Clinical Supervision for Community-Based Mental Health Services

Stacy L. Smith, MEd, LCMHC, NCC
member of MINT

UNC Institute for Best Practices, CECMH 2023

1

Pollev: text stacy333 to 22333

UNC Institute for Best Practices, CECMH 2023

2

Whole Person

We are committed to enhancing our understanding of the **whole person, including:**

- **how people self-identify and are experienced by others, as it relates to age, gender, race, ethnicity, sexual orientation, dis(ability), trauma, religion, native language, socio-economic status, family status, and occupation and education**
- for the people we serve, for you, and for ourselves.

We are committed to better understanding and addressing structural racism and systemic discrimination of marginalized groups that result in disparities.

Here's what we've been doing at the UNC Institute for Best Practices. We invite you to privately or publicly offer additional feedback.

UNC Institute for Best Practices, CECMH 2023

3

Why is this important?

Summers, N. (2010). Managing social service staff for excellence: Five keys to exceptional supervision. Hoboken, NJ: John Wiley Et Sons.

Researchers have identified several keys to effective supervision, including

- the successful application of knowledge to practice,
- connecting caseworkers to the agency mission,
- building supportive organizational structures,
- being an effective leader, and
- promoting success among employees.

Each of these elements is necessary for

- developing employee commitment and enthusiasm,
- counteracting negative practice, and
- for getting caseworkers and the agency back on the right track when unfortunate incidents occur (Summers, 2010).

UNC Institute for Best Practices, CECMH 2023

4

Objectives of Clinical Supervision

* To provide staff with a confidential, safe and supportive environment.
* To critically reflect on professional practice.
* To improve quality patient services by improving mental health practice, by encouraging reflection on attitudes towards people with mental health problems and disorders, their family members and careers.
* Improve self-awareness and taking responsibility for their clinical practice by adhering to a framework for clinical supervision.
* To maintain the quality of the process of clinical supervision.

UNC Institute for Best Practices, CECMH 2023

5

Support for Supervisor:

- Support from upper management regarding the importance of providing and receiving supervision
- Time spent discussing supervision skills
- Access to education/training on supervision

Support for Supervision itself:

- Positive implementation climate
    - Organizations that expect, support and reward EBT are more likely to have greater intensity of EBT supervision coverage, which in turn may positively impact clinician EBT fidelity and client outcomes

- Exposure to the EBP through more TIME spent discussing and practicing

Factors that support a supervisor

UNC Institute for Best Practices, CECMH 2023

6

3

Describe YOURSELF as a Supervisor in ONE word!

Powered by **Poll Everywhere**

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

UNC Institute for Best Practices, CECMH 2023

7

Preparing yourself for delivering supervision

It starts with YOU

UNC Institute for Best Practices, CECMH 2023

8

The amount of training (and supervision) I have received on providing supervision is

A None

B Very little (such as an online course, less than 2 CE hours)

C Some; maybe two or more courses or have had a supervisor discuss this up to 4 times

D A great deal-I have intentionally learned as much as I could

None of the above

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

9

Source: Carroll (1996: 53). Copyright © M. Carroll 1996. Reprinted with the kind permission of Sage Publications.

UNC Institute for Best Practices, CECMH 2023

10

*Preparing for providing supervision

- Knowledge about supervision theory
- Honing supervision skills (use of self/MI/CBT/DBT)
  - While not therapy, Supervision can benefit from the use of some therapy skills
- Be clear with intended outcome
  - Staff Support
  - Case Consultation & EBP implementation
  - Improvement of/correction of staff skills
  - Concerns about staff behaviors/attitudes
    - Team dynamics & ethics
- Right time & place—NOT "winging it", NOT just "open door"
- Regularly scheduled so it's not only when there is trouble brewing….

