



What? Me Supervise?

SUPERVISION ISSUES IN PREVENTION
JULIE STEVENS, MPS, ACPS, ICPS

SAMHSA'S 2023-2026 Strategic Plan.

"The agency supports states, territories, tribes, and communities to ensure that **credentialed prevention staff** can deliver services with a comprehensive understanding of prevention and the latest evidencebased practices addressing substance use prevention."

<https://www.samhsa.gov/sites/default/files/samhsa-strategic-plan.pdf>

1 2

Objectives

To familiarize the prevention supervisor with the IC&RC core standards for prevention specialists;

To identify prevention supervision roles, tasks, and outcomes;

To increase the ability the supervisor to guide, monitor and evaluate performance of the prevention specialist;

To identify the prevention supervisors' responsibilities to foster an ethical workplace through personal compliance and setting the ethical tone; and

To increase the supervisors' ability to model and foster cultural competence in the prevention specialists that they supervise.

3



Your Trainer

Julie Stevens, MPS, ACPS, ICPS
Preventiontrainingservices.com

4



Why Does Supervision Matter?

One requirement of certification:

Supervision - 120 hours specific to the domains with a minimum of ten hours in each domain.

5

Is Substance Misuse Prevention a "profession" or still just a "field"?

6



"Okay, okay you don't have to be a teacher."

What is a Profession?

"A profession is an occupation, vocation or career where specialized knowledge of a subject, field, or science is applied. It is usually applied to occupations that involve academic training and a formal qualification. Professions are usually regulated by professional bodies that may set examinations of competence, act as an licensing authority for practitioners, and enforce adherence to an ethical code of practice" (Wikipedia)

Supervision is implied.

P. 4 in workbook

7

Milestones Which Mark An Occupation Being Identified As

A Profession

- It becomes a full-time occupation.
- Education/training institutions are established.
- Local and national associations are established.
- State licensing laws are established and include supervision

8

Regulation

There are two basic tenants for regulation

- there is a level of risk to the public
- there is a specific body of knowledge.

Substance Misuse Prevention meets these identifiers.

9



The Value of Certification

The essentially value of any certification or licensure process is in the standardization of the process.

Anyone holding themselves out to be a professional should be able to demonstrate that they have met the accepted criteria to practice in that field. The prevention field should not be an exception.

Certification for Prevention Professionals exists now.

10

Competency: a definition

A competency is a measurable human capability that is required for effective performance. It is comprised of knowledge, a single skill or ability, or personal characteristics – or cluster of these building blocks of work performance. Successful completion of most tasks requires the simultaneous or sequenced demonstration of multiple competencies.

P. 4 in workbook

Hoge, M.A., Tondora, J., & Marrelli, A.F. health. *Administration and Policy in Men* (2005). The fundamentals of workforce competency: Implications for behavioral tal Health, 32, 5, 509-531.

What is a Supervisor?

The term "supervisor" typically refers to one's immediate superior in the workplace, that is, the person whom you report directly to in the organization.



11



12

One definition of supervision of supervision Another definition

“Supervision is a process that consists of a variety of patterns of behavior, the appropriateness of which depends upon the needs,

competencies, expectations, and philosophies of the supervisor and “Supervision can be viewed as a process the supervisee and the specifics of the situation (task, client, setting, where in one person is responsible for and other variables). The goals of the supervisory process are the changing the knowledge and skill level of professional growth and development of the supervisee and the another.” supervisor, which it is assumed will result ultimately in optimal service to clients.”

Anderson, Jean (1989). *The Supervisory Process in Speech-Language Pathology and Audiology*. College Hill Pr. Turton, L. (Ed.) Proceedings of a Workshop on Supervision in Speech Pathology. Ann Arbor, Michigan: University of Michigan, Institute for the Study of Mental Retardation and Related Disabilities, Continuing



16



17



© UFG, Inc.

