

# Supervision of the Prevention Specialist

## Participant Workbook



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# Learning 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 of 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.

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# Definitions

## **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”***

## **What is competency?**

***“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.”***  
***(United States Accounting Office)***

**Activity:**

One word for “Supervision” \_\_\_\_\_

Record other responses:

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**Activity:**

One word for “Why Supervision?” \_\_\_\_\_

Record other responses:

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**Activity:** In your group, take 10 minutes to develop a definition of Supervision. Write your definition here:

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**Small Group Discussion:**

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

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

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## Prevention Supervisor as Coach

Coaching is defined as *intentionally helping another person to improve his competence by using development opportunities at work.*

### Good Coaching Practice Check List

*Instructions:* Listed below 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.

1. The coach adopts a friendly attitude toward the coaching participant.
2. The coaching discussion is confidential.
3. Steps are taken by the coach to prevent interruptions of the coaching session.
4. The discussion begins by checking out what both people are seeking to achieve.
5. The coach spends a good proportion of the available discussion time in active listening.
6. The coach frequently summarizes and checks back.
7. Relevant information is fully discussed.
8. Feelings can be openly expressed.
9. Problems are jointly analyzed and assessed.
10. Options are identified and their benefits explicitly evaluated.
11. There is a strong emphasis on action and plans are made.
12. Opportunities for personal development are intentionally sought.
13. A date is established to follow up on the session.
14. The meeting is reviewed so that both people can learn from the experience.
15. \_\_\_\_\_
16. \_\_\_\_\_

## Your Supervision Style

### Activity

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.

- I. **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.
- II. **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.
- III. **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.
- IV. **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.

Read the following barriers to good supervision listed below and address how you, as an organization leader, will overcome these barriers. Then read the following tips on being a good supervisor. With practice and patience, you will be able to fine tune your leadership and supervision skills and be an even more effective leader of your organization!



Possible Barriers to Good Supervision	How I Will Overcome These
1. Lack of communication	1.
2. Difficulties in confrontation	2.
3. Lack of trust	3.
4. Can't give/take criticism	4.
5. Close minded	5.
6. Inconsistent	6.
7. The need to be liked	7.
8. Being too critical	8.
9. Other	9.

### 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.
- ✓ 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.

## SAMPLE SUPERVISED PRACTICUM LOG

(To Be Completed By Candidate)

Candidate Name: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

### List All Practicum Sessions

Date	# of Hours Supervised	Topics Discussed/Prevention Activities	Comments	Domains Covered

Please note, Workshop hours cannot count toward supervision.

Total Hours \_\_\_\_\_

I hereby verify that the above hours are to the best of my knowledge, true and accurate.

\_\_\_\_\_  
Practicum Supervisor Signature

\_\_\_\_\_  
Candidate Signature

Source: Arkansas Prevention Certification Board

**INSTRUCTIONS FOR COMPLETION OF THE SUPERVISION LOG**

<b>1.</b>	<b>Insert Candidate's name</b> into the header	<b>2.</b>	<b>Remember to save regularly &amp; keep a hard copy</b>
<b>3.</b>	<b>Date:</b> Eg. 6/1/15	<b>4.</b>	<b>Hours Duration:</b> Duration of actual supervision time
<b>5.</b>	<b>Type of Supervision:</b> At Prevention Resource Center, Phone Call, training discussion, etc.	<b>6.</b>	<b>Domain (s):</b> E.g. #1 Program Planning and Evaluation
<b>7.</b>	<b>Prevention Development Activity:</b> Description of prevention clinical activity contributing to the development of professional skills, eg. "Portfolio Assessment"	<b>8.</b>	<b>***Supervisor Comments:</b>

**SUPERVISED PRACTICUM LOG**

Candidate's Name \_\_\_\_\_

<b>Date</b>	<b>Hours Supervised</b>	<b>Domains Covered</b>	<b>Type of Supervision</b>	<b>Prevention Development Activity</b>	<b>Supervisor's Comments</b>
Ex: 10/1/14	2 Hours	1	Phone Call	Reflection on Prevention Generalist Training	Discussed PGT. Talked about the Strategic Prevention Framework and how important this is to
Ex: 10/10/14	3 Hours	4	Written Report or Phone Call	Assigned reading from the <u>Substance Abuse Prevention The Intersection of Science and Practice</u> book.	John Doe wrote a report or reported orally about chapter seven: The Media and Prevention.

