

# What? Me Supervise?



## SUPERVISION ISSUES IN PREVENTION

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# Why Does Supervision Matter?

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**One requirement of certification:**

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

Is Substance Abuse Prevention a “profession” or still just a “field”?



# What is a Profession?

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*“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.*

# Milestones Which Mark An Occupation Being Identified As A Profession

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- 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

# Regulation

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There are two basic tenants for regulation

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

**Substance Abuse Prevention meets these identifiers.**

# The Value of Certification

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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.

# Competency: a definition

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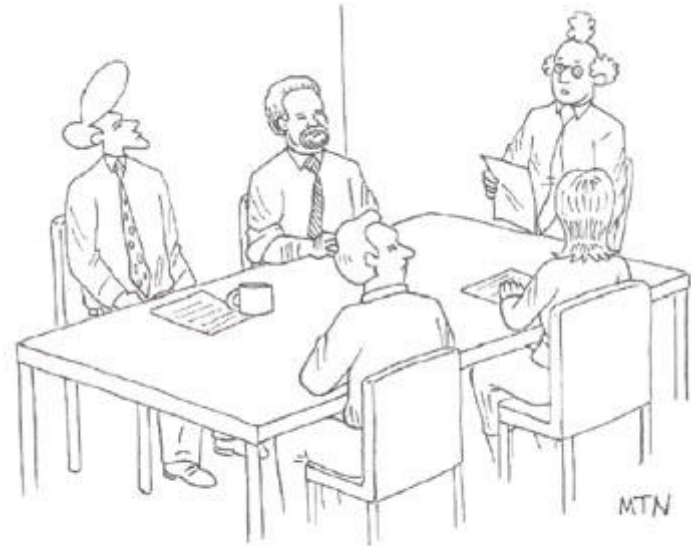
A competency is a measurable human capability that is required for effective performance. It is comprised of knowledge, a single skill or ability, or personal characteristics – or cluster of these building blocks of work performance. Successful completion of most tasks requires the simultaneous or sequenced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

(Hoge, Tondora, & Marrelli, 2005, p. 517)



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# Define “supervision” as it applies to Substance Abuse Prevention



"Wait a minute...yesterday I had only three employees. One of you is new."

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What is one word  
for “Supervision”?

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What is one word for  
“Why Supervision?”

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What is your definition  
of supervision?

# One definition of supervision

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“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 the supervisee and the specifics of the situation (task, client, setting, and other variables). The goals of the supervisory process are the professional growth and development of the supervisee and the supervisor, which it is assumed will result ultimately in optimal service to clients.”

*The Supervisory Process in Speech-Language Pathology and Audiology by  
Jean L. Anderson*

# Another definition of supervision

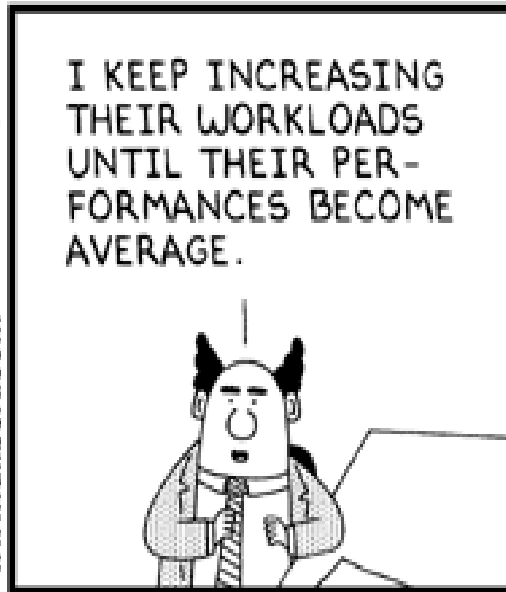
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“Supervision can be viewed as a process where in one person is responsible for changing the knowledge and skill level of another.”

*L. Turton (1973)*



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# The Peter Principle

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*"In a hierarchy every employee tends to rise to his level of incompetence."*

Peter, Laurence J. and Hull, Raymond. *The Peter Principle*, William Morrow & Co Inc, 1969 (Pan Books edition 1970), p. 22.



# Basic Goals of Supervision

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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

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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

# Program Supervision Examples

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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 self-awareness, knowledge re: tools, competencies, techniques, etc.

# Small Group Discussion

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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?

# Supervision

## Goals and outcomes

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### 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

Adapted Gallon, (2002)

# Supervision Formats/Modes

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Individual supervision

Peer/group supervision

Audiotape reviews

Videotape reviews

Telemedicine/teleconferencing

Direct observation

NOTE: one cannot effectively supervise without some direct observation.

# What is a Prevention Supervisor's Job Description?

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# 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; advertising 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

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**Oversees the preparation and monitoring of program budget and other administrative and fiscal functions**, including: determining goals and objectives; reviewing and analyzing project budgets; 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).

# Supervisor's Job description continued

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**Meets** with an advisory board, coalitions, and consumer groups to develop programs.

**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.

# Supervisor's Job description continued

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**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.**

# Must Possess Knowledge of

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Supervisory principals and practices.

Fiscal management and basic accounting procedures.

Principles and practices of health and public administration.

Prevention education techniques and prevention certification process.

Applicable state, federal and local ordinances, codes, laws, rules and regulations and legislative issues.

Grant writing and application processes.

Data collection methods.

Human psychology and effective prevention practices.

Interviewing techniques.

Community resources.

Methods and techniques of research, statistical analysis and report presentation.

Computer applications and hardware related to performance of the essential functions of the job.

# Must have the ability to

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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

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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.

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.

# Physical requirements

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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.

MISUNDERSTOOD, OVERWORKED,  
UNDERPAID AND STRESSED...IT'S  
BOUND TO LEAD TO DEPRESSION...  
STILL ENOUGH OF MY PROBLEMS  
WHAT CAN I DO FOR YOU?

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# What are the traits of effective supervisors?



# Characteristics of Effective Leaders

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They are continually learning

They are service-oriented

They radiate positive energy

They believe in other people

They lead balanced lives

They see life as an adventure

They are synergistic

They exercise self-renewal

# Four “A”s of good supervision

Available  
Accessible  
Able  
Affable



“If you have a problem, take it up with the boss. His door is always open.”

# What is a Prevention Supervisor's Coaching Style?



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

# Supervisor Style Activity

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Take a few minutes to read the Supervision Style activity on Page 8. What is your supervision style?

Consider the possible barriers to good supervision on Page 9. How can you overcome these barriers?

# Where does Ethics fit in?

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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.

*Ethics for Supervisors 2007 Ethics Counselor Deskbook May 2007*



# Ethics for Supervisors

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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.

# Employees “read” their supervisors to determine if the supervisors:

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



# Setting an ethical tone

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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.

*Ethics for Supervisors 2007 Ethics Counselor Deskbook May 2007*

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# **Prevention Think Tank Code of Ethical Conduct**

# Supervising Prevention Competencies



"Mr Frimley, sir, can I have a word about the motivational artwork..."

# CPS Requirements (Reciprocal)

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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 (see application for domains)

Successful score on the ICRC Prevention Examination

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

# Domain 1:

## Planning and Evaluation

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- **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.**

# Domain 1

## continued

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- **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

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- **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

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- **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

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- 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

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- 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

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- 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.

# Sample Documentation forms

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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 15

Professional Development Assessment – Page 17 -  
21



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

# Your Trainer

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Preventiontrainingservices.com

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