How NOT to Supervise



18

Basic Goals of Supervision

- Assure the delivery of high quality interventions (e.g., curriculum, environmental strategies)
- Create a positive work environment
- Develop staff professional and administrative skills

Administrative Supervision Examples

- New staff orientation
- Reviewing organizational policies and procedures
- Documenting time, work, expenses
- Documenting training experiences
- Conducting performance and/or contractor reviews
- Reporting on client's rights, incidents, or ethics issues

Goal: to help supervisee meet organizational and/or agency requirements, expectations, standards—compliance is a key issue under the administrative process

19

Program Supervision Examples

Presentation reviews—documentation, completion, reviews
 Examination of cultural biases and issues
 Modeling, observing techniques
 Listening to audiotapes, or viewing videotapes of sessions with supervisory feedback Team or peer scenario training
 Exploring and consulting re: ethical & legal issues
 Goal: develop competence in program and interpersonal skills, grow selfawareness, knowledge re: tools, competencies, techniques, etc.

20

Supervision Goals and Outcomes

Administrative

- Purpose - Assure compliance with agency policy and procedures
- Outcome – Consistent use of approved formats, policies, and procedures

Program

- Purpose – Improved job performance, personal growth
- Outcome – Enhanced proficiency in knowledge, skills and abilities essential to high job performance

22

21

20 21

Breakout Room Activity

What are the most common barriers and challenges you may face in being an effective administrative supervisor?

What are the most common barriers and challenges you may face in being an effective program supervisor?

P. 6 in workbook

Small Group Discussion

23

Common Administrative Barriers

- Office Space
- Schedules
- Shared Drives
- Interdepartmental forms and communications
- Geography
- Travel time
- Distance
- Team meetings
- Turnover
- Pay
- Lack of understanding statement of work
- Technology



Common Program Barriers

- Training
- Time management
- Funding requirements
- Input measures
- Lack of grant flexibility
- Space for programming
- Reports



Supervision Formats/Modes

- Individual supervision
- Peer/group supervision
- Audiotape reviews
- Videotape reviews
- Telemedicine/teleconferencing
- Direct observation

NOTE: one cannot effectively supervise without some direct observation.

Prevention Supervisor as a Coach activity

Listed on **Page 7** of your workbook are some coaching characteristics generally considered to be significant. However, you may not agree that all the items are appropriate. Consider each statement and if you decide to delete it, draw a line through it. Since the list is incomplete, you may want to add statements of coaching characteristics that you find helpful. Write these items in the space provide at the end of the list.



What is a Prevention Supervisor's Job Description?

Supervisor's Job Description

Oversees and monitors the development and implementation of programs and/or services. **Resolves problems** associated with the day-to-day needs of the programs. **Develops policies and procedures** applicable to program administration.

Plans, organizes and directs the work of others including: hiring and training employees; appraising employee performance; rewarding and disciplining employees; addressing complaints and resolving problems. **Monitors productivity/work flow** to ensure deadlines are met.

Depending on program needs, may perform any of the following: **Enrolls participants; facilitates various groups; collects data;** receives and disseminates program information and direction; **conducts training** sessions; instructs participants in the use of safety equipment; creates and/or orders educational materials, flyers, posters, press releases, etc.; **makes program presentations in schools;** distributes and explains information; advertsing program services; creates and maintains library or materials; **maintains and compiles program data,** certification information and statistics;

reports applicable information to the State; attends project-related meetings and meetings with community groups and other agencies; takes meeting minutes.

Supervisor's Job Description continued

Supervisor's Job Description continued

Oversees the preparation and monitoring of program budget and other administrative and fiscal Meets with an advisory board, coalitions, and consumer groups to develop functions, including determining goals and objectives; reviewing and analyzing project budgets; programs, correcting errors; reviewing billing statements and authorizing payments.

Takes steps to ensure and maintain the confidentiality of health information; audits records to ensure program compliance and quality of care.

Researches funding opportunities, writes grants and maintains contact with funding agencies.

