

Supervision in Child & Family Services Certificate Series
Summary of Participant Evaluations

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Overview

This report summarizes the Participant Evaluations completed by those who attended the Supervision in Child and Family Services Certificate Series provided by the School of Social Work at Michigan State University. There were 18 trainings held between June 15, 2007 and August 8, 2008. Each training produced between 10 and 25 individual evaluations, for a total of 313 Participant Evaluations. Each training was assigned a number corresponding to the order in which they occurred. The names of the trainings, dates held, and numbers of evaluations per training are summarized below in Table 1.

Table 1
Supervision in Child and Family Services Certificate Series Trainings

<u>Assigned Number</u>	<u>Date</u>	<u>Training Name</u>	<u>Number of Evaluations</u>
0	6/15/2007	Supervision Certificate 1: The Role of Leaders in Staff Retention	13
1	7/13/2007	Supervision Certificate 2: The Practice of Retention-Focused Supervision	17
2	8/3/2007	Supervision Certificate 3: The First Six Months	15
3	10/5/2007	Supervision Certificate 5: Working With Differences	15
4	10/26/2007	Supervision Certificate 4: Communication Skills	14
5	11/9/2007	Supervision Certificate 6: Recruiting and Selecting the Right Staff	10
6	11/30/2007	Supervision Certificate 1: The Role of Leaders in Staff Retention	10
7	2/22/2008	Supervision Certificate 3: The First Six Months	19
8	2/22/2008	Supervision Certificate 2: The Practice of Retention-Focused Supervision	16
9	4/18/2008	Supervision Certificate 5: Working With Differences	17
10	6/12/2008	Supervision Certificate 1: The Role of Leaders in Staff Retention	25
11	6/13/2008	Supervision Certificate 2: The Practice of Retention-Focused Supervision	24
12	6/19/2008	Supervision Certificate 5: Working With Differences	24
13	6/20/2008	Supervision Certificate 4: Communication Skills	11
14	6/20/2008	Supervision Certificate 4: Communication Skills (Train the Trainer format)	15
15	6/26/2008	Supervision Certificate 3: The First Six Months	22
16	6/27/2008	Supervision Certificate 6: Recruiting and Selecting the Right Staff	22
17	7/18/2008	Supervision Certificate 1: The Role of Leaders in Staff Retention	14
18	8/8/2008	Supervision Certificate 6: Recruiting and Selecting the Right Staff	10
Total Evaluations			313

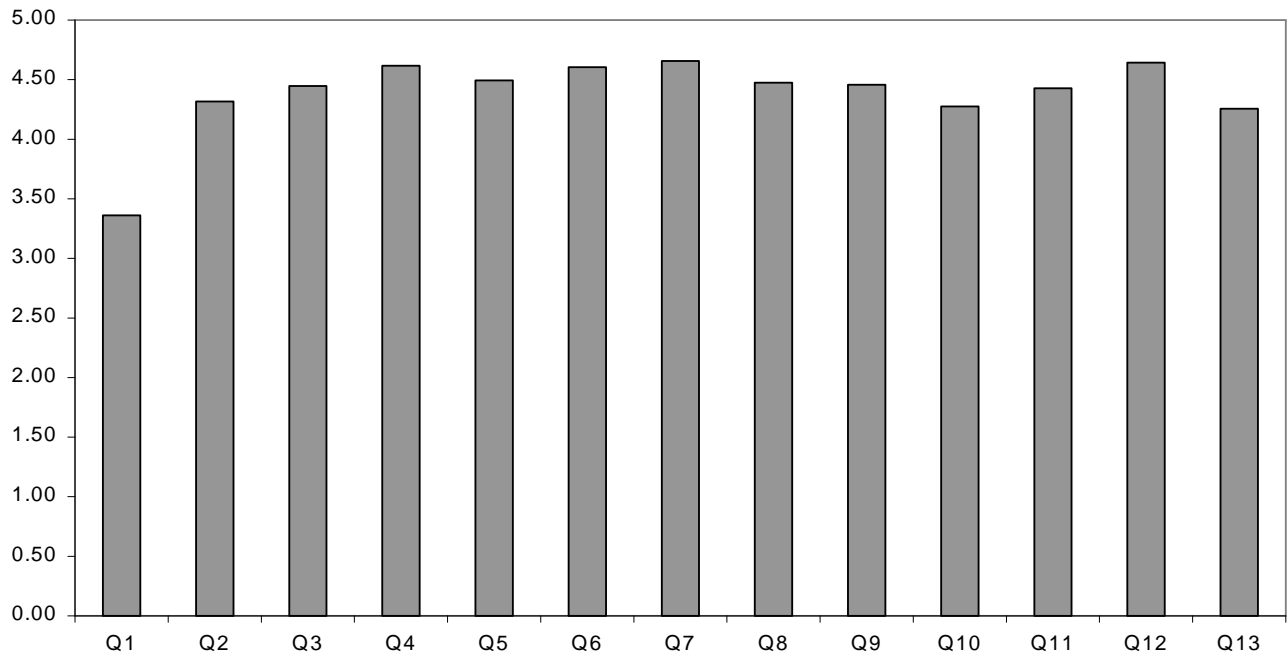
Quantitative Data

The first 13 questions included in the Participant Evaluations were rated on a scale from 1 to 5, with 1 indicating “Poor,” 3 indicating “Adequate,” and 5 indicating “Excellent.” The results are summarized below in Table 2 and are depicted in Graph 1. The ratings for the first training (assigned as number zero) are not included, as the quantitative data was lost by the Testing Office. Graph 2 depicts participants’ ratings of their levels of understanding of the training topics before and after each training.

