**Case Management Observation1**

*This tool can be used for the observation of sessions at all stages of the case management process. It is suggested that the caseworker and supervisor determine together which cases should be observed according to the child’s vulnerability, safety and well-being according to the “do no harm” and “best interest of the child” principles.*

***Observation of case management provision can only happen with the consent of the child and her/his caregiver prior to the session****. It should be explained to children and their caregivers in advance that observing case management sessions provides the caseworker with an occasion to receive support to ultimately improve the quality of service s/he provides and that all information disclosed during this session will remain confidential.*

**Before**

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| The Supervisor Should | The Caseworker Should |
| * Discuss the process with the caseworker so that they feel reassured about the exercise, allowing the caseworker to ask any questions and raise any concerns they have in advance of the scheduled observation exercise. * Schedule an observation with an appropriate case in advance with the caseworker. * Be familiar with the child’s case file ahead of joining a meeting and any issues that may arise. * Ensure that consent has been obtained for the visit. | * Schedule the interviews or meetings with a child and family with an appropriate case. The caseworker should obtain the child’s informed consent/assent and the consent of the caregiver when needed. * Eventual risks or concerns associated with the observation should be discussed with the child and caregiver. If no concern is underlined and the child/survivor provides consent, then the observation can take place. |

**During**

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| The Supervisor Should | The Caseworker Should |
| * Allow the caseworker to take the lead. * Not interrupt the caseworker unless it is necessary. * Explain that you will be taking notes about the caseworker's practice and let the child/caregiver/other see the notes if they are interested. * Take notes referencing the observation tool, highlighting specific examples for areas of improved or good practice that can be praised afterwards. | * Introduce the child and caregiver to the supervisor and remind them why the supervisor is joining the visit. * Lead the session with the child and/or caregiver as though the supervisor is not present. |

During the sessions, the supervisors should fill the Observation Tool, making sure that concrete examples are noted.

**After**

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| The Supervisor Should | The Caseworker Should |
| * Complete the Observation Tool, including constructive and positive feedback. * Shortly after the session, have an individual supervision session with the caseworker to provide feedback from the observation. | * Participate in an individual supervision session with the supervisor and share reflections/feelings about the observation. * Ask any questions that may exist from this specific session or technical areas that the supervisor can provide more guidance on. |

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| Location of observation (e.g. office, home visit): | Date of observation: |

| **Areas of practice observed** |  | YES | NO | IN PART | **Comments** |
| --- | --- | --- | --- | --- | --- |
| PREPARATION: *Demonstrate proper planning and organization for the session* | * Ensure the available background information was gathered and adjustments/ considerations were made prior to the session * Select a quiet, private, safe and child-friendly location for the interview * Have a clear objective/ goal for the session |  |  |  |  |
| INTRODUCTION: *Introduce the session appropriately to the child (and caregiver)* | * Introduce himself/ herself by name, role and organization in a way that the child/ caregiver could understand * Explain to the child/ and caregiver the purpose of the interaction in a simple and clear way * Provide the child / caregiver with a choice to have someone else present |  |  |  |  |
| CONFIDENTIALITY: *Protect the child’s (or caregiver’s) confidentiality with their consent* | * (If completing an intake or referring the case) obtain the child and caregiver’s informed consent or assent and explain the limits of confidentiality and mandatory reporting policies to the child and caregiver * Take notes and documents the case only upon having obtained informed consent |  |  |  |  |
| COMMUNICATION: *Engage using child-friendly communication techniques that are age/ developmentally appropriate.* | * Sit at the child’s level * Utilize creative interview techniques (drawing, puppets, dolls, etc.) * Use simple language and words that the child has used * Avoid the use of jargon * Stay calm and comforting throughout the interaction * Ask open-ended questions * Use reframing and summarizing * Reflect on what the child / caregiver has shared * Check-in regularly with the child / caregiver to ensure that he/she is understanding accurately |  |  |  |  |
| TRUST: *Seek to establish/maintain trust* | * Greet the child / caregiver warmly * Give full attention * Avoid interrupting the child or caregiver * Listen before asking questions * Provides relevant and accurate information * Avoid making promises that cannot be fulfilled |  |  |  |  |
| SUPPORT SKILLS: *Reassure the child (or caregiver),and create a nurturing and supportive relationship.* | Use statements such as:   * Thank you for sharing your story with me; * You can take your time; * This is not your fault; * I am sorry to hear this happened to you; * These are difficult things you are telling me, many feel upset after a thing like that happens; * You are strong and brave; * I understand you are feeling (frustrated, angry, sad, etc.), it is a very normal reaction for someone in your situation; * I will try my best to help you |  |  |  |  |
| PARTICIPATION: *Promote the child’s (or caregiver’s) participation, and seek to understand the wishes of the child in the session* | * Invite the child / caregiver to express his/her own opinions and feelings throughout the session * Ensure that when caregiver is present child is also given opportunity to participate * Communicate with the child / caregiver using simple, clear, non-blaming language * Respect the child’s wishes (i.e. if the child doesn’t want to answer or says “I don’t know”) * Avoid asking too many questions or force the child / caregiver to answer * Give the child / caregiver time to make decisions * Inform the child that he/she can stop the session at any time |  |  |  |  |
| SAFETY *Assess the child’s safety and other urgent needs* | * Assess the child’s sense of personal safety in the home and community * Review the safety plan (if applicable) with the child / family |  |  |  |  |
| CLOSING: *Close the session appropriately* | * Summarize what happened during the session with the child / caregiver and thank him or her for their participation * Ask if the child or caregiver have any questions * Agree with the child (and caregiver) in simple and clear manner what will happen next and when * Ensure that the child/ caregiver are aware to contact the caseworker, if necessary |  |  |  |  |
| **ACTIONS TO BE TAKEN** | **SUPERVISOR:** | **CASEWORKER:** | | | |
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1 Taken from the Global Case Management Task Force (2018): Child Protection Case Management Supervision and Coaching Training Package.