## Practicum Verification

**Supervisor's Declaration:** I declare that in my professional opinion \_\_\_\_\_ (Prevention Certification Candidate) has met the standards required to be certified outlined in the submitted supervision agreement.

Supervisor Name: \_\_\_\_\_

Supervisor Email: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Certification Level: (circle one) CPS ACPS Certification Number: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: / /

Supervisor's Comments:

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Supervision completed on: \_\_\_\_\_

# DOCUMENTATION OF THE SUPERVISED PRACTICUM

(To Be Completed by Practicum Supervisor)

Please complete this form indicating Candidate's supervised practical experience in performing prevention functions.

Candidate Name: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Length of time you provided direct supervision to this Candidate: \_\_\_\_\_ to \_\_\_\_\_

Below indicate each task the Candidate has experience in by checking next to the corresponding task description. Candidates must document 120 hours with at least ten (10) hours in each of the six (6) prevention Domains.

## Domain 1: Planning and Evaluation

# Hours \_\_\_\_\_

- Determine the level of community readiness for change.
- Identify appropriate methods to gather relevant data for prevention planning.
- Identify existing resources available to address the community needs.
- Identify gaps in resources based on the assessment of community conditions.
- Identify the target audience.
- Identify factors that place persons in the target audience at greater risk for the identified problem.
- Identify factors that provide protection or resilience for the target audience.
- Determine priorities based on comprehensive community assessment.
- Develop a prevention plan based on research and theory that addresses community needs and desired outcomes.
- Select prevention strategies, programs, and best practices to meet the identified needs of the community.
- Implement a strategic planning process that results in the development and implementation of a quality strategic plan.
- Identify appropriate prevention program evaluation strategies.
- Administer surveys/pre/posttests at work plan activities.
- Conduct evaluation activities to document program fidelity.
- Collect evaluation documentation for process and outcome measures.
- Evaluate activities and identify opportunities to improve outcomes.
- Utilize evaluation to enhance sustainability of prevention activities.
- Provide applicable workgroups with prevention information and other support to meet prevention outcomes.
- Incorporate cultural responsiveness into all planning and evaluation activities.
- Prepare and maintain reports, records, and documents pertaining to funding sources.

## Domain 2: Prevention Education and Service Delivery

# Hours \_\_\_\_\_

- Coordinate prevention activities.
- Implement prevention education and skill development activities appropriate for the target audience.
- Provide prevention education and skill development programs that contain accurate, relevant, and timely content.
- Maintain program fidelity when implementing evidence-based practices.
- Serve as a resource to community members and organizations regarding prevention strategies and best practices.

**Domain 3: Communication**

**# Hours** \_\_\_\_\_

- Promote programs, services, activities, and maintain good public relations.
- Participate in public awareness campaigns and projects relating to health promotion across the continuum of care.
- Identify marketing techniques for prevention programs.
- Apply principles of effective listening.
- Apply principles of public speaking.
- Employ effective facilitation skills.
- Communicate effectively with various audiences.
- Demonstrate interpersonal communication competency.

**Domain 4: Community Organization**

**# Hours** \_\_\_\_\_

- Identify the community demographics and norms.
- Identify a diverse group of stakeholders to include in prevention programming activities.
- Build community ownership of prevention programs by collaborating with stakeholders when planning, implementing, and evaluating prevention activities.
- Offer guidance to stakeholders and community members in mobilizing for community change.
- Participate in creating and sustaining community-based coalitions.
- Develop or assist in developing content and materials for meetings and other related activities.
- Develop strategic alliances with other service providers within the community.
- Develop collaborative agreements with other service providers within the community.
- Participate in behavioral health planning and activities.

**Domain 5: Public Policy and Environmental Change**

**# Hours** \_\_\_\_\_

- Provide resources, trainings, and consultations that promote environmental change.
- Participate in enforcement initiatives to affect environmental change.
- Participate in public policy development to affect environmental change.
- Use media strategies to support policy change efforts in the community.
- Collaborate with various community groups to develop and strengthen effective policy.
- Advocate bringing about policy and/or environmental change.

