Understanding and Improving Supervision through Observation

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HARC COLLABORATIVE SCIENCE OF HOME VISITING MEETING
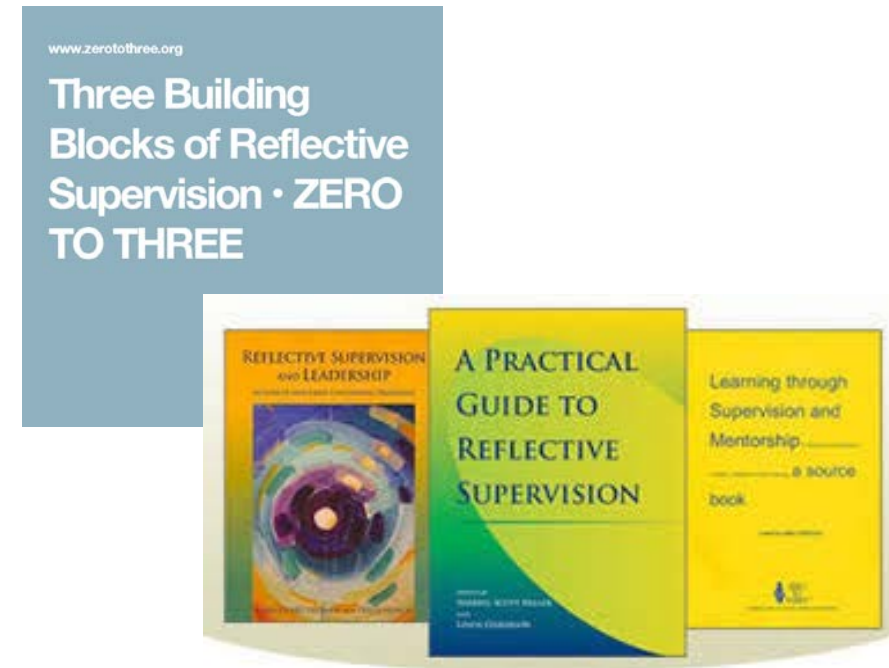
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Supervision: An Essential Element of HV

Functions of supervision (Kadushin, 2002)

o Management/administration

o Professional development

o Support

Models of supervision

o Model or content driven

o Developmental

o Reflective

o Integrative

Questions for the Field

1. What are characteristics of supervision in home visiting?
   ◦ Content and process
   ◦ Frequency and duration
   ◦ Preparation and support for supervisors & supervisees

2. What are the active ingredients of high quality supervision?

3. Does high quality supervision promote better HV outcomes?

4. How can we teach and support high quality supervision?

Content and Process of Supervision in Home Visiting

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Context

RCT of training to enhance <u>home visitors'</u> and <u>supervisors'</u> skills in addressing sensitive topics

- o Mental health
- o Partner violence
- o Substance use
- o Concerns about parenting
- o Cultural differences

➢ Training had positive impacts on home visitors' skills

➢ Impacts were attenuated 2 months post-training

➢ **Question: *Were skills reinforced in supervision?***

Aims

1. Describe supervision
   ◦ Content
   ◦ Process
2. Assess extent to which supervisors reinforced skills learned in the training

Method

1. Audio recordings of supervision for all RCT participants
   ◦ HV-Supervisor dyads from 9 HFA and EHS programs
   ◦ Recorded 8 weeks in a row; coded 2 sessions each

Communication Skills Training   **Post-Test 1**   **8 Weeks**   **Post-Test 2**

Supervision Recordings
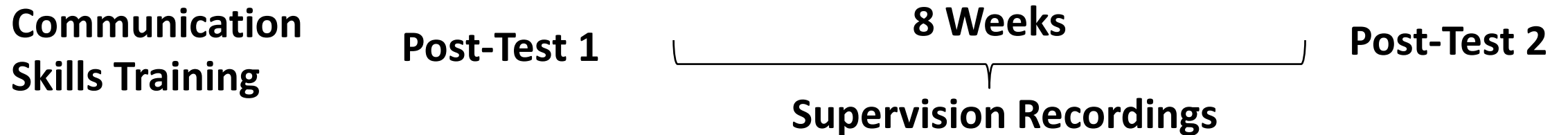
2. Logs on frequency and length of sessions

Coding Scheme Development

➢ Developed start list of codes from

  ◦ Specific training competencies

  ◦ Theoretical and empirical literature

➢ Created global scores (1-6 scale)