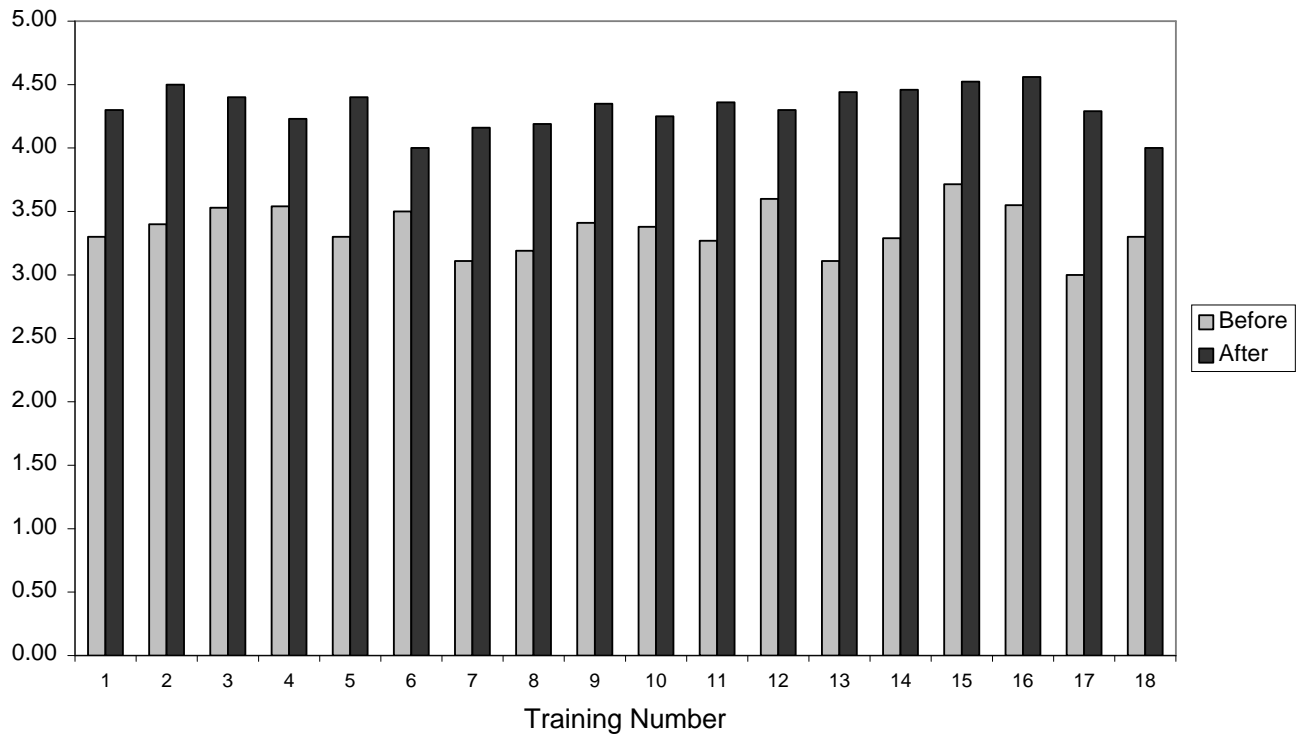
Table 2
Mean ratings by question

<u>Q#</u>	<u>Question</u>	<u>Mean Rating</u>	<u>SD</u>
1	Knowing what you know now, please indicate your level of understanding of the topic <u>before</u> this workshop	3.36	0.19
2	Please indicate your understanding of the topic <u>after</u> this workshop	4.32	0.16
3	The instructor presented the material in a clear and organized manner	4.45	0.20
4	The methods of instruction used by the presenter were effective in presenting the subject matter	4.62	0.79
5	The workshop content was appropriate to my education, experience and social work licensure level	4.49	0.21
6	The presenter was able to give clear explanations when questions were asked	4.60	0.27
7	The workshop materials were relevant and useful	4.66	0.13
8	The presenter utilized appropriate technology to support my learning	4.48	0.23
9	The session learning objectives were met	4.46	0.19
10	The physical setting for the course (chairs, room temperature) were conducive to my learning	4.27	0.29
11	When registering for this workshop, instructions for requesting accommodations for disability were accessible	4.43	0.29
12	The registration process was easy	4.64	0.16
13	Overall, I was satisfied with the program	4.26	0.50

Graph 1:
Ratings by Question

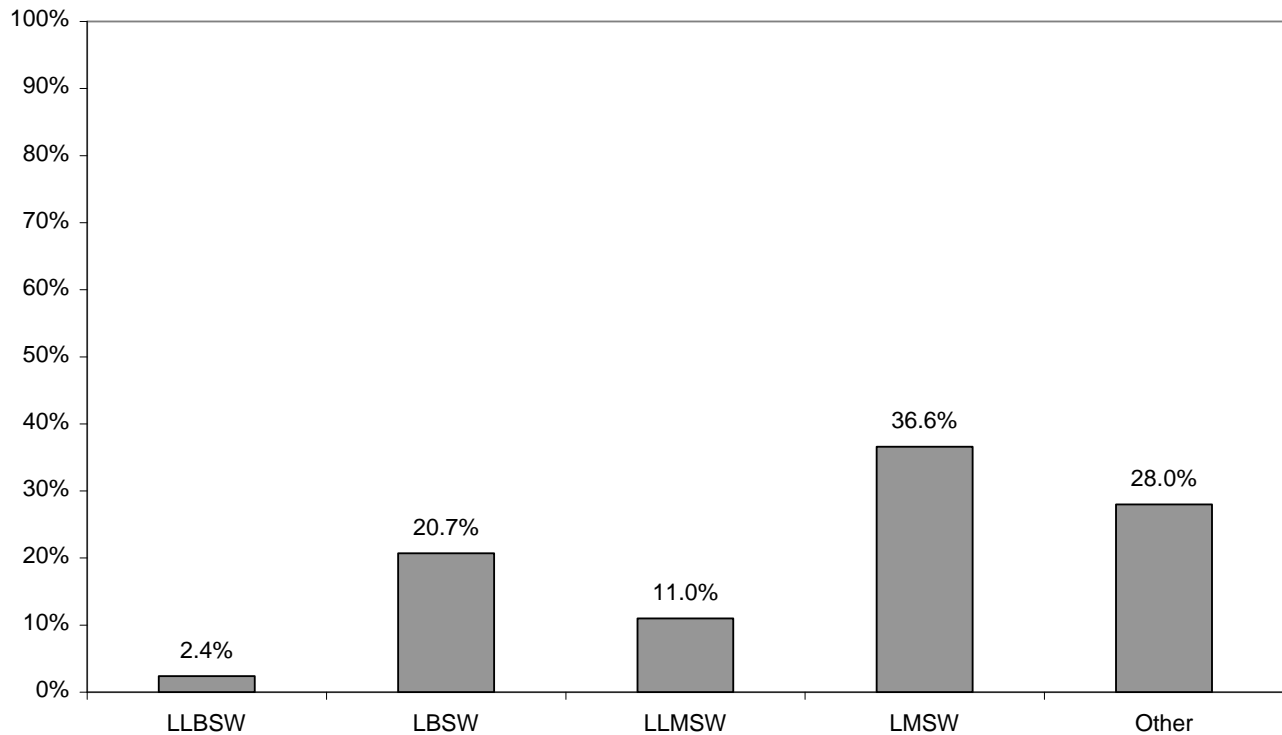


Graph 2:
Knowledge of Topic Before & After Training



The Participant Evaluations for the first 6 trainings included the question, “What is your licensure type?” The response choices were LLBSW, LBSW, LLMSW, LMSW, and “other, please describe.” This question yielded 82 responses, which are depicted below in Graph 3.

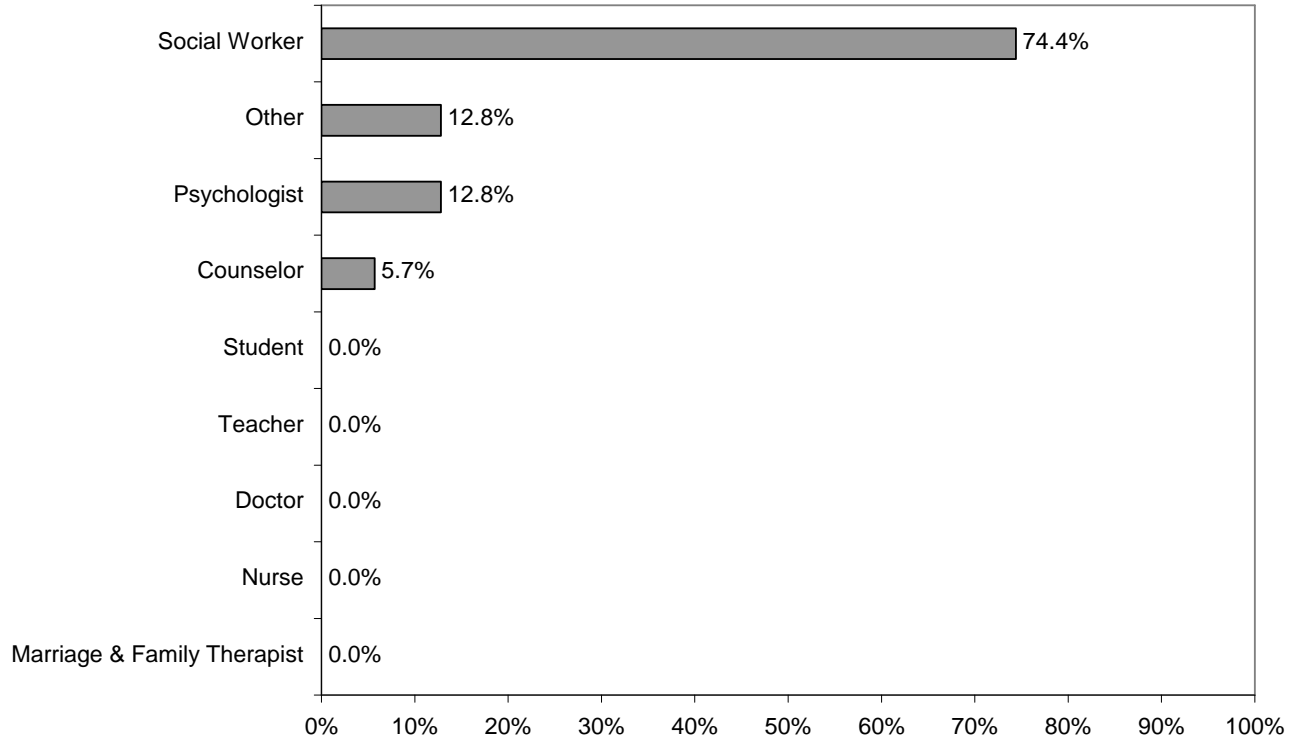
Graph 3
What is your licensure type?



