

Effective Supervision When Working Remotely: Addressing Long Term Virtual Needs

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About California Institute for Behavioral Health Solutions (CIBHS) and Our Presenters

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Agenda

- Key elements of effective supervision (regardless of the setting)
- Getting situated for remote supervision
- Setting an agenda for supervision
- Role Play
- Tips for conducting individual and group supervision
- Questions and Answers

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Supervision can be challenging (even in face-to-face settings)

So in a virtual setting...

- How will I ensure continuity in the relationship between the supervisor and the worker? How can I continue to build that relationship? What will I do if the relationship becomes strained?
- How will I balance the needs of the organization with the needs of the worker?
- How will I attend to the learning and growth needs of my staff?
- How will I stay on top of the worker's performance?

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Key elements of effective supervision (regardless of setting)

1. **Build a strong working relationship**
2. Connect the individual's work to the vision, mission, values of the organization
3. Provide expectations
4. Provide support
5. Provide opportunities for skill development
6. Provide opportunities for feedback
7. Follow up

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Building the relationship

Studies show: Telesupervision is equally effective as face-to-face supervision when the supervisor and supervisee had a positive supervisory relationship and met face-to-face prior to entering the telesupervision arrangement (Cameron et al., 2015, Manosevitz, 2006)

1. Get to know your staff as people
 - Why did you get into this field?
 - What is most rewarding for you in doing this work?
 - What are your goals and aspirations for the future?
 - What ideas do you have to make an impact on the lives of the people we serve?
2. Do what you say you will do
3. Lead by example

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Some examples

"So exciting that you have been able to help _____ keep his apartment for one year now. I know that was a lot of work for both of you and your support to help him learn strategies to deal with the voices was an important part of that. It's great having you as part of a team that works hard to help people build lives in the community."

"At today's team meeting, I wanted to show everyone how we are doing related to employment. Thirty-two percent of the people we serve are now in competitive employment. Just wanted to take some time to recognize _____ who had two people apply for jobs this week and _____ who works with someone who starts a job on Monday."

"I know you were disappointed that _____ went back in the hospital yesterday knowing you tried so hard to work on possibilities for diversion, but I recognize all the efforts you made and that is exactly what we do at _____. And we are also an organization that values learning and growth and I think there many things you learned from this experience that will help you get back in there with _____ and support her in her goal to stay in the community with her family."

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Expectations and Support

High expectations **does not** mean expecting perfection, it is setting the aspirational standard for what you would like people to achieve (Consistency is key!)

- ✓ We want people to learn for a living
- ✓ Trying something and it not working is part of learning
- ✓ We have to help people make those learning connections and strive for improvement

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Expectations and Support

- Base expectations are the activities, behaviors, and work processes that are the requirement and responsibility of everyone within the organization (Consistency is key!)
- Job expectations are the activities, behaviors, and work processes that are the requirements of everyone within a particular job description (Consistency is key!)

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Skill Development

- Have a professional development plan for each staff person
- Build in time to regularly review where staff are at related to increasing their skill proficiency

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**Strengths Model Case Management
Core Competencies Professional Development Plan**

Competency Area	Evidenced By	Opportunities/Feedback
A. Values		
1. Demonstrates belief that all people with psychiatric disabilities can recover, reclaim, or transform their lives	<input type="checkbox"/> Use of recovery-oriented language in group supervision, documentation, and discussions with co-workers. <input type="checkbox"/> Does not use spirit-breaking language in group supervision, documentation, and discussions with co-workers. <input type="checkbox"/> Positive feedback from clients demonstrating workers belief in their recovery goals and abilities.	
2. Demonstrates the ability to focus on strengths rather than deficits	<input type="checkbox"/> Emphasizes client strengths (talents, skills, personal and environmental resources, internal motivators, and personal attributes) in group supervision, documentation, and in discussions with co-workers. <input type="checkbox"/> Emphasizes what people can do over what they cannot do. <input type="checkbox"/> Able to discuss people's barriers, challenges, and obstacles in the context of what is meaningful and important to them and strengths they have to navigate those difficulties.	
3. Demonstrates belief that the client is the director of the helping process	<input type="checkbox"/> Involves client in using Strengths Assessment, Personal Recovery Plan, and development of Treatment Plan goals. <input type="checkbox"/> Reports from clients that goals on the treatment plan are the ones most important to them. <input type="checkbox"/> Reports from clients that goals on the Personal Recovery Plan and the steps taken to achieve those goals are directed by them.	
4. Demonstrates belief that the relationship with the client is primary and essential	<input type="checkbox"/> Returns calls to clients within 24 hours. <input type="checkbox"/> Keeps appointments and shows up on time. <input type="checkbox"/> Meets with client in places that are desired by the client. <input type="checkbox"/> Reports by clients that they have a positive working relationship with their case manager.	

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Giving Feedback

- Ask staff how they prefer to receive feedback
- Make sure the standards for work are clear and how they will be measured
- Reoccurring - Make sure the feedback is specific and timely
- Engage the person in self-exploration
- Descriptive and objective; not judgmental

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7. **Follow up**

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Some examples

"Just wanted to send a quick email to see how things went with _____ moving back in with her family."

"Great supervision yesterday. It's very apparent how hard you have worked to incorporate motivational interviewing skills into your practice. We could all learn from the work you are doing to engage _____."