➢ Followed process for establishing reliability

Start list of codes

Test & revise

Final codes
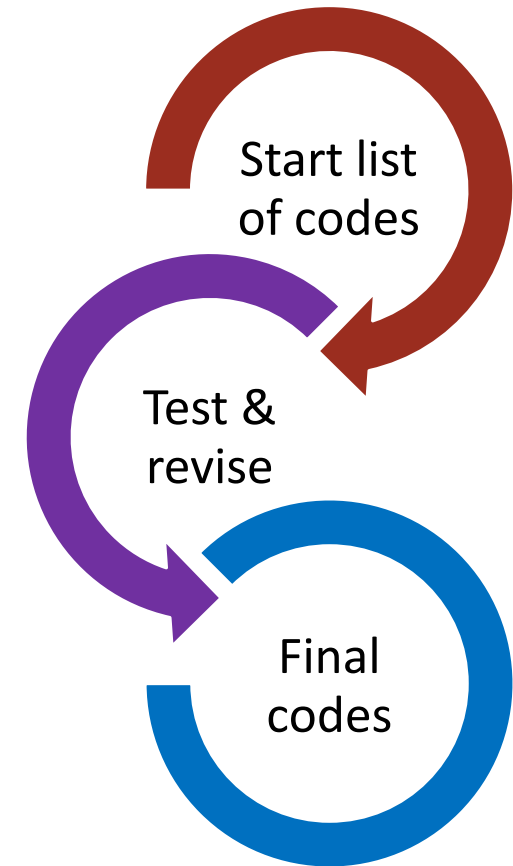
Home Visiting Supervision Content and Process Scale (HVS-CAPS)

Six focal areas:

a. Functions of supervision
b. Supervisor's use of general supervisory skills
c. Supervisor's use of specific skills taught in training
d. Application of skills when discussing **5 sensitive topics**
e. Home visitor's participation in supervision
f. Dyadic interaction

Home Visiting Supervision Content and Process Scale (HVS-CAPS)

Six focal areas:

b. **Supervisor's use of general supervisory skills**
c. **Supervisor's use of specific skills taught in training**
d. **Application of skills when discussing 5 sensitive topics**

Examples: General Supervisory Skills

The Supervisor:

➤ Listens attentively

➤ Is flexible and open to new ideas

➤ Fosters critical thinking and problem solving skills

➤ Helps the HV explore her own thoughts and feelings re: the family

➤ Encourages the HV to explore the family members' thoughts and feelings

➤ Shares knowledge and experience

➤ Models optimal practices

➤ Helps the HV link her work with relevant theory and practice

➤ Provides reassurance or encouragement when appropriate

➤ Offers constructive, relevant, and concrete feedback

Examples: Skills Taught in Training
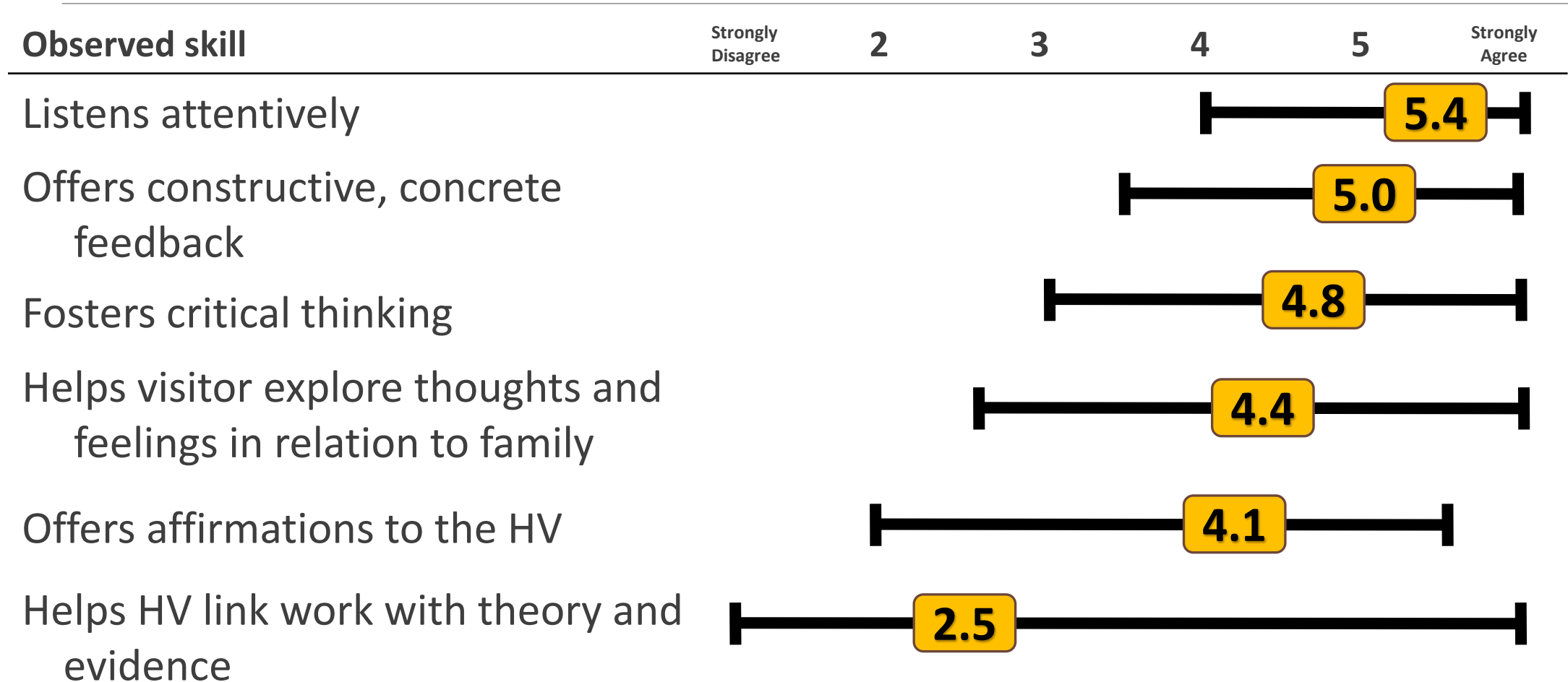
The Supervisor[1]:

➢ Asks open-ended questions

➢ Offers affirmations

➢ Uses reflections

➢ Summarizes, helping forward the conversation

[1] Codes adapted from the Motivational Interviewing Treatment Integrity Scale (MITI; Moyers et al., 2014).
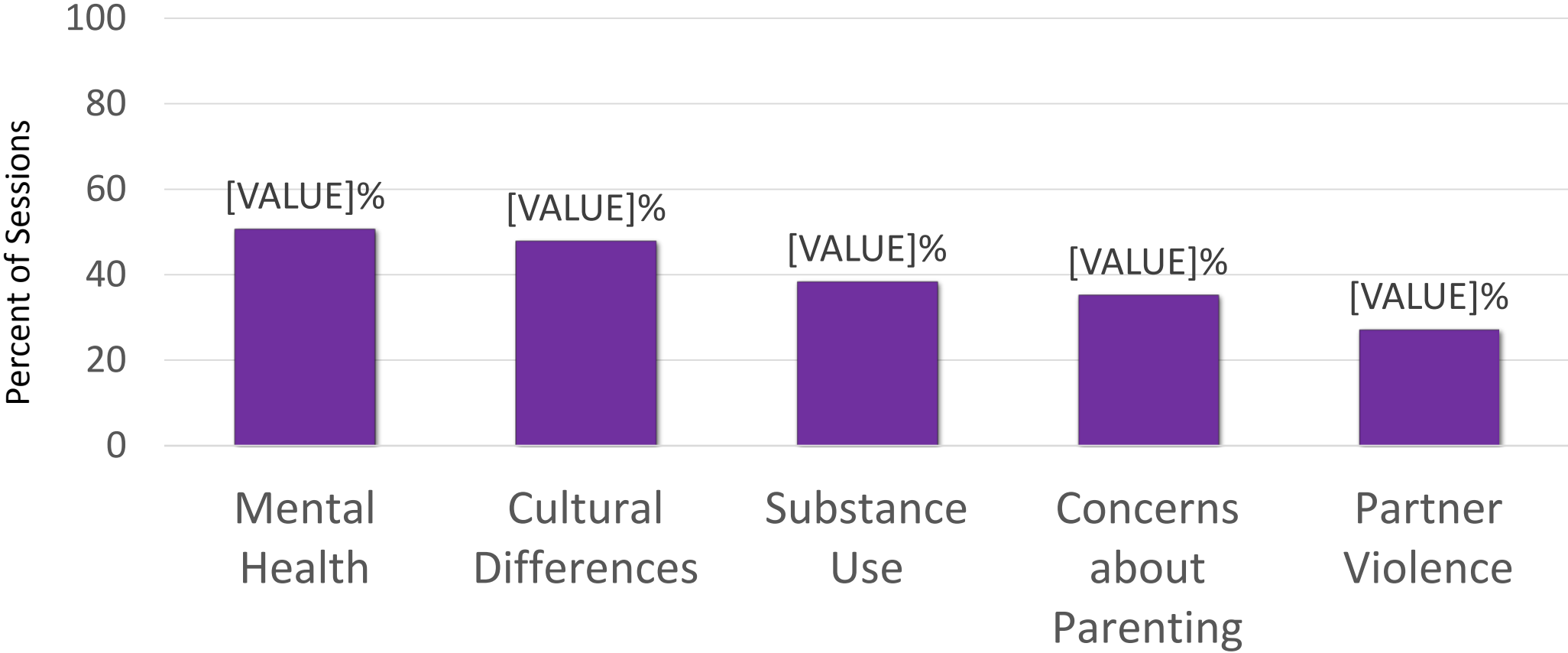
Addressing Sensitive Topics