Although over a quarter of respondents selected “other” as their licensure type, few provided further elaboration. These included 2 who specified “B.S.,” one “Bachelor,” one “B.A.,” one “B.S./Criminal Justice,” one “M.A.” one “not applicable,” and one who wrote, “licensed first degree social worker in Korea.”

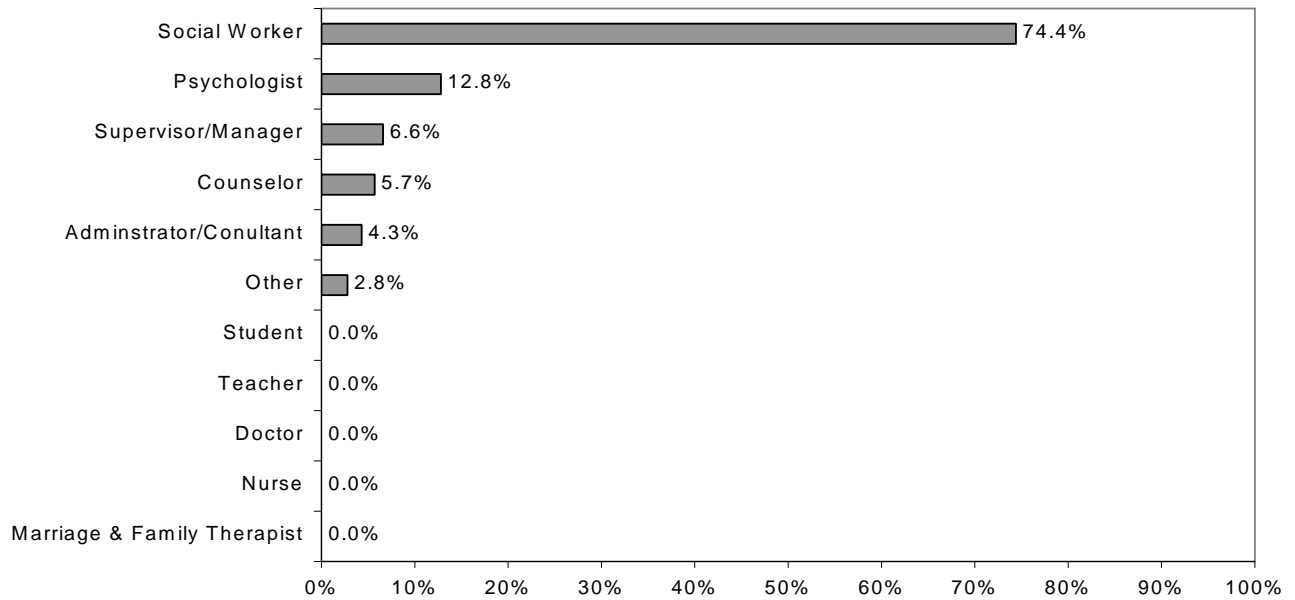
Trainings 7 through 18 did not include the previous question. Instead, they asked the question, “What is your current profession?” The response choices were Social Worker, Counselor, Psychologist, Marriage and Family Therapist, Nurse, Doctor, Teacher, Student, or “Other, please describe.” This question elicited 211 responses, which are illustrated in Graph 4 on the following page.

Graph 4
What is your current profession?



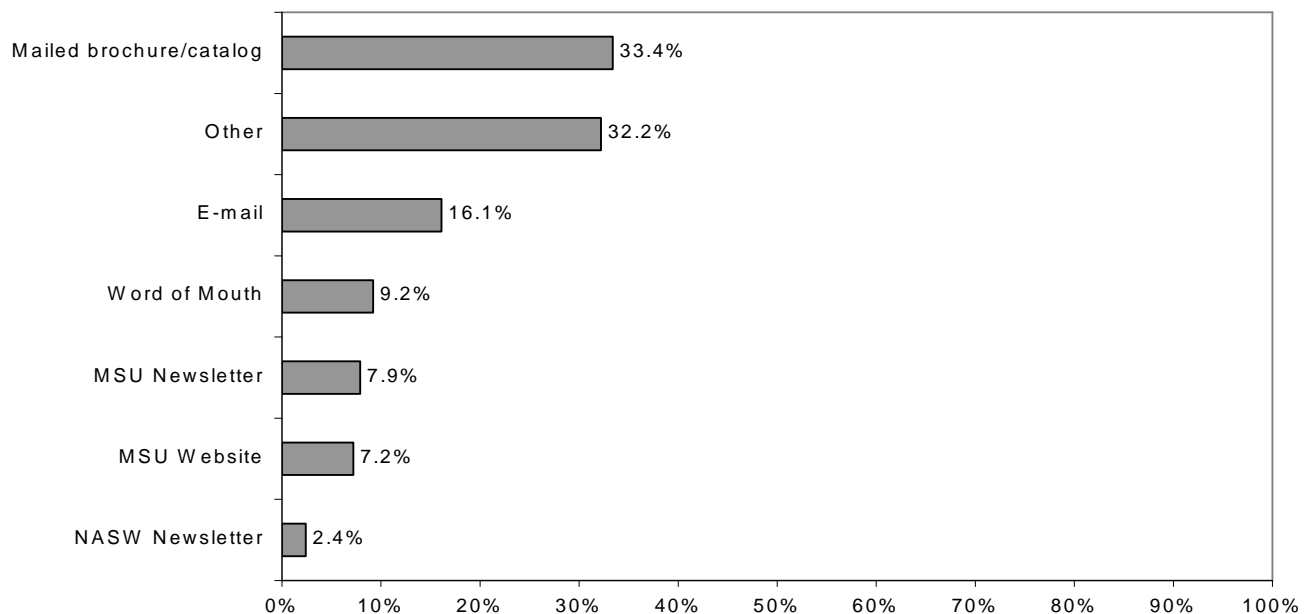
A total of 29 Participant Evaluations included additional information pertaining to the “other, please describe” choice. The professions most often specified were supervisors/managers and administrators/consultants. Specified professions that did not fall into these two categories were “biochemistry training,” “retired,” “play therapist,” “DHS Children’s Services,” and “not applicable.” This information was integrated into Graph 5 on the following page.

Graph 5
What is your current profession?



