

# **Effective Supervision using Cognitive Behavior Therapy principles**

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# Learning Objectives

- Understand importance of supervision in fast changing health care world
- Understand Cognitive principles in therapy
- Learn to utilize CBT principles in regular supervision.
- Using CBT techniques for management of stress.

# Changing environment of health care

- Change: incremental vs transformational
- Some changes:
  - ACA
  - Managed Medicaid
  - Medical homes/ Integrated care
  - Consumer involvement, advocacy, Consumer run programs
  - More knowledgeable families and clients
  - Recovery orientation:

# What do changes mean to staff

- We have to provide better services
- We will be measured by our performance
- We have to do it with less cost.
- We have to keep our customers (clients/families/other systems we work with. Payers, regulators) happy.
- If you are an administrator, also have to keep staff happy.
- Is this a challenge? .....absolutely

# Principles of CBT

## CBT

1. Develop sound therapeutic alliance.
2. Actively collaborate with client
3. Educate
4. Formulate( Understand and explain) problems
5. Goal oriented and problem focused intervention
6. Structure/ home work and follow up

## Supervision

- Develop a positive relationship .
- Make the process more collaborative with input from staff
- Understand where performance problems are
- Create a Common goal : supervisee can be their best.
- Set a structure to supervision

# **Pressures that management face in this environment**

- Meet contractual obligations/payer expectations
- Personnel issues: Right people, orienting, setting expectations, performance
- Client and families : Meet client needs
- Managers have to balance the different pressures in making decisions.
- It will help to have a structure and system in place to make decisions.



# How do we meet this challenge?

- We have to be grounded in a personal perspective or philosophy.
- CBT principles to us fit the bill of a good perspective
- We know that CBT works for clients
- Now we are going to see how it can work for our staff and
- For ourselves

# Supervision is key element

- Staff have to perform for you to meet your program obligations.
- However staff do not come with ready made skills.
- Supervision is a key element in ensuring optimal performance of staff.



# Supervision principles: elaboration

- Build relationship : We are all human and respond best if there is positive relationship
- Education/setting expectations
- Set up a clear Structure to measure and evaluate performance
- Have a method to understand problem solve
- Teach skills to address barriers to performance.

# Process steps in performance

- Performance is the end result of a process.
- It starts with our approach/ attitude or world view
- If there is a problem in our attitude then performance suffers.
- Clear understanding of expectations between supervisor and supervisee ( Communicate, communicate)
- Agreement between staff member and supervisor as to how they will perform work activities.
- Regular evaluation of staff performance of the expectations.
- Identifying barriers to meeting performance expectations and problem solving to overcome them.

# Recruiting the right people

- This is where it all starts
- “ Hire for attitude and train for aptitude”
- Pressure to fill the position : “ Warm body syndrome”
- Strategize to cover the service while you are methodical and thorough about your recruitment.
- Know what you are looking for: Look at job description, see what the best team members bring to table.
- Have a standard set of questions as well as information you provide to candidates ( handout ).

# On boarding/ Orienting

- Orientation period is extremely important for manager to plan and prepare.
- The process you have is directly tied to staff meeting the performance expectations.
- Consistency is important
- To ensure consistency , use a standardized form that is based on performance evaluation.
- Do not hesitate address performance issues early on in the process.

# Ongoing Performance evaluation

- Need for assessment of a) Knowledge b) Strengths c) Areas to improve
- Structure: e.g we meet once in two weeks for 30 and we cover the following:
  - a) Give opportunity for feedback in session.
  - b) Set goals for next visit
  - c) Identify potential barriers in reaching those goals.
  - d) Being proactive: give opportunity for staff to meet when they need ( open door policy)

# How is this process implemented in TOCS

- Scheduled supervision
- Standardized forms
- Individual accountability
- Unannounced ride along
- Progressive discipline



# Examples of working with staff

- Example 1
- Example 2
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# Improving oneself

- Learning: Fill gaps in your knowledge and skills
- Be flexible : method to communication
- Self awareness
- Relationship anchored data driven supervision.
- Be compassionate but tough: willing to make tough decisions.

# Dealing with High achievers to poor performers

- Tendency is to focus on low achievers and ignore the good and high achievers
- Your time is a limited resource
- High performers: acknowledge performance and work on further development
- Average performers: goal to move them from meeting expectations to exceeding expectations.
- Low performers can suck up the time of manager.
- Managers should be comfortable to terminate the working relationship. ( Working and personal relationship are different).
- It can be good for the individual to self reflect to improve.<sup>17</sup>

# What managers do?

- “Managers and leaders have a set of skills that we utilize to develop a trusting partnership with all staff that allows us to focus, motivate, energize and direct a collective group of individuals to excel beyond any set goals or outcomes while weaving the companies mission vision and values as our staff’s roadmap and beacon of guiding light” Brenda Brown-Goggins

# Handouts

- Case management supervision log:
- Ride along form
- Recruitment form