Prepares and manages contracts and MOUs.

May coordinate the production of newsletter(s).

Coordinates and makes presentations.

Participates in staff and professional meetings to discuss progress and conduct program planning; assists in the provision of staff development and training.

Participates in supervisory team to develop policies consistent with good practice.

Serves as liaison and consultant with legal system, other agencies, schools, organizations, parents, etc. on issues concerning programs. Makes presentations to agencies/organizations regarding programs offered.



30



31

Supervisor's Job Description continued

Prepares complex, routine and non-routine reports as requested utilizing a variety of software; receives, sorts, and summarizes material for the preparation of reports; prepares work reports; creates forms; and relays and interprets administrative decisions, policies and instructions. Receives, opens, reads, routes and/or responds to correspondence. Enters and retrieves information into a computer terminal; uses the computer system to retrieve a variety of daily, monthly and yearly reports.

Maintains and upgrades knowledge, skills, and development by attending seminars, meetings and training programs and reading trade and professional journals and publications.

Disseminates a variety of information to various agencies, divisions, or departments via telephone, employee meetings, mail or fax.

May serve as backup for other positions within the department.

Performs other related duties as assigned.



32

Must have the ability to

- Plan, organize, assign, direct, review and evaluate the work of staff.
- Select and motivate staff and provide for their training and professional development.
- Make presentations before groups.
- Counsel and risk assessment.
- Use tact, discretion, initiative and independent judgment within established guidelines.
- Analyze and resolve office administrative situations and problems.
- Research, compile, and summarize a variety of informational and statistical data and materials.
- Organize work, set priorities, meet critical deadlines, and follow up on assignments with a minimum of direction.

Also must have ability to

- Use a computer terminal to accurately and rapidly enter and retrieve data and information.
- Communicate clearly and effectively orally and in writing.
- Prepare clear and concise reports, correspondence and other written materials.
- Deal with problems involving several variables in non-standardized situations.

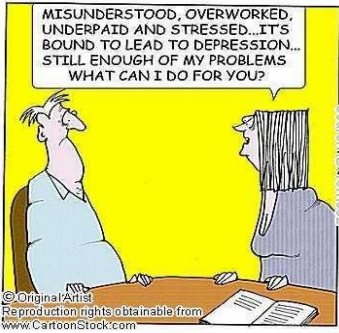
Must Possess Knowledge of

Supervisory principals and practices.	Data collection methods.
Fiscal management and basic accounting prevention procedures.	Human psychology and effective practices.
Principles and practices of health and public administration.	Interviewing techniques.
Prevention education techniques and prevention certification process.	Community resources.
Applicable state, federal and local ordinances, presentation. codes, laws, rules and regulations and legislative issues.	Methods and techniques of research, statistical analysis and report
Grant writing and application processes. the job.	Computer applications and hardware related to performance of the essential functions of



33

- Assess and interpret social, cultural, economic and political trends.
- Some positions require ability to draw blood and to obtain oral HIV test specimens.
- Ability to read, analyze and interpret professional periodicals and journals, technical procedures and government regulations.



34



35

Physical requirements

While performing the essential functions of this job the employee is regularly required to sit, use hands to finger, handle, or feel.

Ability to develop successful strategies in dealing with stressful situations and think clearly in the event of Program or consumer crisis.

While performing the essential functions of this job the employee is regularly required to speak and hear.

While performing the essential functions of this job the employee is regularly required to use color, sound and odor perception and discrimination.



36



37

What are the traits of

They are continually learning
They are service-oriented

A Good Supervisor:

Is consistent with modeling expectations –

- Set a strong example for your supervisees to follow (i.e.; be on time, actions and statements are consistent with your organization's mission and philosophy).

42

A Good Supervisor:

Clearly communicates his or her leadership and supervision style –

- Also asks members what they need in a leader and supervisor.

43

A Good Supervisor:

Establishes clear goals for the supervisees –

- Review the goals frequently to assess and implement changes.