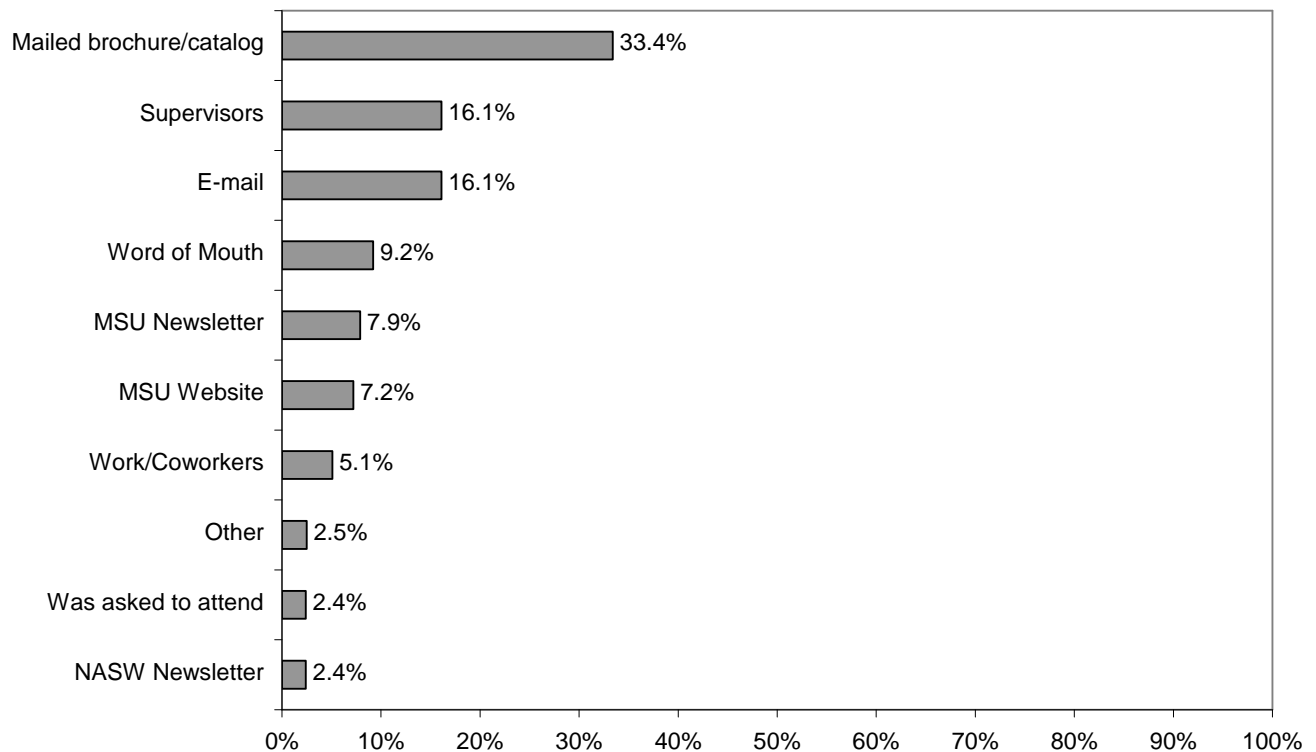
Each evaluation asked how the participant had learned of the event in a “check all that apply” format. The answer choices were Mailed Catalog, E-mail, NASW Newsletter, MSU Newsletter, MSU Website, Word of Mouth, and “Other, please describe.” The 292 responses are depicted in Graph 6.

Graph 6
How did you learn about this event?



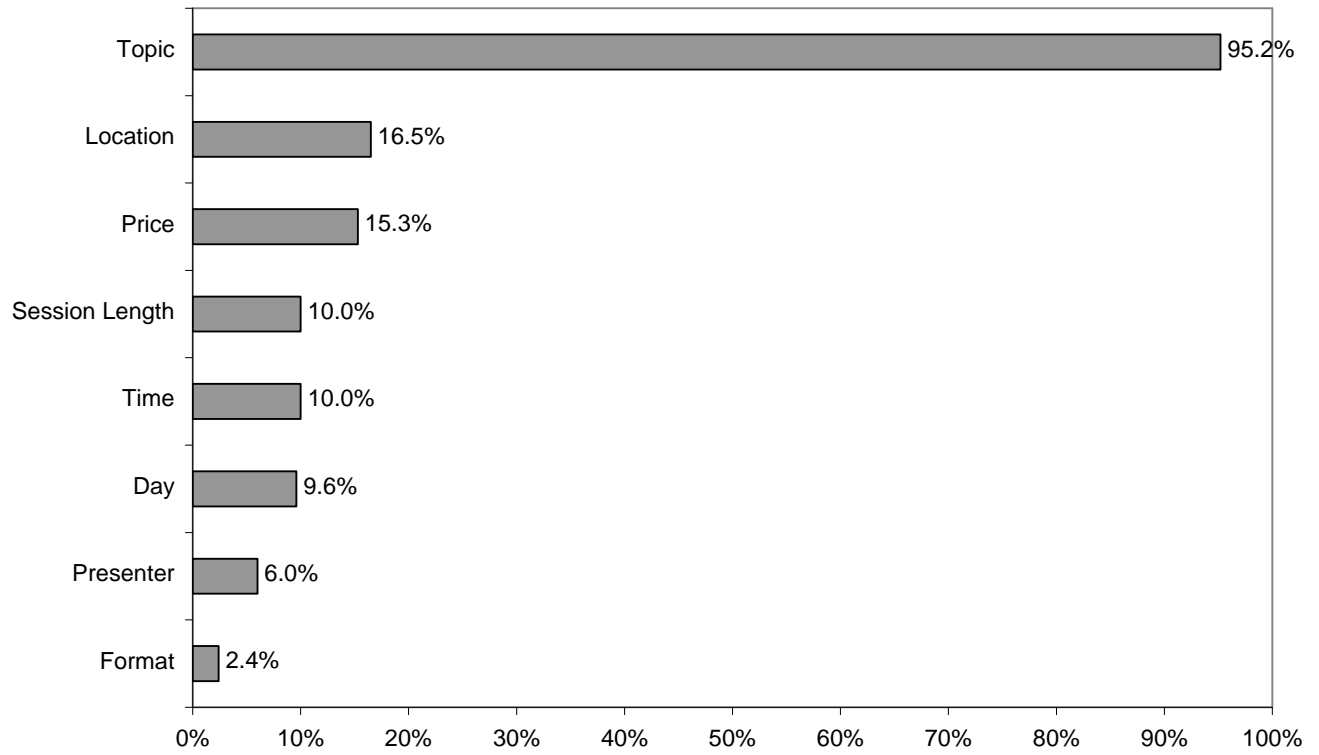
With regard to the “Other, please describe” choice, 75 Participant Evaluations provided further elaboration. The majority of these described being informed of the event by supervisors, learning about it at work/from coworkers, or being asked to attend. Responses that did not fall into one of these categories included 5 mentions of “V.C.E.” (Vocational Certificate of Education?) and one “Discussed at T.G.C.” This information was integrated into Graph 7.

Graph 7
How did you learn about this event?



The final question in the quantitative section of the evaluations asked what had influenced the participants to attend this event in a “check all that apply” format, yielding 249 responses. The choices were Topic, Presenter, Location, Time, Day, Price, Format, and Session Length. These responses are summarized in Graph 8 on the following page. Although this question did not include an “Other, please describe” choice, 6 respondents elected to include additional information. Five of these responses indicated that a supervisor, director, or CEO had influenced them to attend; and one response simply said, “certificate.”

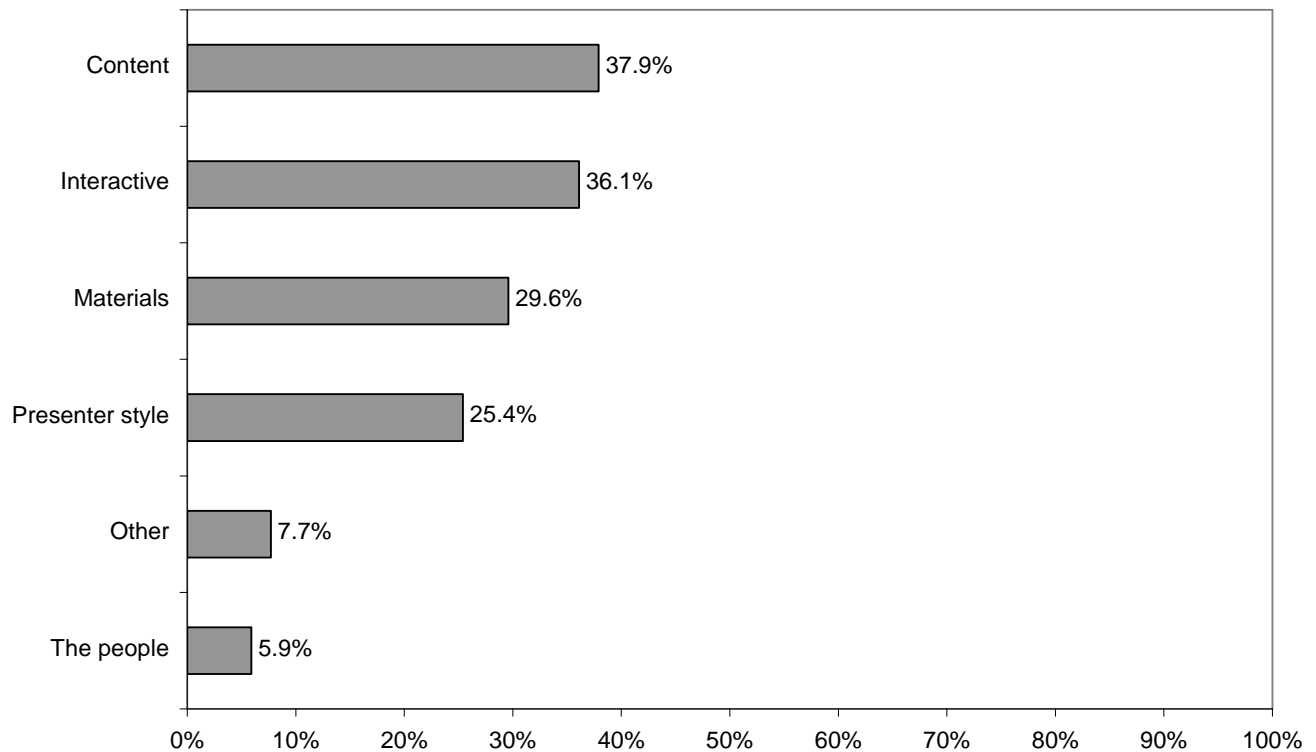
Graph 8
What influenced you to attend this seminar?



