_\_\_\_

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The 4Ps: \_\_\_\_\_

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Support/resources needed: \_\_\_\_\_

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Action Plan: \_\_\_\_\_

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Responsible Parties: \_\_\_\_\_

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Case Reference No: \_\_\_\_\_

Presenting Issue: \_\_\_\_\_

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Disruption on Care Plan/Intervention Goals: \_\_\_\_\_

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Desired Outcome: \_\_\_\_\_

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Assumptions and Gaps in Information: \_\_\_\_\_

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The 4Ps: \_\_\_\_\_

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Support/resources needed: \_\_\_\_\_

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Action Plan: \_\_\_\_\_

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Responsible Parties: \_\_\_\_\_

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## PART B: ORGANISATIONAL MATTERS

Discussion: \_\_\_\_\_

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Action Plan: \_\_\_\_\_

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Responsible Parties: \_\_\_\_\_

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## PART C: PROFESSIONAL DEVELOPMENT

Discussion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action Plan: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Responsible Parties: \_\_\_\_\_  
\_\_\_\_\_

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## PART D: PROFESSIONAL DEVELOPMENT

Discussion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action Plan: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Responsible Parties: \_\_\_\_\_  
\_\_\_\_\_

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## PART E: ANY OTHER MATTERS

Discussion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Action Plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Responsible Parties: \_\_\_\_\_

\_\_\_\_\_

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Next Supervision Date & Time: \_\_\_\_\_

Case Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Case Manager's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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