UNC Institute for Best Practices, CECMH 2023

11

As a supervisor, I typically think of myself in this role:

A "Big brother or sister"; I'll show you the ropes…

B Boss; I need to manage staff behaviors and productivity

C Coach; I'm here to get the most/best out of my staff

D Teacher: my staff are very new to Community MH and need instruction

None of the above

Powered by **Poll Everywhere**

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**
UNC Institute for Best Practices, CECMH 2023

12

6

10 skills of a supervisor

1. **Understanding the role of a supervisor**
2. **Communicating effectively**
3. **Preventing and resolving conflict**
4. **Managing employee's performance goals**
5. **Understanding employment law**
   - **Some of the major employment law issues supervisors should be aware of include the:**
   - Fair Labor Standard Act (FLSA)
   - Family Medical Leave Act (FMLA)
   - Occupational Safety and Health Act (OSHA)
   - Equal Pay Act (EPA)
   - Americans with Disabilities Act (ADA)
   - Title VII of the Civil Rights Act of 1964

ERC 100 — Making Workplaces Great for 100 Years.

UNC Institute for Best Practices, CECMH 2023

13

10 skills of a supervisor

6. **Problem solving and making decisions confidently**
   - **Be able to solve problems, a person needs:**
   - **Creative thinking** skills and attitudes to generate new ideas to adapt to a changing environment.
   - **Critical thinking** (analytics) skills and attitudes to ascertain whether his/her or others' ideas are good ones.
   - **Practical thinking** (innovation) skills and attitudes to implement the ideas and persuade others of their values.
7. **Leading and working with teams**
8. **Leading and managing change**
9. **Planning and managing the work**
10. **Understanding and respecting cultural & generational differences**

UNC Institute for Best Practices, CECMH 2023

14

If I had to objectively rate my supervision skill level, it would be

Poor — 1 😧

2 🙁

Fair — 3 😏

4 🙂

Excellent — 5 😁

15

Client improvement and symptom reduction

Supervisee learning and relearning

Supervisor skills and interventions

Supervisory relationship

Supervisor person and personhood

UNC Institute for Best Practices, CECMH 2023

16

8

Preparing your supervisees

UNC Institute for Best Practices, CECMH 2023

17

How do you prepare new staff for supervision?

Powered by **Poll Everywhere**

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**
UNC Institute for Best Practices, CECMH 2023

18

"All learning takes place in the context of relationships and is critically affected by the quality of those relationships" (Norman-Murch, 1996).

We influence how supervision itself is perceived by our staff

UNC Institute for Best Practices, CECMH 2023

19

Diversity and Cultural Competence SAMHSA TIP 52

- Administrators should be watchful for problems that can arise in the supervisory relationship when supervisors are of a different race, culture, or ethnicity than their supervisees. Fong and Lease (1997) have identified four areas that might present challenges:

- 1.Unintentional racism. Well intentioned supervisors who are unaware of how their racial identity affects their relationships with supervisees may avoid talking about race or culture.

- 2.Power dynamics. The power differential in the supervisory relationship may be exaggerated in dyads where the supervisor is part of the dominant group and the supervisee is a member of a minority group.

- 3.Trust and vulnerability. Supervisees who are in a vulnerable position are, at the same time, encouraged to trust their supervisors, when they may have little reason to do so.

- 4.Communication issues. Differing communication styles among cultural groups can result in misunderstandings.

UNC Institute for Best Practices, CECMH 2023

20

Diversity and Cultural Competence SAMHSA TIP 52

- Bradley and Ladany(2001) list the following in what they term the "supervisor focused personal development" domain:

- Supervisors actively explore and challenge their own biases, values, and worldview and how these relate to conducting supervision;

- Supervisors actively explore and challenge their attitudes and biases toward diverse supervisees;

- Supervisors are knowledgeable about their own cultural background and its influence on their attitudes, values, and behaviors;.