Qualitative Data

The Participant Evaluations included 5 open-ended questions. The first of these was, “What did you like most about the program?” This question yielded 169 total responses, which fell into 6 broad themes. Frequencies of responses by theme are depicted in Graph 9.

Graph 9
What did you like most about the program?

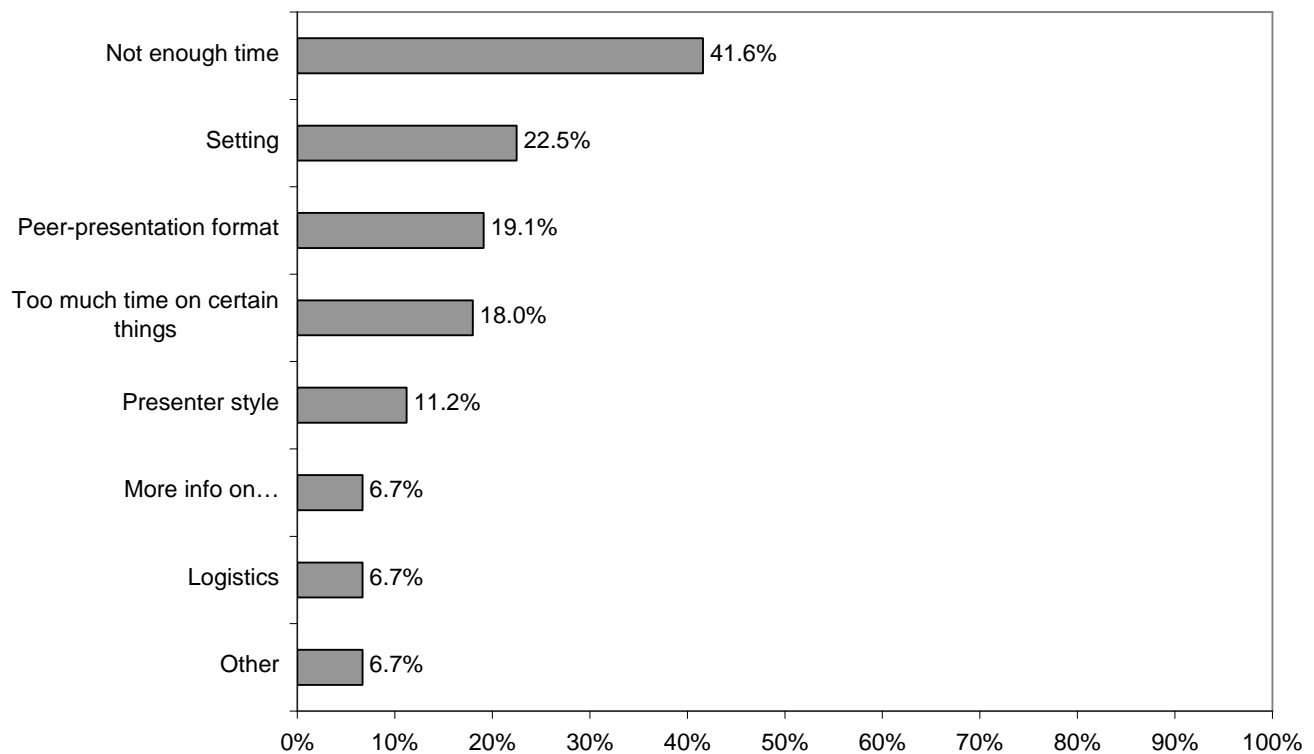


The most prevalent theme was an appreciation of the training content, with responses such as, “All material covered was useful and interesting,” “It is full of realistic scenarios and useful information relevant to my workplace,” and simply, “The topic.” Next most frequently mentioned was the interactive format, such as, “Activities; interaction between speaker and attendees,” and, “interactive learning.” Respondents often complimented the workshop materials, saying, “The exercises in the workbook. They may be useful to take back to my workplace,” “Materials organized and easily modified for our company’s use,” and, “Have great things to bring back to the office.” Presenter style often was cited, with examples such as, “The trainers were balanced with their different styles. They knew the material well and presented it well,” and, “Instructor really knows the topic and could relate content to real-life

experiences.” Enjoying the people at the trainings was mentioned by some participants, with responses including, “I enjoyed the expertise level of participants,” and, “Group cohesiveness.” Finally, some responses fell into none of these categories. These include statements such as, “Gave me an opportunity to refuel as a supervisor and need to examine the way in which I interact with staff,” “The information was presented over 6 full days; at 3 different agencies,” and simply, “Everything.”

The next open-ended question was, “What did you like least about the program?” This question yielded 138 total responses. It is noteworthy that 49 of these responses (35.5%) were actually comments such as, “No complaints,” “Not applicable,” or “Everything was great.” The remaining 89 responses fell into 8 broad themes, which are summarized below in Graph 10.

Graph 10
What did you like least about the program?



The most prevalent complaint was a lack of time, such as, “Not enough time to thoroughly cover all the material,” and, “Time frame – should have been a full day.” Responses citing the setting were next most frequent, including, “Room too cold,” “Needed a larger room and more space on tables,” and, “Location – far for me.” Some of the trainings used a peer-presentation format; this was sometimes cited as problematic. It is worth noting that of the 17 complaints regarding this format, 8 commented

specifically on the lack of time to prepare the presentations, rather than dissatisfaction with the format itself. The remaining complaints pertaining to this format included comments such as, “Preferred to be trained on material by trainers instead of by peers,” “Did not like to have to train on material because it caused me to focus on my area and not really focus well on the other material,” and, “You know we were spending time at home working on presentations and communicating between each other between sessions – not easy being thrown into presenting right away.” Comments regarding spending too much time on certain things included, “First segment got long so it decreased the later discussion,” “Long overview of day’s agenda presented at the beginning,” and, “Too much time totally focused on foster care, the need to promote retention; really did not apply to my job.” Presenter style was mentioned in comments such as, “Presenter veered topics a lot,” and, “Acknowledge level of expertise of participants to avoid being condescending.” Some respondents requested more information on certain topics, such as, “More time sharing on what to do with stressed out employees – stage 5,” and, “I would like more focus on the materials; less creative interpretation.” Complaints about logistics included comments such as, “Back-to-back sessions are tough,” and, “Not being adequately informed (expectations, time commitment) prior to workshop.” Finally, some complaints fell into none of these categories. These include responses such as, “Too basic – first day information was very common-sense type,” and, “The discussion re: workbook topics. Given that each agency is different, the priorities will vary, so a group discussion was not that useful.”