➢ Identified instances in which 5 topics were addressed

➢ For each instance, were the following discussed?

1. Exploration of the parent's thoughts and feelings

2. Assessment of the situation and needed response

3. Provision of information/resources specific to topic

4. Referral and follow-up

5. Exploration of home visitor's feelings about the issue/family
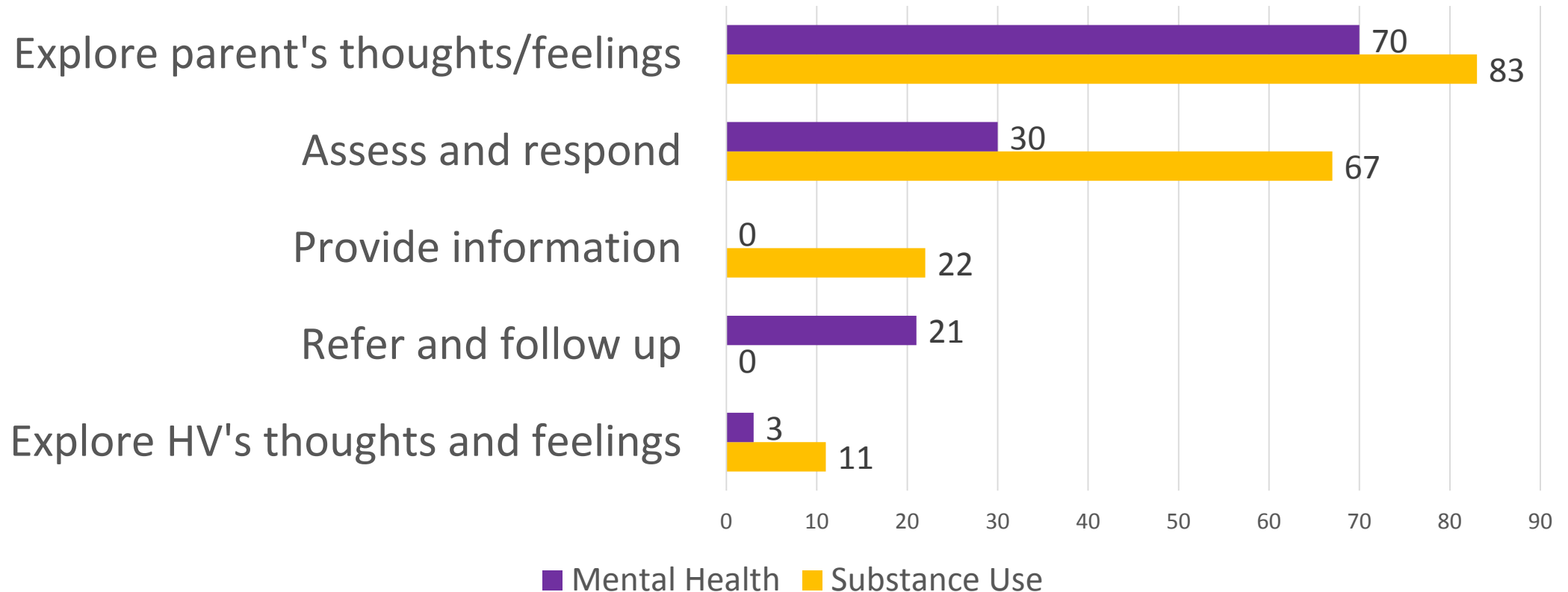
Selected Results: Supervisory Skills

Observed skill	Strongly Disagree	2	3	4	5	Strongly Agree
Listens attentively					5.4	
Offers constructive, concrete feedback					5.0	
Fosters critical thinking					4.8	
Helps visitor explore thoughts and feelings in relation to family				4.4		
Offers affirmations to the HV				4.1		
Helps HV link work with theory and evidence		2.5				