44

A Good Supervisor:

Insists on frequent communication –

- Your organization is a team, so when problems and disagreements come up, talk to the individual and talk about how it affects the group.

45

A Good Supervisor:

Insists on accountability –

- No one is perfect, the job is a learning process, hold your supervisees accountable and review their progress so that they can set and meet goals for improvement.

46



Getting employees involved in decision making can help give them a sense of ownership. Sometimes, a little too much.

47

WHAT IS YOUR SUPERVISION STYLE?

What Is Your Supervision Style?

Rarely does someone's style reflect a "true" type as listed below and may depend on the type of people you are supervising. However, it is helpful to know what style you use frequently, and to understand ways in which your style both helps and impedes your ability to be an effective leader.

4849

Authoritarian Supervision

Authoritarian supervision is based on the belief that supervisees require continuous attention because they are often undependable or immature—basically, because people will attempt to work as little as possible unless someone monitors them carefully. Because supervisees cannot be trusted to fulfill their tasks, the supervisor must check on them frequently. The supervisor is ultimately responsible for supervisees' performance. Consequently, close observation is an essential part of the supervisor's responsibilities.

Laissez Faire supervision

Laissez Faire supervision is based on the desire to allow supervisees the freedom to use their talents and skills in accomplishing job responsibilities. This philosophy of practice is often articulated as, "Hire good people and then get out of their way." As a result, supervisees view supervision as an admission to failure; that is, as something to submit to when they encounter a situation they are unable to handle on their own.

50

Companionable supervision

Companionable supervision is based principally on a friendship-like relationship. Above all else, supervisors seek to be liked and to create harmonious relationships among supervisees; they concentrate on being buddies with the staff they supervise and avoid confronting supervisees about poor job performance or mistakes in judgment as long as possible.

51

Synergistic supervision

Synergistic supervision is a cooperative effort between the supervisor and supervisees that allows to effect of the joint effort to be greater than the sum of their individual contributions. Supervision in this approach has a dual focus: accomplishment of the organization's goal and support of the staff in the accomplishment of their personal and professional development goals. This approach to supervision emphasizes the identification of potential problems early; the supervisor and member then jointly develop strategies to prevent or ameliorate problem situations. Supervision is dedicated to assisting all members to enhance their knowledge and skills, which can lead to advancement within the organization and profession.

52

A Good Supervisor also

Insists on frequent communication

Your organization is a team, so when problems and disagreements come up, talk to the individual and talk about how it affects the group.

Manages positively

Praise in public, criticize in private. Support your supervisees in their learning curve, but do not do it all for them! Delegate (include a link to delegating tips here) and communicate (include a link to communication tips here)—this provides ownership by your supervisees of the tasks at hand.

Insists on accountability

No one is perfect, the job is a learning process, hold your supervisees accountable and review their progress so that they can set and meet goals for improvement.

A Good Supervisor

Balances high productivity and morale

As a supervisor, it is difficult to confront job performance at the risk of damaging the rapport and relationship established, but consistency will gain the respect of your staff. Take an interest in each supervisee. Be supportive and sensitive to the whole picture and what is going on in that supervisee's life.

Is consistent with modeling expectations

Set a strong example for your supervisees to follow (i.e., be on time, actions and statements are consistent with your organization's mission and philosophy).

Clearly communicates his or her leadership and supervision style Also ask members what they need in a leader and supervisor.

Establishes clear goals for the supervisees
Review the goals frequently to assess and implement changes.

53

Where does Ethics fit in?

By deed and word, the supervisor establishes the ethical tone for the workplace, as employees frequently adjust their own standards to reflect those of their supervisor. If a supervisor understands and complies with ethics laws and regulations so too will most of the subordinates. In addition, the actions (or inactions) of the supervisor substantially affect the willingness of employees to ask questions about possible ethics concerns or to report apparent ethics violations.