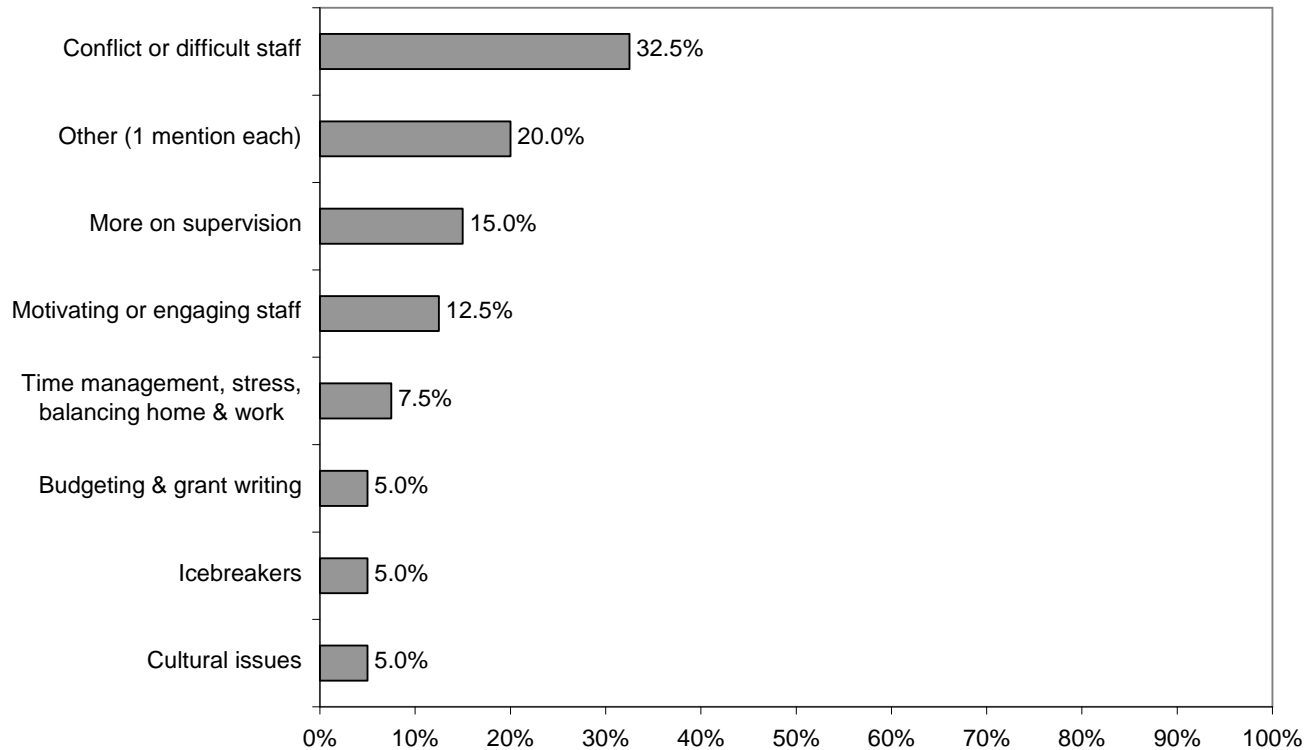
The next open-ended question solicited information regarding suggestions for future program topics and instructors. This question produced 47 total comments. Of these, 7 comments (14.9%) were suggestions for future instructors. These are quoted below in Table 2.

Table 2
Suggestions for future instructors

Would like to see this training offered to front line staff.
Electronic version of workbooks.
Discuss what the format will be in the train the trainer aspect.
Ensure presenters relate to the actual content – make sure they understand the roles.
Less team presentations and more direction. Training tools from the presenters.
Specific portions of the workbooks could become stand alone trainings presented by these instructors.
Have each team present 1x/week, not each day, i.e., Thurs – presentations in the A.M. and present in P.M.; Fri – presenters in A.M. and presentations in P.M.

The remaining 40 responses (85.1%) included suggestions for future topics. The suggestions that were cited most frequently are depicted below in Graph 11.

Graph 11
Ideas for Future Topics



Most of the suggestions pertaining to future trainings on conflict or difficult staff simply said, “Working with difficult staff.” Other suggestions within this theme included, “Conflict in supervision,” and, “Tactics for addressing loaded supervisory issues, i.e., even such topics as body odor or swearing or religious sensitivity.” Requests for more information on supervision are illustrated by suggestions such as, “Supervising previous coworkers: Promotion From Within the Organization,” and, “More in-depth on assessing current staffing supervisory needs according to quadrant model and coming up with agency-specific action plan.” Responses indicating a need for information about motivating or engaging staff include, “Tips on how to motivate staff to become more invested in the agency’s mission,” and, “Employee engagement – creating engagement in your workforce.” Trainings on time management were requested in suggestions such as, “Time management, priorities, stress management for ‘over-stressed’ organizations,” and, “Finding balance between work, home, and self.” Budgeting and grant writing were

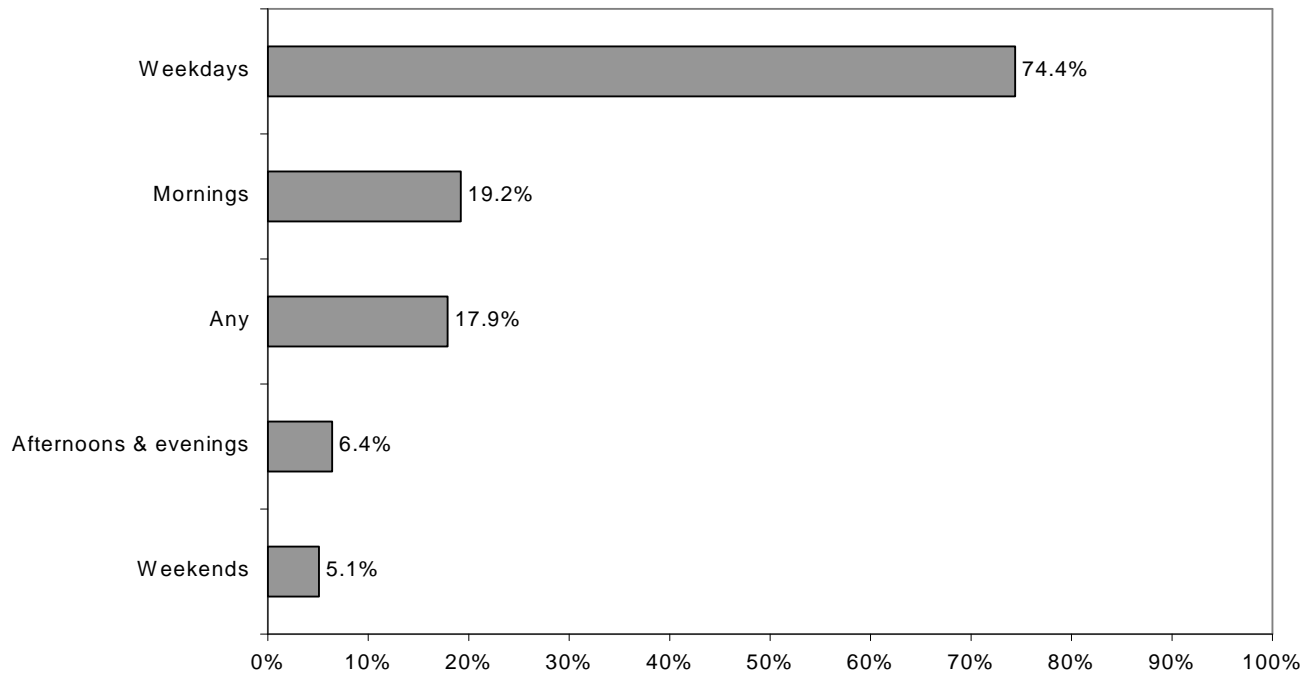
expressed in comments including, “Finding money/resources for our organizations through grants, etc.” Comments requesting trainings on icebreakers included, “Icebreakers sessions – showing examples of icebreakers to use when training is rolled out.” Trainings on cultural issues were suggested in comments such as, “How does cultural competency come into play in good communication.” Finally, 8 ideas were mentioned one time each. These ideas are summarized below in Table 3.