Sessions in which Sensitive Topics are Raised

Skills Used When Discussing Mental Health and Substance Use

Percent of <u>Families</u> Discussed in Which Skills are Applied to Each Topic

Explore parent's thoughts/feelings — Mental Health: 70, Substance Use: 83
Assess and respond — Mental Health: 30, Substance Use: 67
Provide information — Mental Health: 0, Substance Use: 22
Refer and follow up — Mental Health: 21, Substance Use: 0
Explore HV's thoughts and feelings — Mental Health: 3, Substance Use: 11

■ Mental Health ■ Substance Use

Conclusions

➢ Variability in use of supervisory skills

➢ Frequent discussions of sensitive topics

➢ HVS-CAPS

  ➢ Challenges, tradeoffs

  ➢ Applicability in research and practice

RIOS
Reflective Interaction Observation Scale

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HARC
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Alliance for the Advancement of Infant Mental Health

Goals in Establishing the Scale

What comprises the practice of reflective supervision/consultation?

Is there a way of telling "when it is happening" ....and then determining at what "stage" of reflective supervision is a particular supervisory relationship?

Our Goal

Create a tool to comprehensively, consistently and accurately capture what is happening in the **interaction** between the two people in their supervisory relationship

To do this: analyze "snapshots" of one point in time

Development of the RIOS

2010 —video observation activity

2011 —   UMN team aggregated into elements and observable
                        behaviors – Survey distributed – 16 Elements identified

2012-2016 — Committee conference calls – define content & structure

2017 — Published 1.0 version of the coding manual

            UMN team became reliable coders

            Revised the coding manual based on reliability training &
testing

Central Tenants

- A primary focus is on relationships

- Emotional responses are used as data

- A quest for deeper meanings behind behaviors

- Assumptions are questioned (e.g. "she doesn't prioritize her kids")

- Resisting the "rush to fix"

5 Essential Elements

content — topics of conversation

5 Collaborative Tasks

process - cumulative steps

Indicators

operationalize Elements & Tasks

Essential Elements of the RIOS

The unique components that differentiate reflective supervision/consultation
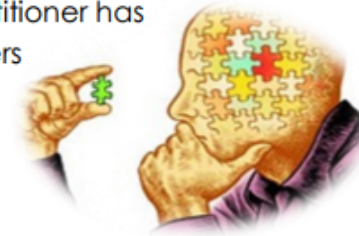from other forms of relationship-based professional development

Reflective Alliance

Establishing and maintaining the relationship
between supervisee and supervisor

Professional Use of Self

Paying attention to the relationships
the practitioner has
with others

Understanding the Family Story

Focusing on the relationship among
the adults surrounding the baby

Child

Parent

Practitioner

Supervisor

Parallel Process

Noting the way in
which one relationship
affects and is affected
by other relationships

Holding the Baby in Mind

Attending to the
baby's relationships
with others

Collaborative Tasks of the RIOS

Integrating: *What have we learned?*

5

Linking: *Why does this matter?*

4

Exploring: *What might this mean?*

3

Responding:
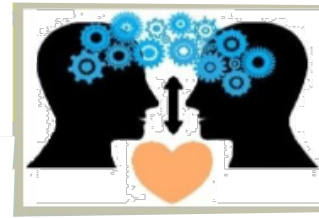*How do we and others think and feel about this?*

2

Describing: *What do we know?*

1

RIOS

Reflective
Supervision/Consultation
Framework

RIOS
REFLECTIVE INTERACTION OBSERVATION SCALE

Infant Mental Health Reflective Supervision

ESSENTIAL ELEMENTS
CONTENT

| Understanding the Family Story | Holding the Baby in Mind | Professional Use of Self | Parallel Process |

COLLABORATIVE TASKS
PROCESS

Describing
What do we know?

Responding
What do we and others think and feel about this?

Exploring
What might it mean?

Linking
Why does it matter?

Integrating
What have we learned?

