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**Effective reflection: supervision as a tool for quality assurance in child welfare**

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**Objectives/aims**

Over the last decade many (European) countries developed a strong focus on the effectiveness of child welfare services. Research shows 1) that the higher the quality of such services, the better the outcomes for clients and 2) that frequent and targeted support is necessary to help professionals establish and maintain good quality in their work. Support is available in interventions ‘imported’ from other countries (like for instance MST), but is lacking in Dutch ‘care as usual’. The goal of this study was to test the impact on service quality (treatment integrity) of a support system for child welfare professionals applying more general methods (‘care as usual) and to evaluate the experiences of professionals and supervisors.

**Methods**

A repeated n=1 design was used to test the effect of the video-feedback on service quality as measured with a feedback-instrument. In 4 teams 4 professionals volunteered to make video-tapes during a baseline period of 6 months (no supervision) and an intervention period of 6 months (video-feedback during supervision). Due to high staff turnover rates only data of 6 professionals could be used in the analyses. Analyses of the data took place by visual inspection, calculation of the Nonoverlap of All Pairs (NAP) and CIT (based on the Combinatorial Inference Technique). Interviews were used to evaluate the experiences of all attendants in the study. Transcribes were coded using MaxQDA 12.2.1.

**Main findings**

In this two-year project, video feedback with an observation instrument was applied. Supervisors were trained in providing feedback on observable behavior with a positive approach, based on the principles of behavioral therapy. Results show that professionals have to overcome some fear in the beginning, but once used to working with video-feedback feel supported and more confident. Professionals (N=6) showed a meaningful change in alliance, the application of techniques and goal-orientation after five to seven two-hour supervision sessions. However: changes differ and especially the application of techniques could be improved. Overall: video-feedback leads to meaningfull changes in the quality of services in ‘care as usual’.