**Domain 6: Professional Growth and Responsibility**

**# Hours** \_\_\_\_\_

- Demonstrate knowledge of current prevention theory and practice.
- Adhere to all legal, professional, and ethical principles.
- Demonstrate cultural responsiveness as a prevention professional.
- Demonstrate self-care consistent with prevention messages.
- Recognize importance of participation in professional associations locally, statewide, and nationally.
- Demonstrate responsible and ethical use of public and private funds.
- Advocate for health promotion across the life span.
- Advocate for healthy and safe communities.
- Demonstrate knowledge of current issues of addiction.
- Demonstrate knowledge of current issues of mental, emotional, and behavioral health.

**Comments:**

I hereby attest that this evaluation truthfully reflects my knowledge of the Candidate, and I confirm the Candidate has received the indicated hours of Supervision in the above prevention tasks in each of the domains as outlined above.

\_\_\_\_\_  
Practicum Supervisor Signature

\_\_\_\_\_  
Date

**SUPERVISOR EVALUATION FORM**  
(To Be Completed By Practicum Supervisor)

Dear Supervisor:

The Candidate listed below is applying to the Prevention Certification Board for certification as a Certified Prevention Specialist or Certified Prevention Consultant. The information requested is an essential part of the evaluation of the competence of the Candidate.

Your evaluation, plus information received from other references and the data furnished by the Candidate, will be used in determining eligibility for certification. Upon completion of the supervision period, please return the completed evaluation directly to the Board office. The Board reserves the right to request further information from you regarding the Candidate. Your cooperation is very much appreciated.

Candidate: \_\_\_\_\_ Certification Number: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Length of time you have supervised the candidate: \_\_\_\_\_

**IMPORTANT: Please circle the appropriate ratings below.**

<b>PROFESSIONAL SKILLS</b>	<b>WEAK</b>	<b>ADEQUATE</b>	<b>SUPERIOR</b>
Knowledge of Prevention	1 2 3	4 5 6 7	8 9 10
Acting as a Resource	1 2 3	4 5 6 7	8 9 10
Utilization of Time	1 2 3	4 5 6 7	8 9 10
Goal Orientation	1 2 3	4 5 6 7	8 9 10
Planning Ability	1 2 3	4 5 6 7	8 9 10
Coordinating	1 2 3	4 5 6 7	8 9 10
Implementation	1 2 3	4 5 6 7	8 9 10
Evaluation	1 2 3	4 5 6 7	8 9 10
General Professionalism	1 2 3	4 5 6 7	8 9 10
Enthusiasm	1 2 3	4 5 6 7	8 9 10
Cooperativeness	1 2 3	4 5 6 7	8 9 10
Initiative	1 2 3	4 5 6 7	8 9 10
Organization	1 2 3	4 5 6 7	8 9 10
Communication	1 2 3	4 5 6 7	8 9 10
Dependability	1 2 3	4 5 6 7	8 9 10
Punctuality	1 2 3	4 5 6 7	8 9 10
General Attitude	1 2 3	4 5 6 7	8 9 10
Follows Directions	1 2 3	4 5 6 7	8 9 10
Works well with Others	1 2 3	4 5 6 7	8 9 10
Team Member	1 2 3	4 5 6 7	8 9 10
Public Relationships	1 2 3	4 5 6 7	8 9 10
Presentation Skills	1 2 3	4 5 6 7	8 9 10

Signed \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

Source: Arkansas Prevention Certification Board



<b>PROFESSIONAL DEVELOPMENT ASSESSMENT</b>				
<b>I. Domain I: Planning and Evaluation</b>	<b>1 = Novice in this area of competency</b>	<b>2 = some knowledge and skill</b>	<b>3 = proficient</b>	<b>4 = Extensive knowledge and skill</b>
I.1. Determine the level of community readiness for change.	1	2	3	4
I.2. Identify appropriate methods to gather relevant data for prevention planning.	1	2	3	4
I.3. Identify existing resources available to address the community needs.	1	2	3	4
I.4. Identify gaps in resources based on the assessment of community conditions.	1	2	3	4
I.5. Identify the target audience.	1	2	3	4
I.6. Identify factors that place persons in the target audience at greater risk for the identified problem.	1	2	3	4
I.7. Identify factors that provide protection or resilience for the target audience.	1	2	3	4
I.8. Determine priorities based on comprehensive community assessment.	1	2	3	4
I.9. Develop a prevention plan based on research and theory that addresses community needs and desired outcomes.	1	2	3	4
I.10. Select prevention strategies, programs, and best practices to meet the identified needs of the community.	1	2	3	4
I.11. Implement a strategic planning process that results in the development and implementation of a quality strategic plan.	1	2	3	4