Table 3
Other ideas for future trainings

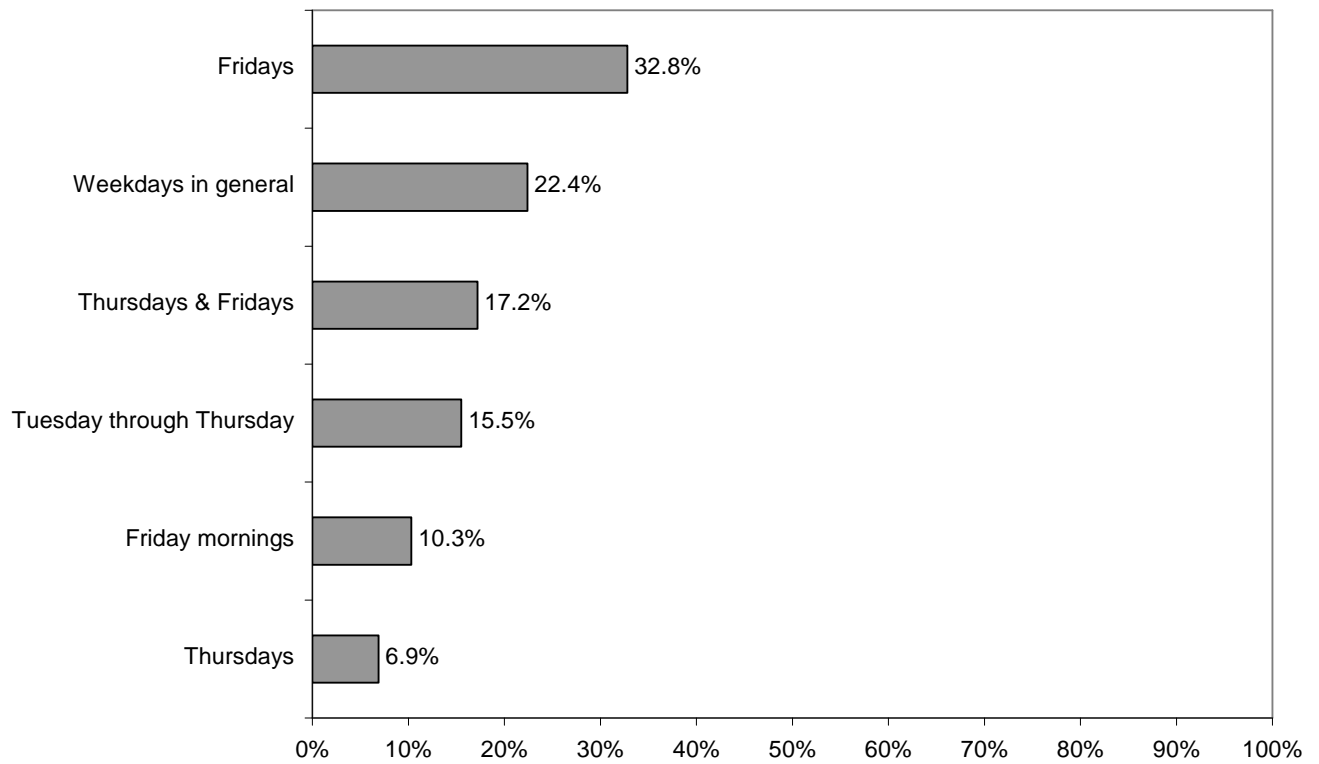
CAC – Substance abuse.
Certificate program appears very useful.
Ethics.
Person/Family centered planning.
Communication II with same instructor.
Latest ADHD research & treatment options.
Continue with reminder trainings with highlights from this one.
Address concept of less than perfect case outcomes.

The next evaluation question asked, “What days of the week, times of day, and/or location(s) would be most convenient for you to attend a continuing education event?” This question yielded 70 responses pertaining to days and times, and 30 responses pertaining to locations. With regard to days and times, weekdays were overwhelmingly popular. In addition, many respondents specified particular weekdays or combinations of weekdays. These responses are summarized in Graphs 12 and 13 on the following page.

