

The Importance of Your Role as a Supervisor in Best Engagement Practices

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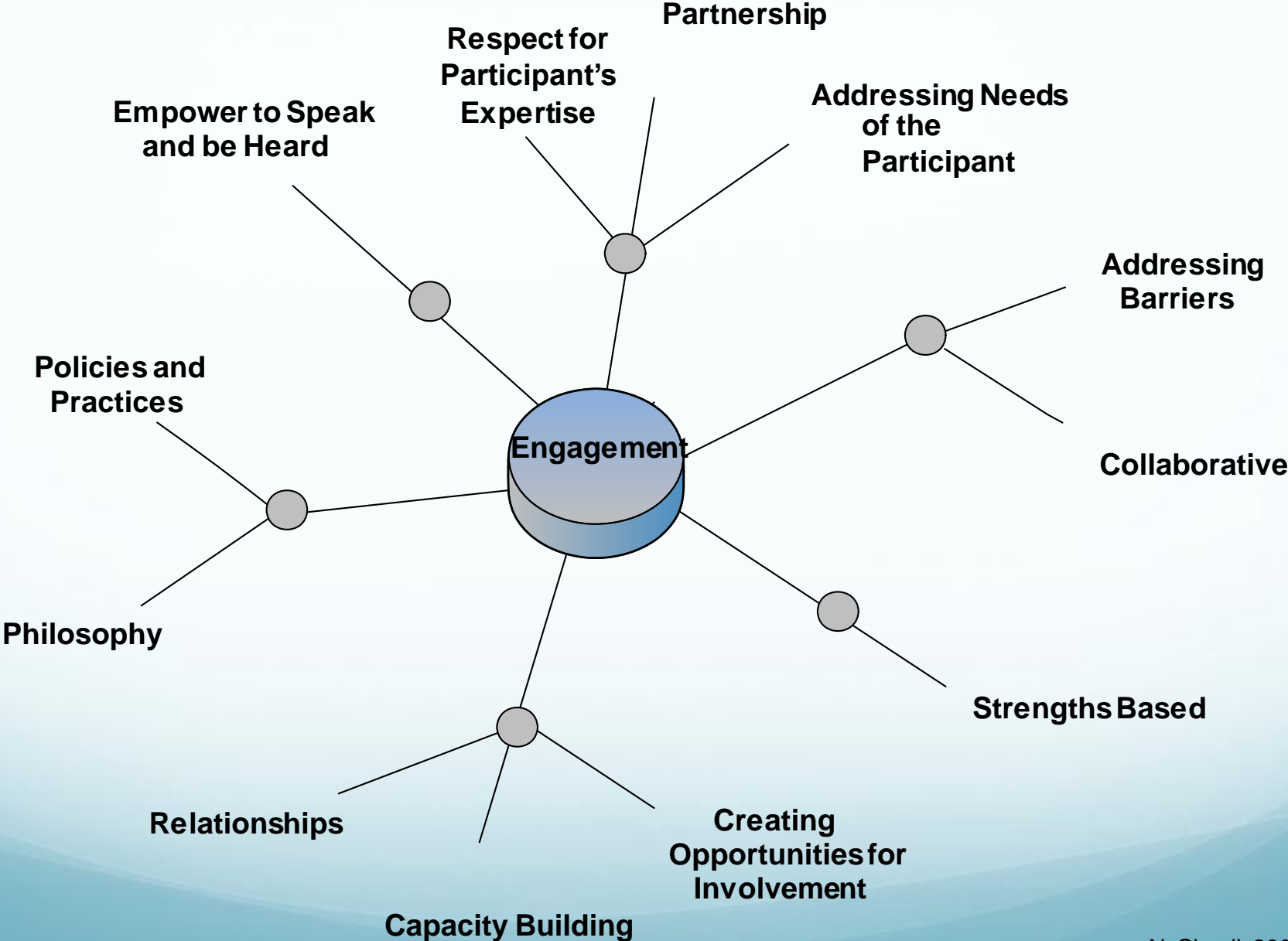
Hello! Getting to Know You

Please indicate your role in your organization:

- A. I am a supervisor of direct service providers (I have staff who provide direct services report to me)
- B. I am a staff member- I don't supervise others
- C. I am a manager/director- I don't usually supervise the direct service providers
- D. Other role



Elements of Engagement Best Practices

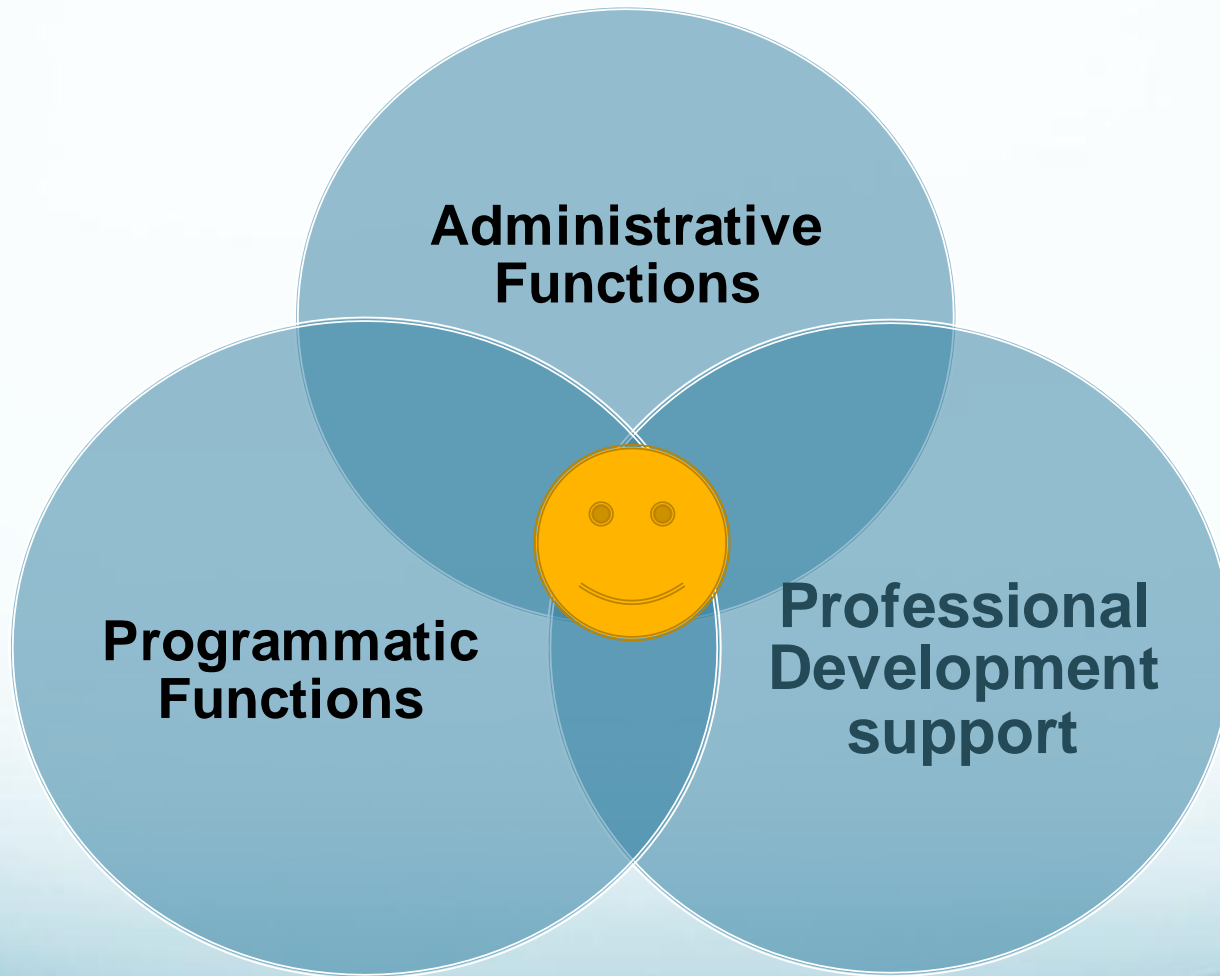


The Challenging Role of Supervisors

- Balancing Multiple Roles:
 - ❑ Direct Service (generate billable service hours)
 - ❑ Administrative Tasks (basic organizational requirements)
 - ❑ Programmatic Tasks (program specific oversight)
 - ❑ ***Clinical Quality***
 - Role of supervisors in supporting staff to increase knowledge and apply skills to improve outcomes.