Setting an ethical tone

54

58

CPS Requirements (Reciprocal)

120 hours of prevention education. 24 hours must be coursework that is Alcohol, Tobacco and Other Drug specific, and six hours must be Ethics education specific to prevention. 120-hour practicum in the Prevention domains

Successful score on the ICRC Prevention Examination

2,000 hours (approximately one year) of prevention work experience

55

Ethics for Supervisors

Prevention supervisors must understand their responsibilities to foster an ethical workplace. There are two elements of ethics that impact the roles of supervisors:

1. *Personal Compliance:* To understand the requirements, duties, and responsibilities that apply to them as supervisors in personally implementing and adhering to ethics rules and policies.

2. *Setting the Ethical Tone:* To understand the special leadership role that they have as supervisors and leaders to model ethical behavior and to set the ethical tone in the workplace. This includes:

- *Setting the right example by taking the appropriate action;
- *Keeping promises and commitments; and
- *Responding appropriately to subordinates' ethics concerns.

5657

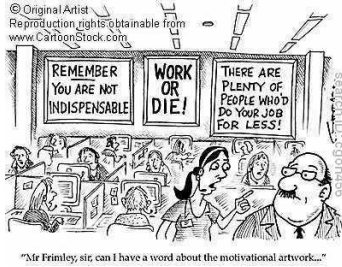
Employees "read" their supervisors to

determine if the supervisors:

- tolerate misuse of their positions;
- accord some individuals preferential treatment over others;
- abuse authority;
- permit the waste or misuse of resources and assets;
- practice or tolerate dishonesty in the workplace; or
- tolerate shady or unethical business practices.

Supervisors' actions more than their words demonstrate their attitudes, values, and expectations. Employees often look to their supervisor as a role model in order to determine their own level of compliance with ethics requirements. They know that if the supervisor personally complies with regulations, he or she is unlikely to tolerate subordinates who do not.

Supervising Prevention Competencies



Domain 1: Planning and Evaluation

- A. Conduct a community-level needs assessment
- B. Determine priorities based on comprehensive community assessment
- C. Conduct information gathering and data review/interpretation
- D. Utilize prevention theory
- E. Develop a comprehensive prevention plan
- F. Identify prevention program evaluation strategies
- G. Conduct evaluation activities and identify opportunities to improve outcomes.
- H. Utilize strategies to enhance sustainability of prevention program outcomes.

70

71

Communication

- A. Demonstrate methods for promoting the science of prevention
- B. Utilize marketing techniques for prevention programs
- C. Apply principles of effective listening
- D. Apply principles of public speaking
- E. Employ effective facilitation skills

73

Domain 2: Prevention Education and

Service Delivery

- A. Coordinate prevention activities
- B. Implement prevention education and skill development activities
- C. Utilize strategies for maintaining program fidelity

72

Domain 3

74

- F. Demonstrate interpersonal communication competency

Domain 4:
Community Organization

- A. Identify community demographics and norms
- B. Utilize strategies to recruit and engage a diverse group of stakeholders
- C. Utilize strategies to build community ownership and provide technical assistance
- D. Utilize negotiation and collaboration strategies to build and sustain alliances with other service providers
- E. Integrate prevention strategies into physical and behavioral health planning and activities

Domain 5:

Public Policy and Environmental Change

- A. Utilize strategies and resources to promote environmental change
- B. Demonstrate advocacy skills in public health promotion and prevention



"I'm not good at confrontation, so unscramble this phrase quietly to yourself for a surprise message."

