Identifying Professional Development Needs for Supervision

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Center for Evidence-Based Practices
A partnership between the Mandel School of Applied Social Sciences & Department of Psychiatry at the Case School of Medicine

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Clinical Supervision

Core Functions:

Ensure integrity of clinical services provided to client

Develop competence in the supervisee

Falender & Shafranske (2004)
Exploring the role of Supervision in Implementation of Evidence-Based Practices
The Science of Implementation

Implementation – def.

A specified “set of activities” designed to put into practice an activity or program of known dimensions.

Implementation processes are purposeful, described in sufficient detail, whereas independent observers can detect the presence or absence of the “set of activities”

Fixen, Naoom, Blasé, Friedman & Wallace (2005)
Louis de la Parte Florida Mental Health Institute, USF
The Science of Implementation

Implementation requires coordinated change at each level:

- system
- organization
- program
- practice
The Science of Implementation

Change not simultaneous or balanced across the organization

Change is inevitable and disruptive

Supervisor’s have a role in guiding, motivating, and helping staff to develop needed competencies
The Science of Implementation

It is essential to monitor:

Changes in staff behavior
(Implementation outcomes)

Benefits to clients
(Intervention outcomes)
The Science of Implementation

Dissemination of information alone does **NOT** result in positive changes in staff behavior or benefits to clients

- Feedback loops are critical to staying on track with implementation
- Utilize data to inform decision making
- Incorporate data into supervision process
Implementation: Role of Supervision

Effective supervision process is required to support the transfer of learning to actual performance

Effective supervision is:

- Formalized
- Interactive & experiential
- Data driven
- Individualized feedback
Implementation: Role of Supervision

May utilize external consultants and coaches to develop internal competence

Establish plan to develop and maintain competence of internal consultants and coaches
Staff selection

Administrators
Supervisor
Trainers
Coaches
Practitioners
Evaluators
Staff Selection

Selection of staff is essential – they will be delivering the *intervention*

Voluntary vs. mandatory selection

Consistent interview protocol

- Evaluate protocol over time for improvement
Staff selection

Basic eligibility criteria

• Education, GPA, relevant training, experience

Behavioral-based approach

• Questions & vignettes to assess philosophy, values, personal style

• Role play to assess judgment, respect for others, ability to give/receive constructive feedback
Situational Leadership
Situational Leadership

Basic assumptions:

- Different situations require different leadership styles
- The most effective leaders are those that can vary their leadership style to the situation

Blanchard, Zigarmi & Zigarmi (1985)
What is leadership style?

- How you behave when attempting to influence the performance of another
- Combination of **directive** behavior and **supportive** behavior
Important Supervisor Skills

- A range of skills
- Ability to recognize what skills are needed, based on supervisee need
- Ability/willingness to develop a collaborative supervision agreement, based on supervisee need
# Leadership Functions

<table>
<thead>
<tr>
<th>Directive Behavior (Competence)</th>
<th>Supportive Behavior (Commitment/Motivation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What</td>
<td>• Listening</td>
</tr>
<tr>
<td>• How</td>
<td>• Encouraging</td>
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<tr>
<td>• When</td>
<td>• Facilitate involvement in problem solving and decision making</td>
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<tr>
<td>• Where</td>
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Assess Staff for......

**Competence**
- Skills
- Knowledge
- Experience

**Commitment/Motivation**
- Motivation
- Confidence
## Basic Leadership Style & Function

<table>
<thead>
<tr>
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<th>Coaching</th>
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<tbody>
<tr>
<td>Low Direction/High Support</td>
<td>High Direction/High Support</td>
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<td>Some Competence</td>
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<tr>
<td>Variable Commitment</td>
<td>Low Commitment</td>
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Directing
High Direction/Low Support

**Supervisee**
- Inexperienced with new task, or higher level of task complexity
- Performance anxiety
- Unable to meet productivity
- Interested in learning, open to direction
- Unaware they’re unaware
- Confidence hope based vs. reality based
Directing
High Direction/Low Support

**Supervisor**
- Acknowledge enthusiasm
- Define goals, objectives, tasks
- Give clear, specific instruction, order tasks
- Organize & share resources
- Monitor performance closely, give feedback
- Assess skills, provide instruction
Coaching
High Direction/High Support

**Supervisee**

- Some knowledge/skill, lacks competence
- Learning, needs support, progress is evident
- Inconsistent performance/flashes of competence
- Frustrated, overwhelmed, confused, demoralized
- Tired of change
Coaching
High Direction/High Support

**Supervisor**

- Collaboration, seek suggestions & problem solving, fill in the blanks
- Provide explanations, clarifications, structure
- Monitor performance, give feedback
- Provide encouragement
- Assess skills/motivation, provide instruction
Supporting
Low Direction/High Support

Supervisee

• Moderate/high competence
• Cautious
• Variable commitment
• Self directed, at times needs sounding board for ideas
• Self critical, help to see performance objectively
• Making good contributions, may get bored
Supporting
Low Direction/High Support

**Supervisor**

- Encourage independent problem solving, action planning, goal setting
- *Identify and remove barriers, share expertise, collaborate*
- Appreciate contributions, reflect on past successes
- Encourage feedback
- “How can I help?”
Delegating
Low Direction/Low Support

**Supervisee**

- Confident, competent, consistent
- Recognized by others as competent
- Trusts own abilities/works independently
- Self directed
- Motivated, motivates others
- May be asked to do too much
Delegating
Low Direction/Low Support

**Supervisor**

- Allows, trusts, confirms, challenges, empowers
- Values and rewards contributions
- Expects individual to take charge, responsible for goal setting, action planning and decision making, evaluate work
- Share knowledge, skills, mentor
- Provide resources
Contracting for Leadership/Supervision

Performance planning
  • Collaborate on goals, specific, measurable

Ongoing supervision
  • Assess employee competence/commitment
  • Determine required leadership style by goal
  • Monitor performance/praise progress/give feedback
  • Monitor need to shift leadership style

Performance evaluation
Questions?

Thank you for your participation!
Contact Us

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