- Supervisors possess knowledge about the background, experiences, worldview, and history of culturally diverse groups; and

- Supervisors are knowledgeable about alternative helping approaches other than those based in a North American and Northern European context"(pp. 80–81).91

UNC Institute for Best Practices, CECMH 2023

21

Ways to expand my own culturally diverse worldview include:

Top

Powered by **Poll Everywhere**

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**
UNC Institute for Best Practices, CECMH 2023

22

Supervision Theories

UNC Institute for Best Practices, CECMH 2023

23

Developmental Level	Characteristics	Supervision Skills Development Needs	Techniques
Level 1	• Focuses on self • Anxious, uncertain • Preoccupied with per-forming the right way • Overconfident of skills • Overgeneralizes • Overuses a skill • Gap between conceptu-alization, goals, and interventions • Ethics underdeveloped	• Provide structure and minimize anxiety • Supportive, address strengths first, then weaknesses • Suggest approaches • Start connecting theory to treatment	• Observation • Skills training • Role playing • Readings • Group supervision • Closely monitor clients
Level 2	• Focuses less on self and more on client • Confused, frustrated with complexity of coun-seling • Overidentifies with client • Challenges authority • Lacks integration with theoretical base • Overburdened • Ethics better understood	• Less structure provided, more autonomy encour-aged • Supportive • Periodic suggestion of approaches • Confront discrepancies • Introduce more alterna-tive views • Process comments, high-light countertransfer-ence • Affective reactions to client and/or supervisor	• Observation • Role playing • Interpret dynamics • Group supervision • Reading
Level 3	• Focuses intently on client • High degree of empathic skill • Objective third person perspective • Integrative thinking and approach • Highly responsible and ethical counselor	• Supervisee directed • Focus on personal-pro-fessional integration and career • Supportive • Change agent	• Peer supervision • Group supervision • Reading

Source: Stoltenberg, Delworth, & McNeil, 1998

* Developmental model of supervision

Remember that new staff need to learn about supervision expectations

UNC Institute for Best Practices, CECMH 2023

24

Most of my staff are:

Relatively new to the profession and/or service (under 2 years experience)

Fairly experienced (2-4 years experience)

Very experienced (greater than 5+ years)

A mix of experienced and new staff

None of the above

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

25

Reflective Supervisory Cycle

The Reflective Cycle (Gibbs, 1988)
Reference Gibbs, G (1988) Learning by doing: A guide to teaching and learning methods.
Further Education Unit. Oxford Polytechnic: Oxford

UNC Institute for Best Practices, CECMH 2023

26

The Process of Reflection

What?	• What happened? • Description, facts
So what?	• What did the experience mean? • Interpretation • The feelings involved • What was learned
Now what?	• What are the next steps? • Seeing the bigger picture • Applying the lessons learned • Planning future action

UNC Institute for Best Practices, CECMH 2023

27

Reflection

- Requires a foundation of trust and honesty
- Safety, calmness, and support
- Is NOT therapy or venting
- Focused on experiences, thoughts, and feelings directly connected with work
- Supportive of professional development and growth
- Empathetic, nonjudgmental ear of the supervisor

UNC Institute for Best Practices, CECMH 2023

28

Ways I supervise my team include:

29

Modalities of Supervision

- The following clinical supervision may be delivered within ACT:
- a. Meeting as a group (separately from the daily team meeting) or individually to discuss specific clinical cases;
- b. Field mentoring (example, helping staff by going out in the field with them to teach, role model skills, and providing feedback on skills);
- c. Reviewing and giving feedback on the specific tools example, the quality of assessments, treatment plans, progress notes) to better capture and document clinical content);
- d. Didactic teaching and individual and group cross-training; and
- e. Formal in-office individual supervision (includes both impromptu and scheduled supervision).

30

Observation of practice

Recorded

Live

In the field

UNC Institute for Best Practices, CECMH 2023

31

---

*The power of modeling…

UNC Institute for Best Practices, CECMH 2023

32

Slide 33

📄 Performance expectations for documentation/administrative	
⏱ Frequency of supervision	**Elements of a Supervision Plan**
🎯 Professional goals	
🧠 Skill development goals	

UNC Institute for Best Practices, CECMH 2023

33

Slide 34

Clinical Supervision Session Form

Name of Supervisee:	Mode of clinical oversight: ☐ Online ☐ Telephone ☐ Telemedicine ☐ In person *Please indicate:* ☐ Individual ☐ Group
Date of session:	Duration of session: *(Telephonic sessions must be at least 30 minutes)*

Comprehensive description of topics discussed:

Comprehensive description of results of compliance review of supervisee's clinical documentation:

| Does any conflict of interest exist between supervisor and supervisee? ○ Yes ○ No |
| Does any conflict of interest exist between supervisee and clients? ○ Yes ○ No |

All sections above must be completed in their entirety. Refer to R4-6-212 F4 a-e.