Exceptional Supervision

All functions integrated to support client engagement, retention and commitment to treatment (i.e., Quality)



The Supervisors Role To Promote Quality Outcomes

- Engagement is a critical component of quality services
- Supervisors play a vital role in promoting successful implementation of engagement practices
- Supervision as coaching, mentoring, teaching, facilitating competencies and professional development is not easy
 - This role has not typically been emphasized
 - This role may be on the back burner behind administrative, programmatic and direct service roles



Polling Question #2: For Supervisors Only

How much of your time as a supervisor do you spend in directly supervising staff to promote clinical quality outcomes?

- A. 1-5 hours/week
- B. 6-10 hours/week
- C. 11-15 hours/week
- D. 16+ hours/week



Polling Question #2: For Staff Only

How much time do you have with your supervisor to focus on clinical quality outcomes?

- A. 1-5 hours/week
- B. 6-10 hours/week
- C. 11-15 hours/week
- D. 16+ hours/week



Let's Chat

- How do you know if staff are having challenges engaging clients?
- Do staff vary in their skill to engage and keep clients involved in treatment?
- Have you noticed what effective staff do to engage clients? Any characteristics of effective staff that you have observed?
- How challenging is it to assist staff to improve their skills to engage clients?



What is Supervision?



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Supervision



The primary focus of quality clinical supervision is the exploration and critical analysis of practice through a collaborative professional relationship.



Goals of Supervision

- Supervisor and staff engage in a professional development process designed to reinforce and enhance the skills and knowledge of both parties.
- It's a shared process that helps support staff to develop problem-solving and coping skills.
- Supervisors also support staff in mediating crises with pre-determined plans.
- Supervisors highlight all positive efforts shown by staff.



Why is Supervision Important?

- Quality services and engagement of clients that don't vary illogically from one provider to the next will require ongoing supervision
- The clinical work is by in large a private affair (treatment is whatever the clinician/counselor) decides it is.
 - This can create a clinical bubble that will strengthen habits and decrease openness to new learning
 - There is little learning and professional development without feedback
- The work is very demanding and a considerable number of people experience emotional exhaustion, a lack of accomplishment and/or experiencing compassion fatigue/vicarious trauma/depersonalization
 - Staff under stress are less likely to engage clients
 - Supervision is a protective factor against disengaging behaviors on the part of the practitioner.

The Supervisory Relationship

Supervision is really about the quality of the relationship and is focused on:

- 1) Addressing the emotional experience of human service work
- 2) Improving the quality of interventions and staff decision-making
- 3) Enabling organizational accountability and effective line management
- 4) Identifying and addressing the issues related to cases, caseloads, and workload management
- 5) Encouraging the identification and achievement of personal learning, career and development opportunities



Values that promote the establishment of a high quality supervisor-supervisee relationship!



Poll Question for Supervisors:

TheNationalCouncil.org

How often have you directly observed one of your staff members sessions?

- A. Never
- B. Rarely
- C. Sometimes
- D. At least once during the past year with each staff
- E. At least once during the past year with more than one staff

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.



Supervision and Coaching

“Learning any new skill does not occur without feedback. One of the most consistent findings in motivational psychology is that feedback improves performance.

Trying to learn a counseling method without feedback is like learning to bowl in the dark: One may get a feeling on how to release a ball and subsequent noise will provide some clue about accuracy, but without information about where the ball struck, years of practice may yield little improvement.

Self-perceived competence in delivering a behavioral treatment bears little or no relationship to actual practice proficiency.”

Miller, W.R., Sorensen, J.L., Selzer, J.A., & Brigham, G.S. (2006). “Disseminating Evidence-Based Practices in Substance Abuse Treatment: A Review with Suggestions.” *Journal of Substance Abuse Treatment*. 31, 25-39

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 Can A Supervisor Do To Support The Staff's Effectiveness In Engaging Clients?