INDICATORS
EXAMPLES OF
HOW THE CONTENT
IS PROCESSED

Reflective
Alliance

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Understanding the Family Story

- **DESCRIBING (1) "What do we know about the family members and their relationships?"**
  - Discussing factual information about what has transpired
  - Clarifying and organizing details of what was seen and heard

- **RESPONDING (2) "How do those surrounding the baby think and feel about this?"**
  - Showing interest in the thoughts, perspectives, reactions, and emotional experience of those surrounding the baby

- **EXPLORING (3) "What might this mean?"**
  - Seeking insight into motivations and assumptions of those surrounding the baby
  - Considering possible hypotheses that might lead to deeper understanding
  - Attempting to acknowledge and address difficult issues

- **LINKING (4) "Why does this matter?"**
  - Creating connections between this narrative and theoretical principles
  - Identifying possible implications of these connections
  - Approaching the application of theory with curiosity, resisting rigidity and avoiding absolutes

- **INTEGRATING (5) "What have we learned?"**
  - Co-creating a summary of what has been discovered
  - Exploring together implications for the work going forward

Reflective Alliance

Global Score – "watch entire segment and code based on all information observed"

| 1	2	3	4	5

▲

The dyad is not engaged in reflective alliance; the conversation could be described as reporting or teaching rather than reflecting. Conversation is surface level without attending to emotion.

Both participants are openly exploring emotional content along with the unfolding story and the relationships at play. At times, they are engaged in supporting each other as they wonder together about deeper issues.

The dyad uses their interaction to come to a more advanced understanding of their work, which may include discussions about their own relationship. They are consistently reflecting on multiple levels and attending to the deep meaning under the surface of the work. Their pace shows they entertain multiple possibilities without jumping to conclusions.
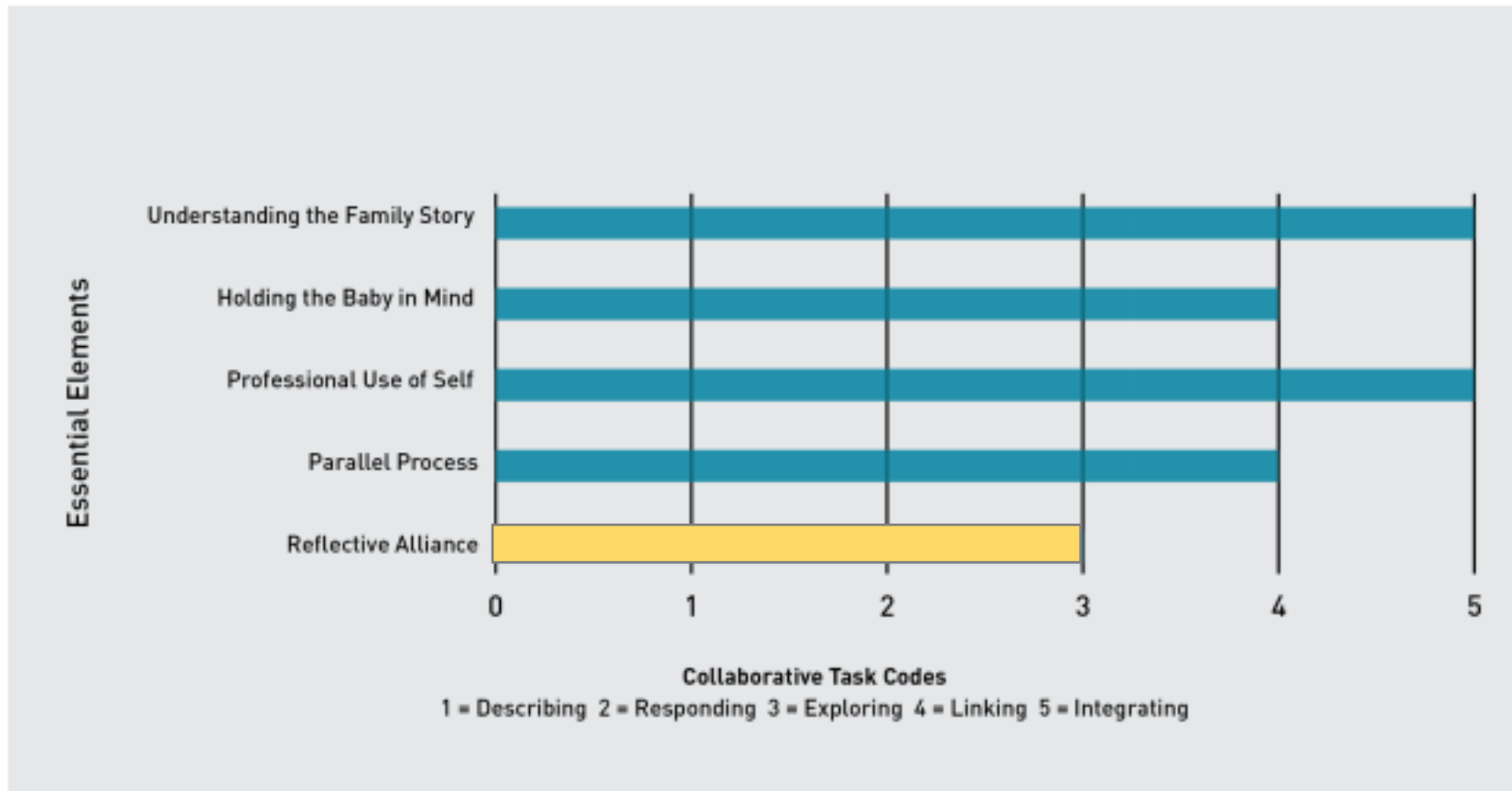
Graphing Data