Supervisor's name and credentials: _____

Supervisor's telephone number: _____

_____   _____
Supervisor signature   Date signed

_____   _____
Supervisee signature   Date signed
Clinical Supervision form effective 04/04/14

34

CLINICAL SUPERVISION RECORD
Agenda and Record of Discussion

Instructions – Supervisor to fill in the first section, photocopy and fill out remaining sections at each session. At the end of the session the supervisor and supervisee sign the agreed record. A copy is stored according to *the Community Health Service* Policy & Procedures.

Name Supervisee: _____   Date of Supervision: _____

Name Supervisor/Peer Group: _____   Length of session: _____

Key discussion points (includes a review of actions from last supervision, clinical knowledge & skill enhancement, professional development, reflective practice & support and accountability)	What's working well?	What's not working well?	Actions	By whom and when

Celebrating Staff Achievements

Next Meeting: _____

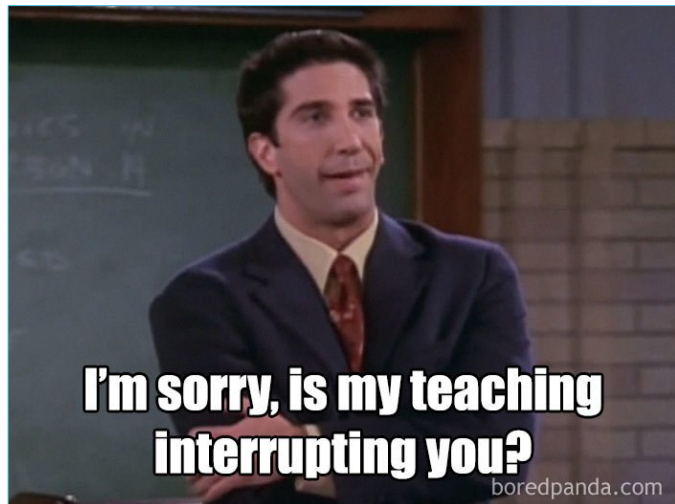*This is an agreed record of the clinical supervision session*

Signed Supervisor _____   Supervisee _____

Victorian Healthcare Association Clinical Governance in Community Health Project   Page 1 of 2
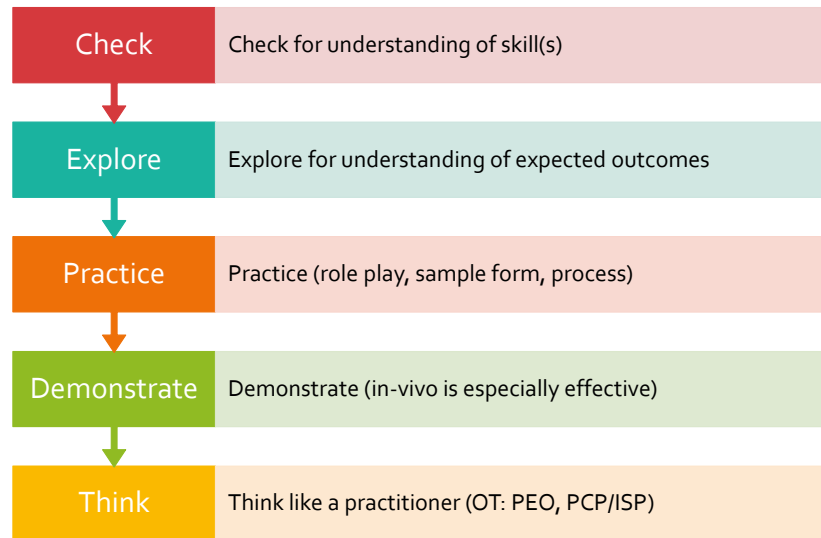
35

How do you teach/supervise a new clinical skill/EBP?