- Get involved in as many opportunities to gather information and learn about best practices (webinars, learning communities, conferences, online resources, professional literature)
- Arrange for staff to participate in above activities and disseminate information to staff and **follow up** with discussion
- Re-design staff training activities that includes meetings to discuss HOW the training information may be APPLIED and how we can determine if the application of new approaches adds value.
- To support group facilitators, join group and use a set of observable best practice standards to guide the process.
 - A supervisory process is developed with both the supervisor and supervisee.
 - A day and time are set aside when convenient for both.
 - The process is clear to both and focused on application of knowledge and skills to the work
- Individual or family services there may be opportunities to join a session especially for very challenging situations. (Is this impossible? Has anyone ever done this?)
- Invite staff to join you in a session where you can demonstrate specific engagement skills (e.g., intake process)
- Staff specific review of engagement challenges and support: Insure staff have knowledge about best engagement practices; review understanding and how that knowledge will be applied. Follow up on outcomes.

Evaluate the Supervisory Process: The Critical Role Of Feedback

- Successful supervision and coaching relies on feedback
- Supervisor and supervisee collaborate and discuss the purpose of supervision
- Feedback and evaluation can be an informal or formal evaluation of both parties – whatever works best for you and your organization



Supervision at your Clinic

- What does supervision look like at your clinic agency?
- For example...
 - How often do you meet with your staff?
 - What is typically discussed?
 - Is there a standard supervision process?



Helpful Principles: Self-Monitoring and Feedback

Self-Reflection:

- Begin by asking the staff person to self reflect.
 - What do you feel worked well?
 - In what way were you able to accomplish what you wanted?
 - What didn't go as well as you wanted?
 - What would have done differently, if anything?
 - What surprised you?

Supervisor Feedback:

- Refer to best practice standards in providing feedback
 - This reduces feedback that is based on supervisor bias, preferences, style, orientation
- Always begin by reinforcing what the person did well - positive reinforcement
- Share your feedback based on observation of behavior.
- Ask for feedback on your feedback
 - Does my observations make sense? Align with your observation? Was spending time reflecting on your work and getting feedback helpful?
 - What could have made this more helpful to you?



What can Your Agency Do Now to Begin Coaching Effectively to Produce the Outcomes You are Looking For?

- Establish heightened standards for the amount of individual or group supervision required within your agency.
- Establish a process for direct observation and standards for number of direct observation activities required by supervisors.
- Recognize that newly-learned behavior is fragile and needs to be supported in the face of reactions from consumers and others in the service setting.
- Recognize that individual or group supervision are a means to an end , not an end in and of themselves.

Helpful Coaching And Mentoring: Summary

- The coaching and mentoring process begins before the intervention or service is provided.
 - Discuss the service plan, the supervisees concerns and strategies.
 - How the person will approach the work
 - Provide helpful tips based on engagement best practices
 - For practices with fidelity, review the fidelity indicators and identify which indicators will be the focus of the work
 - For direct observation, discuss how and why the supervisor will be introduced
- Always give supervisee the first opportunity to reflect on their work?
- Focus and emphasize on what the person did well
- Share your feedback in a way that doesn't establish the supervisor as the final expert on effective practice
- Offer concrete suggestions that are practical and can be applied at the next available opportunity.
- Get feedback from supervisee about the helpfulness of the coaching

Let's Chat!

The National Council on

For supervisors: What practical steps can your organization take to enhance your role as a coach/mentor to your staff?

For supervisees: How helpful would it be for your supervisor to increase his/her role as a coach/mentor to support your professional development? What type of supervision would be most helpful to you?



Q & A



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Upcoming CTAC Events

Date	Time	Offering
February 2, 2015	11am – 12pm	Webinar Training: Engagement Practices
February 23, 2015	11am – 12pm	Webinar Training: Engagement Practices
March 17, 2015	11am – 12pm	Consultation Call
April 7, 2015	11am - 12pm	Consultation Call
May 4, 2015	11am-12pm	Final Webinar: Lessons Learned and Sustainability



Contact Us....



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