



Supervisory Best Practices: **The Supervisor's Role in Supporting Professional Development of the Supervisee**

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February 2020

Let's Be Real!

- ▶ Supervisory roles, functions and expectations may vary widely.
- ▶ The experience, expertise and credentials of supervisees may vary widely.
- ▶ The time spent on various supervisory roles may vary widely.
- ▶ Organizations vary in their support for the supervisor's role as promoting the professional development (knowledge and skills) of those they supervise.
- ▶ Organizations may vary widely in the quality and regularity in the provision of supervision for supervisors.

Our main goal for this webinar

To offer each participant one or more strategies designed to enhance the practice knowledge and skills of supervisees that are practical and within the control of the supervisor

Poll Question

What % of your time is spent directly enhancing the practice knowledge and skills of your supervisees?

- A.** More than 50%
- B.** 25-50 %
- C.** 10-25 %
- D.** Less than 10%

Poll Question

How satisfied are you with the amount of time you spend on directly supporting the practice knowledge and skills of your supervisees?

- A. Very Satisfied**
- B. Mostly Satisfied**
- C. Somewhat Satisfied**
- D. Not Satisfied**

Let's Discuss

What impact do you think your efforts to enhance the skills and knowledge of your supervisees had on performance and outcome?

Please use the chat box to respond.

Comparison between Controlling Supervision versus Supportive Supervision

▶ **Controlling approach**

- Focus on finding faults with individuals.
- Supervisor is like a policeman.
- Episodic problem-solving.
- Little or no follow-up.
- Punitive actions intended.

▶ **Supporting approach**

- Focus on improving performance and building relationships.
- More like a teacher, coach, mentor.
- Use local data to monitor performance and solve problems.
- Follow up regularly.
- Only support provided.

Supportive Supervision

“is underscored by a climate of safety and trust, where supervisees can develop their sense of professional identity. The combination of educational, administrative, and **supportive supervision** is necessary for the development of competent, ethical, and professional **social workers**”

The Pennsylvania Child Welfare Resource Center 521: Supervisor Training Series: Module 3: The Middle/Work Phase of Supervision

Professional Development of Supervisees

- The continuum of professional development support
 - **Level 1:** Dissemination of information, tools, and resources with no follow up
 - **Level 2:** Dissemination of information, tools, and resources with follow up
 - **Level 3:** Individual supervision on practice decision making and review of high priority clients
 - **Level 4:** Structured peer group supervision via case conferencing and/or formal client reviews
 - **Level 5:** Facilitating group participation in educational resources as a team with follow up discussion and action steps
 - **Level 6:** Direct supervisory observation and provision of feedback on performance

Level 1: Dissemination of information, tools, and resources with no or little follow up

- ▶ Email or verbally share information (hope someone will read it)
- ▶ Follow up: briefly discuss at next staff meeting

Level 2: Dissemination of information, tools, and resources with follow up

- ▶ **Follow up: Include the information as part of the formal staff meeting agenda**
- ▶ **Facilitated discussion of the information: relevance and applicability to improving the services to clients.**
- ▶ **Inquire if staff want additional information**
- ▶ **It is left to the staff to use the information or not**

Level 3: Individual supervision on practice decision making and review of high priority clients

- ▶ Supervisor meets with each individual supervisee to discuss high priority clients from the supervisor's or supervisee's perspective/felt need.
- ▶ Unstructured process
- ▶ Advice or guidance from supervisor is often the main goal for the supervisee
- ▶ Supervisors are often concerned about risk

Level 4: Structured peer group supervision via case conferencing and/or formal client reviews

- ▶ Formal client reviews to enhance decision support
- ▶ Organizing and facilitating case conferences, high risk and other cohort specific reviews
- ▶ The challenge: developing efficient and effective processes to provide meaningful decision support
- ▶ Potentially useful tool: SBAR

S.B.A.R

- ▶ **SBAR is a simple and effective tool designed to facilitate efficient and essential communication among practitioners involved in the care of a client.**
- ▶ **SBAR can be used anywhere**
 - inpatient or outpatient / urgent or non urgent communications
 - conversations between clinicians, either in person or over the phone / communication between different disciplines / to facilitate case conferencing across settings

<http://www.ihl.org/resources/Pages/Tools/SBARToolkit.aspx>

SBAR Template

S **S**ituation:
Brief, convey immediate need, why the review is important

B **B**ackground:
Set the context, only the relevant circumstances to this situation, prepare details in advance

A **A**ssessment:
Short and long term goals, problems interfering with goals, resources available, internal and external strengths, risk level.

R **R**ecommendation:
What does the practitioner suggest? What is needed from the team, agency, community? Team recommendations?

Level 5: Facilitating group participation in educational resources as a team with follow up activities

Examples

▶ Team meeting:

- all staff view a live or archived webinar, module, TED talk, or YouTube presentation on practice relevant topic AND/OR
- attending workshops and in service trainings

▶ Supervisor facilitates a discussion that includes questions such as:

- Did you find any of the information presented to be relevant to your work?
- Is there an opportunity to apply what you have learned with one or more clients in the coming week?
- Who will be able to apply any of the ideas presented?
- What specific new approach will you apply?