1.12. Identify appropriate prevention program evaluation strategies.	1	2	3	4
1.13. Administer surveys/pre/posttests at work plan activities.	1	2	3	4
1.14. Conduct evaluation activities to document program fidelity.	1	2	3	4
1.15. Collect evaluation documentation for process and outcome measures.	1	2	3	4
1.16. Evaluate activities and identify opportunities to improve outcomes.	1	2	3	4
1.17. Utilize evaluation to enhance sustainability of prevention activities.	1	2	3	4
1.18. Provide applicable workgroups with prevention information and other support to meet prevention outcomes.	1	2	3	4
1.19. Incorporate cultural responsiveness into all planning and evaluation activities.	1	2	3	4
1.20. Prepare and maintain reports, records, and documents pertaining to funding sources.	1	2	3	4
<b>2. Domain 2: Prevention Education and Service Delivery</b>				
2.1. Coordinate prevention activities.	1	2	3	4
2.2. Implement prevention education and skill development activities appropriate for the target audience.	1	2	3	4
2.3. Provide prevention education and skill development programs that contain accurate, relevant, and timely content.	1	2	3	4
2.4. Maintain program fidelity when implementing evidence-based practices.	1	2	3	4

2.5. Serve as a resource to community members and organizations regarding prevention strategies and best practices.	1	2	3	4
<b>3. Domain 3: Communication</b>				
3.1. Promote programs, services, activities, and maintain good public relations.	1	2	3	4
3.2. Participate in public awareness campaigns and projects relating to health promotion across the continuum of care.	1	2	3	4
3.3. Identify marketing techniques for prevention programs.	1	2	3	4
3.4. Apply principles of effective listening.	1	2	3	4
3.5. Apply principles of public speaking.	1	2	3	4
3.6. Employ effective facilitation skills.	1	2	3	4
3.7. Communicate effectively with various audiences.	1	2	3	4
3.8. Demonstrate interpersonal communication competency.	1	2	3	4
<b>4. Domain 4: Community Organization</b>				
4.1. Identify the community demographics and norms.	1	2	3	4
4.2. Identify a diverse group of stakeholders to include in prevention programming activities.	1	2	3	4
4.3. Build community ownership of prevention programs by collaborating with stakeholders when planning, implementing, and evaluating prevention activities.	1	2	3	4

4.4. Offer guidance to stakeholders and community members in mobilizing for community change.	1	2	3	4
4.5. Participate in creating and sustaining community-based coalitions.	1	2	3	4
4.6. Develop or assist in developing content and materials for meetings and other related activities.	1	2	3	4
4.7. Develop strategic alliances with other service providers within the community.	1	2	3	4
4.8. Develop collaborative agreements with other service providers within the community.	1	2	3	4
4.9. Participate in behavioral health planning and activities.	1	2	3	4
<b>5. Domain 5: Public Policy and Environmental Change</b>				
5.1. Provide resources, trainings, and consultations that promote environmental change.	1	2	3	4
5.2. Participate in enforcement initiatives to affect environmental change.	1	2	3	4
5.3. Participate in public policy development to affect environmental change.	1	2	3	4
5.4. Use media strategies to support policy change efforts in the community.	1	2	3	4
5.5. Collaborate with various community groups to develop and strengthen effective policy.	1	2	3	4
5.6. Advocate bringing about policy and/or environmental change.	1	2	3	4

<b>6. Domain 6: Professional Growth and Responsibility</b>				
6.1. Demonstrate knowledge of current prevention theory and practice.	1	2	3	4
6.2. Adhere to all legal, professional, and ethical principles.	1	2	3	4
6.3. Demonstrate cultural responsiveness as a prevention professional.	1	2	3	4
6.4. Demonstrate self-care consistent with prevention messages.	1	2	3	4
6.5. Recognize importance of participation in professional associations locally, statewide, and nationally.	1	2	3	4
6.6. Demonstrate responsible and ethical use of public and private funds.	1	2	3	4
6.7. Advocate for health promotion across the life span.	1	2	3	4
6.8. Advocate for healthy and safe communities.	1	2	3	4
6.9. Demonstrate knowledge of current issues of addiction.	1	2	3	4
6.10. Demonstrate knowledge of current issues of mental, emotional, and behavioral health.	1	2	3	4

## Supervision of the Prevention Specialist References

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