

Effective Supervision and Coaching: A Matter of Reflection?

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Supervision and Coaching T/F

- Supervision is best guided by the practitioner
- Supervisors job is to ask good questions to prompt deep reflection
- By attending to the workers needs, the supervisor allows the worker to take care of the client
- Debriefing is a critical part of supervision

Implementation Components



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Differences between Supervision and Coaching

- There is no substitute for expert consultation, supervision and feedback for improving skills
- There can be overlap between supervisor and coaching activities,
- Supervisor focused on the day to day application
- Coach focuses on adherence to the model/framework
- Coaching is advisory rather than supervisory

Research on Supervision

As we know Training alone is generally not effective to improve practice

However, supervision is linked to client outcomes when it focuses on:

- Worker development
- Worker adherence and competency
- Accountability and monitoring
- Modeling and role playing
- Review of actual practice
- Symptom monitoring

Supervisor Skill

Correlated with worker treatment adherence

Enhances the maintenance of staff members skill

Relates to:

- Worker job satisfaction
- Staff wellbeing
- Commitment to the organisation and retention

Coaching

Coaching is considered an ongoing ‘training plus’ feature or technical assistance to maintain high quality standards over time (to continue to achieve the intended outcomes).

Coaching:

- Often external – can be done off site
- by a recognised expert in the field /practice model
- has no hierarchical relationship to the worker

Critical Features of Coaching Role

1. Accountability for outcomes
2. Expertise, credible and influential
3. Frequency – based on worker frequency with client
4. CQI
5. Focus on mastery of worker skill

Techniques

Sup and Coach

- Didactic instruction
- Problem solving
- Skill building
- Field observation
- Case reviews
- Caseworkers development planning

Coach only

- Supervisor feedback
- Provider engagement
- Planning for sustainability

Example:

Mum and Dad have a 15 year old who is involved with an ebp for juvenile justice. Worker has been with family for 4 weeks (seen family 3 x per week) and is struggling with engagement of the parents. Parents want the worker to focus on working with the youth directly.

The youth is spending a lot of time with his friends and the worker has been trying to increase parental supervision. The parents are struggling to know how to do this.

The workers weekly paperwork reflects the workers struggle in getting the family on-board.

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