Level 5: Facilitating group participation in educational resources as a team with follow up activities

- ▶ **Supervisor follows up as soon as possible to support the supervisee(s) who acquired important information and planned to apply it with one or more clients**
- ▶ **Supervisor facilitated discussion that includes questions such as:**
 - Were you able to apply what you learned?
 - What was your experience in applying what you learned?

Bridging the Knowledge Acquisition Gap

- ▶ Knowledge acquisition is necessary but not sufficient to develop a meaningful competency
- ▶ Timely application of knowledge is necessary
- ▶ The most common “training” and educational resources available today focus on knowledge acquisition
- ▶ Closing the knowledge to application gap is a significant practical challenge for supervisors

Practical Strategies

- ▶ **Use of distance learning, e-learning resources**
- ▶ **Locally developed archived webinars and modules**
 - ✓ Community Technical Assistance Center of New York
 - ✓ Center for Practice Innovations

Level 6: Direct supervisory observation and provision of feedback on performance

- ▶ **Direct observation and provision of feedback on performance**
 - ✓ Audio tapes
 - ✓ Sitting in on groups
 - ✓ Joining individual or family therapy

Training

Millers Analogy Test Question – Training is to Effective Implementation as Chocolate Chips are to Cookies?



“We know from implementation research that **training alone does not result in changes in instructional practices and improved outcomes.** In short, *training is necessary for building... competency, but it is not sufficient if used alone.*”

Adapted with Permission from the National Implementation Research Network, 2013.
<http://nirn.fpg.unc.edu/>

Carver, D. (2014)

Staff Performance

Invest in Your Staff, Increase Quality Outcome Expectations of Your Staff!

“Accountability must be a reciprocal process.

(supervisor)

For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation.

(staff)

Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance.”



“MISS WILCOX, SEND IN SOMEONE TO BLAME.”

Elmore, R.F. (2002). Bridging the Gap Between Standards and Achievement. Albert Shanker Institute. Harvard Graduate School of Education. http://www.shankerinstitute.org/Downloads/Bridging_Gap.pdf

What Constitutes Good Coaching and Supervision?

- ▶ A recognition of the essential elements of an effective supervisory alliance, high level of trust, collaborative style, emphasis on self-efficacy, direct communication style, etc.
- ▶ A commitment to providing a sufficient dose of supervision.
- ▶ A process for direct observation of the work being delivered; live observation or audio-video review.
- ▶ Behaviorally specific written feedback from direct observation activities.
- ▶ Additional modeling of the skills/strategies to be employed.
- ▶ Ongoing opportunities for practice and feedback.
- ▶ Plan for incorporating feedback and continued direct observation.
- ▶ Shared understanding of performance criteria

Carver, D. (2014)

What Constitutes Good Coaching and Supervision?

- ▶ Educational supervision creates a time and place for colleagues to review the standards of practice associated with conducting a particular group/practice. In this way, fidelity to the service is reinforced.
- ▶ The information from educational supervision assists the organization to evaluate the effectiveness of the professional development intervention/method.
- ▶ The educational supervisory method emphasizes the importance of supervisees engaging in a Self-Assessment process. Consequently, educational supervision begins with the supervisee reviewing, completing and sharing his/her self-assessment using a set of agreed upon standards for quality practices.
- ▶ The supervisor shares his/her observations in a manner that emphasizes strengths. The supervisor engages the supervisee in a discussion.

Carver, D. (2014)

The following questions may be considered:

- ▶ What are your thoughts about today's group/practice?
- ▶ What were you pleased with? What would you have wanted to do differently?
- ▶ In what way were you able to accomplish what you set out to accomplish?
- ▶ What challenges did you face in today's group?
- ▶ In what way could I be helpful in addressing areas you are concerned about?

Shared Performance Criteria

- ▶ **Direct feedback on performance is highly vulnerable to bias on the part of the supervisor and the practitioner**
- ▶ **Evidence based practices help to reduce bias**
- ▶ **Core competencies help to reduce bias**

What can your organization do now to begin coaching effectively to produce the outcomes you are looking for?

- ▶ Identify best practice standards for various conditions. (What should we be doing?)
- ▶ Decision making is evidence-based. Clients should receive care based on the best available scientific knowledge. Care should not vary illogically from staff to staff or from place to place.
- ▶ Establish outcomes that are practical
- ▶ Establish a process for direct observation and standards for number of direct observation activities required by supervisors.
- ▶ Recognize that individual and group supervision are a means to an end, not an end in and of themselves.

Carver, D. (2014)

Poll Question

Was there one or more ideas in this webinar that you may actually be able to apply in the near future?

- A. Absolutely
- B. Very likely
- C. Not sure
- D. Probably not

Questions?



Next Webinar in the Series

**The Supervisor's Role in Creating
a High Performance Team**

March 18th @ 2pm

Look out for the announcement!

Upcoming CTAC Events:

- ▶ **Family Driven Care Learning Community (FDC LC):
Informational Webinar**

Friday, February 28 at 12:00 PM

- ▶ **Legal Options for Kinship Caregivers**

Tuesday, March 3 at 12:30 PM

- ▶ **Building Youth Engagement and Involvement: Learn
How YOUTH POWER! Can Support You**

Thursday, March 5 at 11:30 AM

Thank you!

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