UNC Institute for Best Practices, CECMH 2023
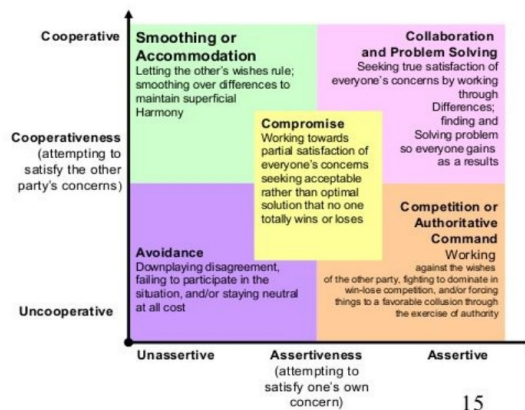
36

18

Correcting or improving a therapeutic skill

Check	Check for understanding of skill(s)
Explore	Explore for understanding of expected outcomes
Practice	Practice (role play, sample form, process)
Demonstrate	Demonstrate (in-vivo is especially effective)
Think	Think like a practitioner (OT: PEO, PCP/ISP)

UNC Institute for Best Practices, CECMH 2023

37

Where are you in terms of conflict management?

CONFLICT MANAGEMENT GRID

Cooperative

Smoothing or Accommodation
Letting the other's wishes rule; smoothing over differences to maintain superficial Harmony

Collaboration and Problem Solving
Seeking true satisfaction of everyone's concerns by working through Differences; finding and Solving problem so everyone gains as a results

Cooperativeness
(attempting to satisfy the other party's concerns)

Compromise
Working towards partial satisfaction of everyone's concerns seeking acceptable rather than optimal solution that no one totally wins or loses

Avoidance
Downplaying disagreement, failing to participate in the situation, and/or staying neutral at all cost

Competition or Authoritative Command
Working against the wishes of the other party, fighting to dominate in win-lose competition, and/or forcing things to a favorable collusion through the exercise of authority

Uncooperative

Unassertive   Assertiveness
(attempting to satisfy one's own concern)   Assertive

15

Powered by **Poll Everywhere**

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**
UNC Institute for Best Practices, CECMH 2023

38

Having difficult conversations

39

✔️	Check your ego at the door
💬	Dispassionate dialogue wins the day
⏰	Remember 20/80 (**allow the staff person 20% of the time up front**)
⏱️	Right time PLUS right place

Helpful guidelines for difficult conversations

40

Addressing a performance, attitude or team dynamic issue

- Awareness of intersectionality (Race, gender, education, position)
- Team's culture around behaviors in question
- Hold staff person in empathy
- Invite the better behavior
- Perhaps assign a staff mentor
- Catch staff "doing well and being good"

UNC Institute for Best Practices, CECMH 2023

41

Tips I've learned about providing corrective feedback

Top

Powered by Poll Everywhere

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**
UNC Institute for Best Practices, CECMH 2023

42

Avoiding the expert trap

Collaboration

- Sharing of responsibility and control of power
- A chance to learn from as well as teach staff
- Reciprocal expectations of each other
- Requires open communication-in both directions

UNC Institute for Best Practices, CECMH 2023

43

Navigating the gray areas

ETHICS

UNC Institute for Best Practices, CECMH 2023

44

Ethical issues I've seen as a supervisor

Top

Powered by 🔘 **Poll Everywhere**

UNC Institute for Best Practices, CECMH 2023

45

Taking it back to work

What's next for you?

UNC Institute for Best Practices, CECMH 2023

46

Thank you!
Questions or feedback?

Stacy_smith@med.unc.edu

UNC Institute for Best Practices, CECMH 2023

47