"Thank you for the great questions you asked during the virtual workshop yesterday on documentation. During our individual supervision on Friday, I would love to discuss some of your questions more fully and use some examples from your progress notes. "

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Continuity versus Co-location

The disadvantage created by increased distance for supervision is overcome by increased supervisor availability between supervision sessions (Werne et al., 2014, Martin et al. 2015)

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Supervisor Checklist for Remote Work



Review and revise policies



Review technology needs and resources



Review work schedules



Draft a work plan



Make a communications and accountability plan

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Tele-Supervision “no-no’s”

- Don't make it all about you
- Don't multi-task
- Don't eat
- Don't share on the screen what does not pertain to that staff person
- Try to avoid any unnecessary distractions in your environment
- Don't forget that even when you are working remotely, you are still responsible for creating a professional work environment

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Agenda for supervision

- **Check-in**
 - ✓ Wellbeing
 - ✓ Technology
- **Celebrations**
- **Client discussions**
 - ✓ B.K.
 - ✓ K.S.
 - ✓ G.K
- **Recovery Movement Indicator (RMI)**
- **Schedule and needs for support**
 - ✓ Group supervision (May 22)
 - ✓ Individual supervision (May 27)
 - ✓ Webinar on Self-Management Supports (June 1)

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Recovery Movement Indicator (RMI)

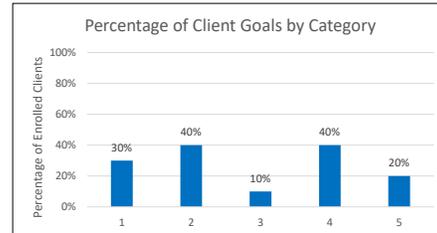
Client Goals

Clients with a Key Recovery-Oriented Goal	Total Clients	Clients with Only Other Goals
80%	10	20%

% of Client Goals by Category					
Housing	Employment	Education	Supportive Relationships	Community Involvement	Total Clients
30%	40%	10%	40%	20%	10

Satisfaction Scores by Category

% Clients below 3					
Housing	Employment	Education	Supportive Relationships	Community Involvement	Total Clients
40%	40%	30%	50%	50%	10



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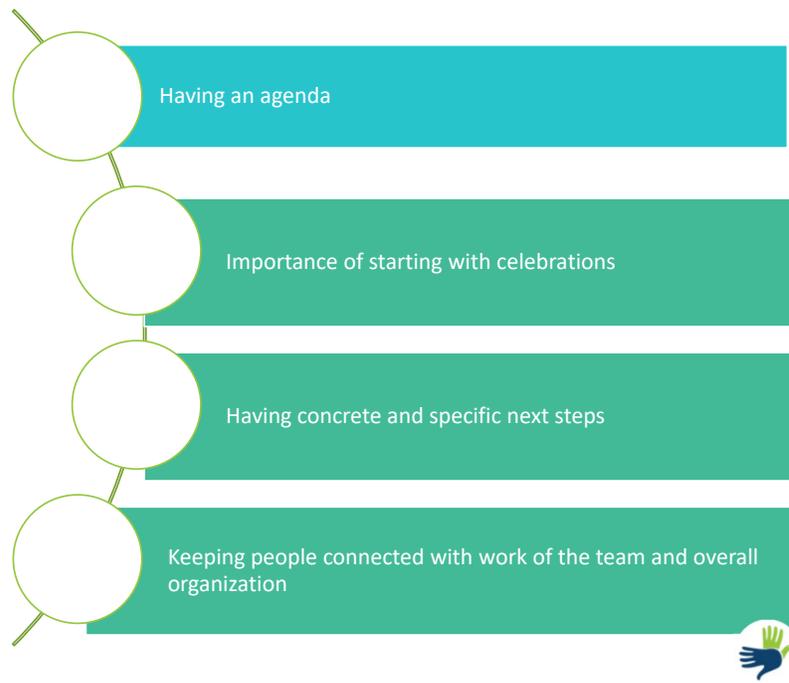
Key Points from the Role Play

- Keep the focus on the supervisee and their needs
- Follow-up from previous supervision
- Checking in on self care
- Validation and empathic response



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Key Points from the Role Play



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Strengths Model Group Supervision Process Description



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Presenting staff person's name:	Client's initials:
What is the client's goal?	
What help does the staff person want from group?	
Things the staff person has tried:	
Suggestions from the group:	
Next steps the staff person will take based on the suggestions:	

Strengths Model Group Supervision Template

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Performance Improvement Discussions

- These discussions are not comfortable even in-person
- Be prepared
- Consult your supervisor and potentially HR

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Performance Improvement Discussions

Make work expectation clear

Give specific examples of worker's performance

Get the person's perspective of the barriers

Explore potential solutions

Develop specific action steps and timeframes

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Questions



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Contact information for Our Presenters

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Information

1. What to expect after the webinar
2. The next webinar in our series:
Wednesday, May 27, 1:00pm-2:30pm
Therapeutic Support When Working with Caregivers and Children, 0-5
 - Donna Potter, LCSW
Instructor, Department of Psychiatry and Behavioral Sciences: Duke University, Durham, NC
Instructor, The Center for Child and Family Health-NC



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