Sample Documentation forms



79
75



80
76
Sample Supervised Practicum Log – Page 10
Supervised Practicum log – Page 11
Practicum Verification – Page 12
Documentation of Supervised Practicum – Page 13
Supervisor Evaluation Form – Page 18
Professional Development Assessment – Page 20-26



Domain 6: Professional Growth and Responsibility

- A. Demonstrate adherence to legal, professional, and ethical principles
- B. Incorporate cultural responsiveness and health equity into prevention processes
- C. Demonstrate healthy behaviors and self-care
- D. Recognize importance of participation in professional associations
- E. Demonstrate knowledge of the science of substance use/misuse disorders
- F. Demonstrate knowledge of mental, emotional, and behavioral health issues
- G. Prepare and maintain reports, records, and documents



77

Your Trainer

78

Julie Stevens, MPS, ACPS, ICPS
Juliestevens49@gmail.com
 Preventiontrainingservices.com

References

Addiction Technology Transfer Center (2011). Clinical Supervisions Foundations Participant Workbook. Retrieved from <https://attchub.org/CSF/CSParticipantWorkbook.pdf>.

Anderson, Jean (1988). *The Supervisory Process in Speech-Language Pathology and Audiology*. College Hill Pr.

Arkansas Prevention Certification Board – Supervisor forms

Department of Defense Standards of Conduct Office (2007). *Ethics for Supervisors 2007 Ethics Counselor Deskbook*. <https://dodsoco.osd.mil/Ethics-Program-Resources/DoD-Ethics-Guidance/SOCOAdvisories/2007-SOCO-Advisories/Advisory-07-06-June-4-2007/>

Covey, S. (2009). Eight Characteristics of Principle-centered leaders. Retrieved from <http://lifes.com/bwhthoughts.blogspot.com/2009/11/stephen-covey-8-characteristics-of.html>

Falender, C. (2005). Developing and Enhancing Supervisory Skills: A Competency-

Based Approach. Paper Presented at the 113th Annual Convention of the American Psychological Association, August, 2005, Washington, D.C. As part of a Symposium on Ethics of Clinical Supervision: Minimizing Risks, Enhancing Benefits.

References continued

Hoge, M.A., Tondora, J., & Marrelli, A.F. (2005). The fundamentals of workforce competency: Implications for behavioral health. *Administration and Policy in Mental Health*, 32, 5, 509-531.

International Certification and Reciprocity Consortium (2022). *Candidate Guide for the IC&RC Prevention Specialist Examination*. Retrieved from https://internationalcredentialing.org/resources/Candidate%20Guides/Prevention_Candidate_Guide_Final.pdf

International Certification and Reciprocity Consortium. *Prevention Specialist Code of Ethics*.



81

https://internationalcredentialing.wildapricot.org/resources/Code%20of%20Ethics/IC_RC%20CPS%20Code%20of%20Ethics.pdf

Management Library (2022). Carter McNamara, PhD. What is Supervision? How do I Supervise? Retrieved from <https://managementhelp.org/supervision/index.htm>

Mowrer, S.H. & Strader, T.N. (1992). National association addresses tough prevention issues. *The Journal of Primary Prevention*, 13:1, 73-77. Retrieved from <http://www.metapress.com.ezproxy.lib.ou.edu/content/r317405/0-052662/fulltext.pdf>.



82

References Continued

Powell DJ, Brodsky A. (2004). *Clinical Supervision in Alcohol and Drug Abuse Counseling: Principles, Models, Methods*. San Francisco: Jossey-Bass. (Rev ed)

Prevention Think Tank (2004). *Supervision of Prevention Professionals, Volunteers and Projects. Participant Handbook*.

The Judge Advocate General's Legal Center and School (2015). Ethics for Supervisors. Ethics Counselor Coursebook. http://www.jagc.af.mil/Portals/126/Ethics_Counselor_Coursebook.pdf

Turton, L. (Ed.) Proceedings of a Workshop on Supervision in Speech Pathology. Ann Arbor, Michigan: University of Michigan, Institute for the Study of Mental Retardation and Related Disabilities, Continuing and Adult Education Unit (1973).

US Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration (2007). *Competencies for Substance Abuse Treatment Clinical Supervisors*. Retrieved from <https://www.samhsa.gov/sites/default/files/2k07/SMAT13-4243-SMA13-4243.pdf>



83