The codes for the segments of a session can be graphed to create a profile a supervisory session.
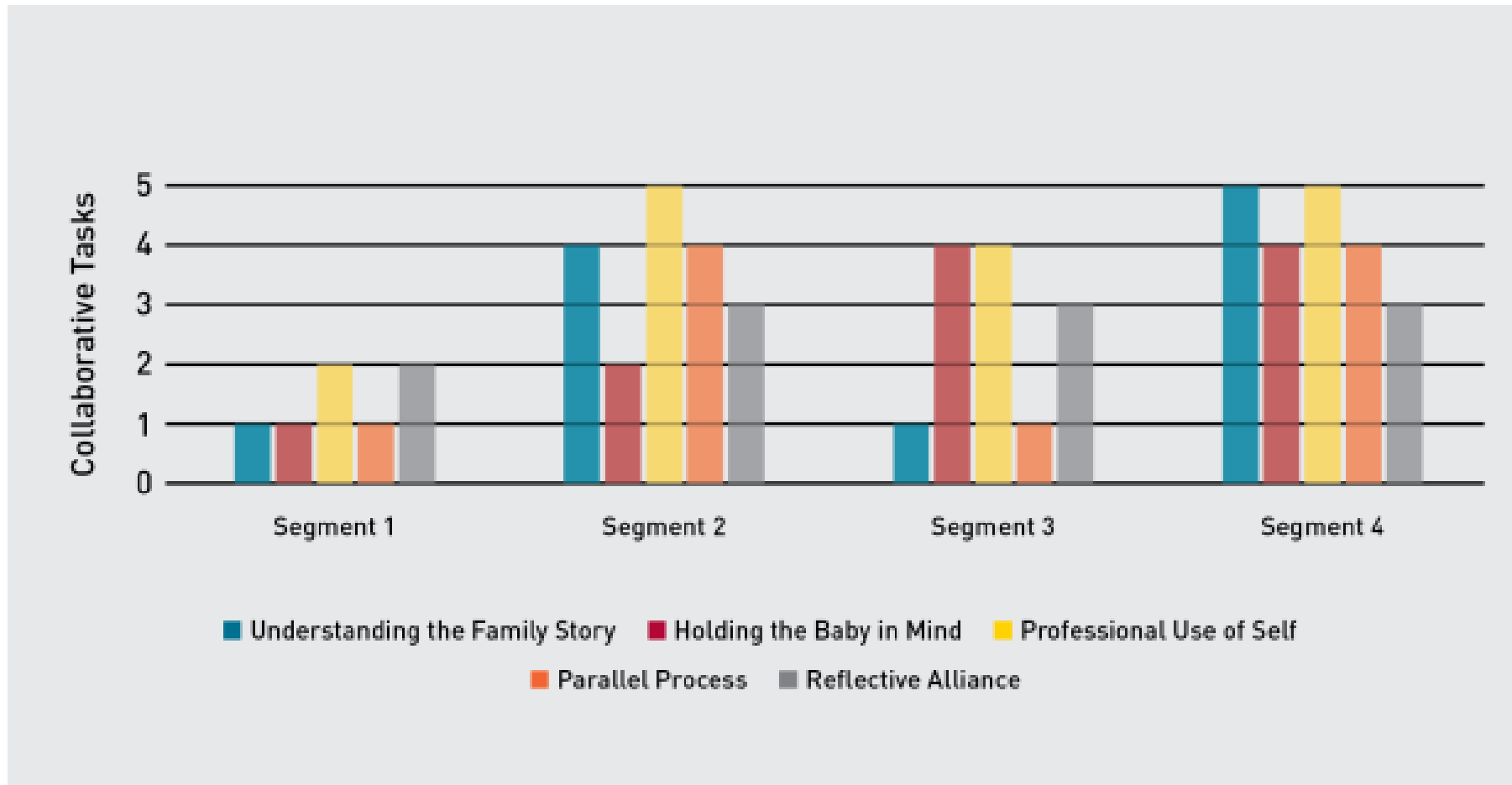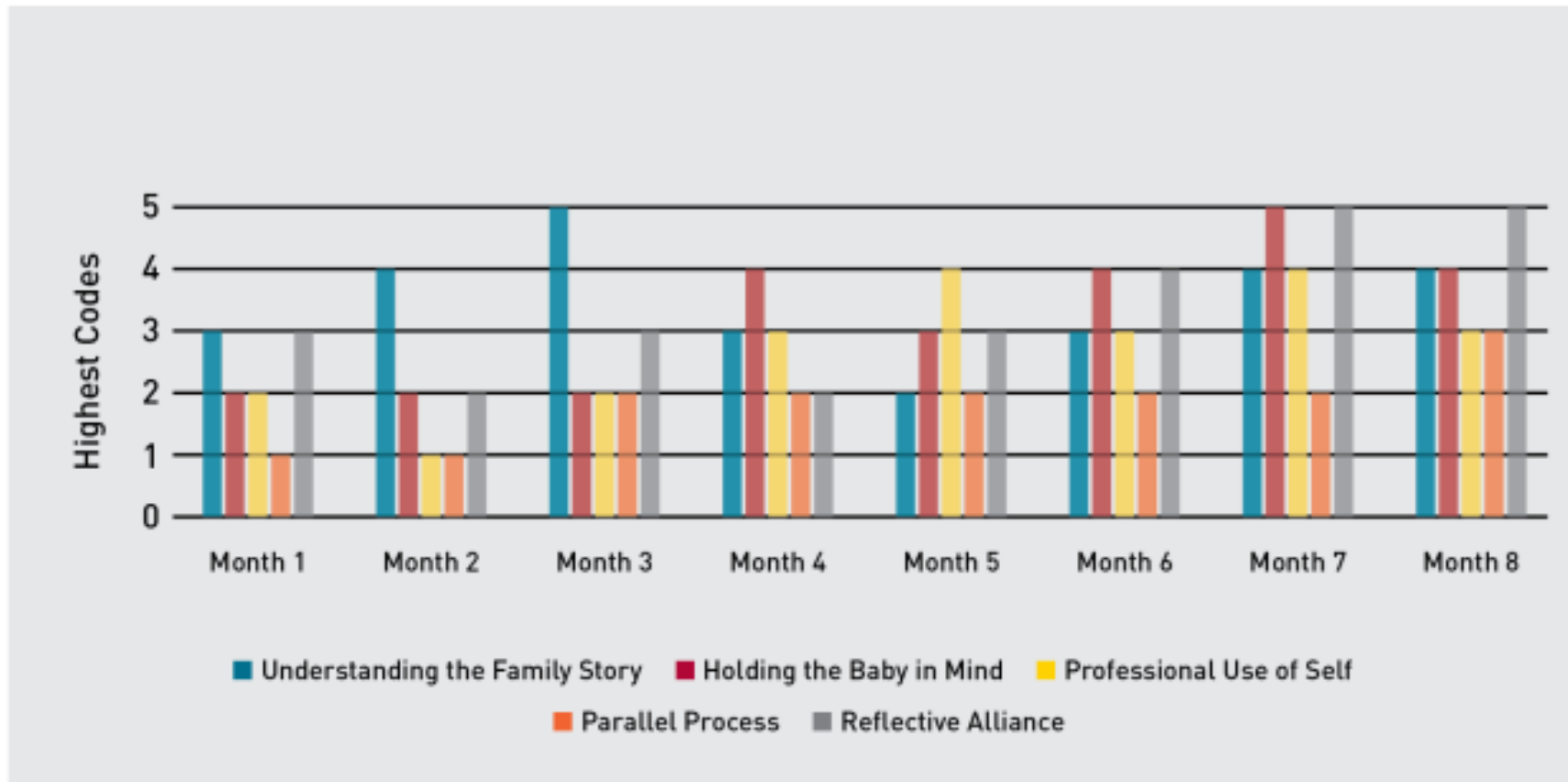
Graphing Data

The Highest Codes Attained for each Essential Element within a session can be graphed to create a simplified picture of the way in which content was addressed during a session

Graphing Data

The Highest Codes Attained across multiple sessions over time can be graphed to display the longitudinal development of the reflective work of the dyad.

Opportunities and Challenges

Opportunities

❖ Utility of coding schemes in training and quality improvement

❖ Can recording of supervision become a new "norm"?

Challenges

❖ Terminology

      ❖ Example: reflective vs. clinical supervision

❖ Reflective supervision as an "addition" vs. integration