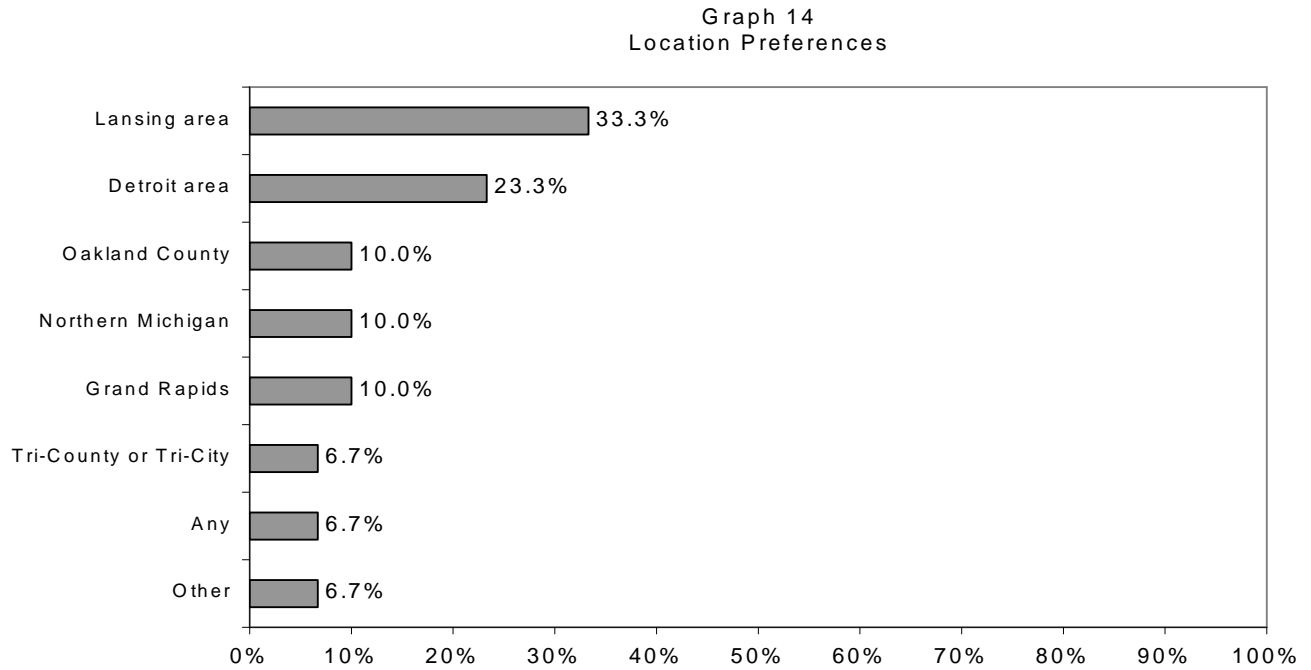
Graph 12
Day & Time Preferences



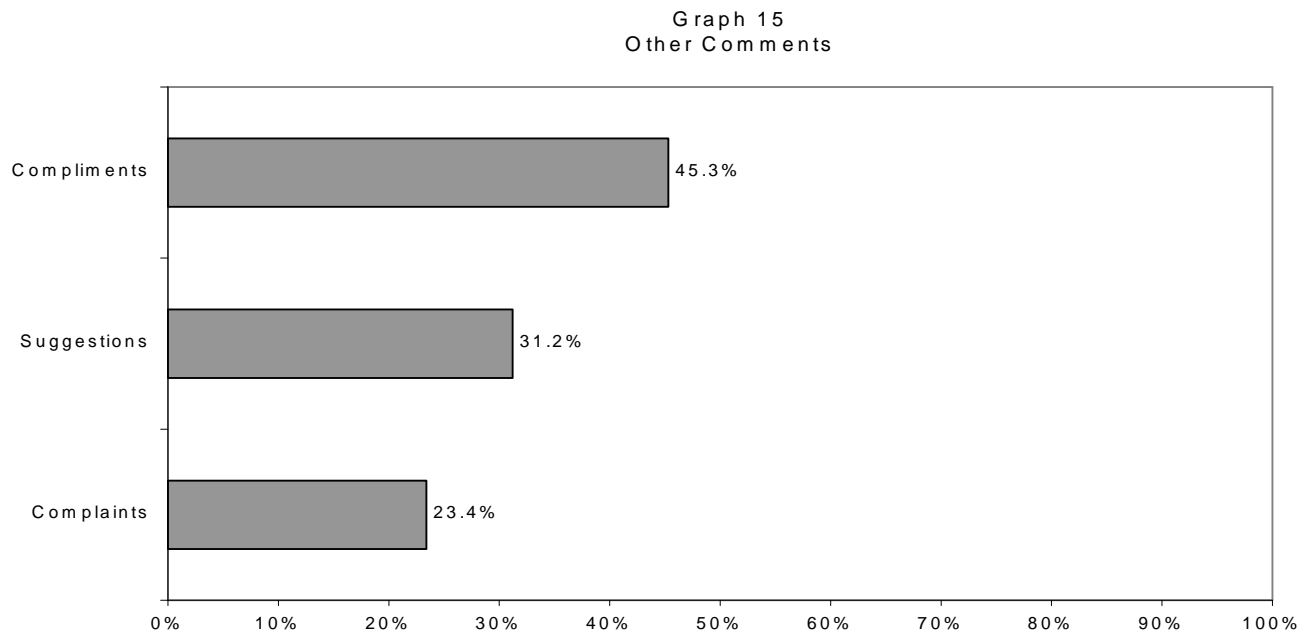
Graph 13
Weekday Preferences



With regard to locations, the majority of respondents indicated that they would prefer to attend trainings in the Lansing or Detroit areas. The responses pertaining to location preferences are depicted in Graph 14.



The last evaluation requested “Additional Comments,” eliciting 64 total comments. These comments fell into the categories of compliments, suggestions, and complaints, with the majority being compliments. This is illustrated in Graph 15.



Compliments included expressions of gratitude, such as, “Thank you for providing a solid foundation for future work as a leader,” “Thank you for the investment of time, resources, professional excellence!” and, “This course was 100% better than any of the courses offered by another university who also has a supervision certificate. Thank you for making good use of my time!” Others were general compliments, including, “Great training, great facility. Very organized and enjoyable,” and, “Excellent, timely, valuable training.” Some participants complimented the extra perks provided during the workshops, such as, “Great preparation – treats, post-its, highlighters – much appreciated,” and, “Breakfast and lunch and facility were great and welcoming.” Others complimented the atmosphere of the trainings, saying, “Positive, honest climate,” and, “Very relaxed atmosphere – made for comfortable sharing of thoughts/ideas.” Comments expressing appreciation of the workshop logistics included, “I really liked the dates, times and location of the workshops,” and, “I was encouraged to sign up for it as it ran concurrent with another training. It is difficult to take time off and I felt this was more efficient.” Finally, some participants complimented the presenters, such as the comment, “Presenter had a great sense of humor, very knowledgeable and used personal stories to make valid points.”

The next most common Additional Comments were suggestions. Some participants suggested that the trainings would be valuable for other populations, such as, “I’d recommend to anyone – not just social workers – new managers could really benefit also!” and, “The series would also be excellent for someone seeking to become a supervisor in the future.” Other comments were suggestions for the instructors, including, “Suggestion: pace yourself early in the workshop, move things along, so you are not rushed at the end. Allow time at the end of the workshop for discussion,” “Less stories, didn’t get to all the material,” and, “I would like to utilize the taping to see ourselves and receive pointers to use during future presentations.” Requests for more information on certain topics were included in comments such as, “More info on specifically how to retain staff. What do they need, rather than our experiences. Although, my agency is very employee/retention oriented so it is possible we are already doing many of the suggestions,” and, “Recommend spending more time on Workbook #6!” Suggestions pertaining to the training materials were common. These included, “Ideally, would like this training manual to have accompanying Power Point presentation that trainers can use to leave with. Lots of nice Power Points were done – getting copies would be nice,” “A training manual would have been beneficial along with the workbook,” and, “Perhaps in the layout of this training it might be advisable to incorporate the material in the workbooks (principles/goals/objectives).” Finally, several participants offered suggestions regarding training logistics, such as, “Include room name in e-mail notification

that's sent out a week ahead. Could include disclaimer about the room is subject to change," "I would have liked an agenda for the day so I know where we are at and where we are going. It would help to make the day/course a little more organized. It needs to speak to breaks, lunch, topics to be covered, etc." and, "Would love the workshop to be all-day."

The least common Additional Comments were complaints. Some of these pertained to the setting, such as, "Room was small and hot. Not conducive for discussion," "Need a larger room. Difficult to hear while in groups," and, "The room was way too cold!!" Other complaints cited a lack of time, or too much time spent on certain things. These included, "Good information, not enough time to go through it all effectively," "Less stories, didn't get to all the material," and, "Overview of plans for the day took way too long – even for those who haven't participated in previous workshops." Logistics were mentioned as problematic in comments such as, "Too much time away from office in short period – created significant stress – perhaps alter scheduling/timing of training schedule," and, "Difficult only getting workbooks 1½ days before training, and difficult being available for Thursday and Friday all day for 3 weeks." A few participants complained about the information provided in the trainings, including statements such as, "I expected to learn some concrete strategies for staff retention – I don't feel as if I learned any," and, "So much info was not new." Finally, some respondents provided complaints regarding the presenters, including remarks such as, "Although interactive discussion is an effective tool, it seems there was too much – I wanted to learn more from the instructor. The instructor discussed a lot of people that he knows – some not relevant to the workshop," and, "There is a vast amount of knowledge and experience in the room and would like to see presenter engage participants more."

Summary

From the quantitative data, it is clear that participants were satisfied with all aspects of the trainings that were included in the evaluations. All mean ratings demonstrated a satisfaction level approaching “Excellent.” In addition, participants indicated a substantial increase in their knowledge of the training topics after each of the workshops. The evaluations also provided information regarding the licensure or professions of participants. Given these responses, it is possible that changing the answer choices for some of the questions would yield more detailed information. For example, several of the choices of profession were never chosen by any respondents, including Student, Teacher, Doctor, Nurse, and Marriage and Family Therapist. A considerable number of participants wrote in other responses, which may indicate that it would be helpful to add choices such as “supervisor/manager” and “administrator/consultant” as answer choices for this question. Likewise, it may be beneficial to add additional choices to the question, “How did you learn about this event?” New choices might include “from a supervisor” and “at work or from a coworker.” It is very clear that most participants chose to attend the seminars based on the topic; this provides strong evidence for the value and timeliness of the subject matter.

Similarly, the content of the trainings was identified as one of the most-liked aspects of these workshops. Participants also appreciated the interactive nature of the trainings and the usefulness of the workshop materials. It is clear that these aspects should continue to be incorporated into future trainings. In response to the question, “What did you like least about the program,” over a third of participants indicated that they had no complaints. Again, this demonstrates a high degree of satisfaction. Suggestions for enhancing the trainings included providing more time to cover the materials, improving the settings of the trainings with particular attention to room space and temperature, and possibly making alterations to the peer-presentation format used by some of the workshops.

With regard to future trainings, it is clear that weekdays – particularly Fridays – are a desirable choice for most participants. The majority of respondents identified Lansing and Detroit as the most convenient locations for future trainings. With regard to topics, almost a third of participants identified “working with difficult staff” as a possible subject for future inclusion. Finally, including more detailed information on supervision, as well as material pertaining to motivating or engaging staff, may be helpful as well.

Conclusion

The Participant Evaluations provided valuable information regarding the Supervision in Child and Family Services Certificate Series. This information demonstrates the value and impact of the trainings. It can also be utilized to identify those areas that are working well and should be left as is, possible areas for improvement, and ideas for future trainings. Overall, a very large majority of the training participants were highly satisfied with their experiences and found the workshops to be a valuable use of their time.