

# **SUPERVISING THERAPEUTIC MENTORING SERVICES**

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# Ongoing Coaching and Supervising – It’s a Parallel Process

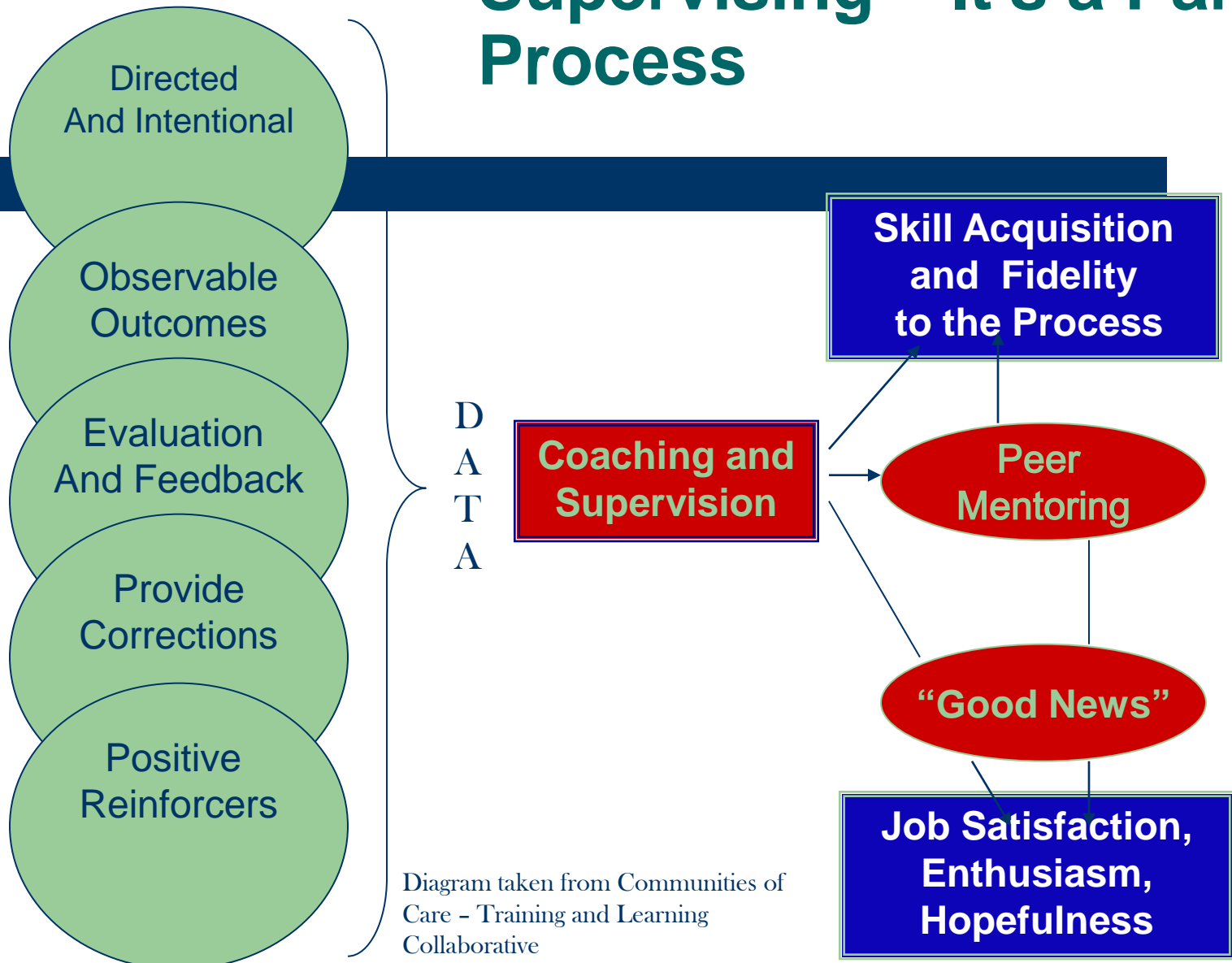


Diagram taken from Communities of Care - Training and Learning Collaborative

# The 6 C's of Supervising Therapeutic Mentoring

- **Clinical Condition** requires the service
- **Clarity** about the assignment
- **Capacity** to provide the service
- **Coordination and Connections**
- **Competence** of staff
- **Consistency** in application of interventions

# Clinical Condition Required (MN Criteria) – C1

Comprehensive assessment with a CANS indicating need for:

- Support for age-appropriate social functioning
- Amelioration of deficits
- Skills to address daily living, social, and communication needs
- Support to reduce risk of out-of-home placement
- Support in transitioning back to “home”
- More than outpatient-only services

# Clarity about the Assignment (Assessment Information) – C2

- The “picture” of the youth and how s/he “works,” including:
  - Skills and strategies needed to address the daily living, social and communication needs outlined in youth’s plan
  - Youth’s identified strengths and interests (or protective factors)
  - Additional protective factors the youth needs. Which ones would most likely help improve the youth’s functioning and address treatment goals?

# Capacity to Provide the Service – C3

- 21 years of age or older
- BA or Associate's degree (human services) + 1 yr target population experience; HS/GED + 2 yrs target population experience
- Weekly individual supervision by licensed clinician
- Senior licensed clinician available for consultation within 1 hour to staff during all hours staff provide services to youth (including nights and weekends)

# Coordination and Connections – C4

- Participate on treatment/care plan team and inform other treatment providers of progress on assigned goal(s)
- Assist the youth in communicating needs to the treatment/care plan team; provide the youth's "voice" with the team in the youth's absence
- Support, coach and train the youth in connecting with existing and new treatment providers
- Support, coach and train the youth in connecting with community resources and services that help sustain the youth's optimal functioning in the community (natural supports)

# Competence of Staff – C5

- Staff can teach skills competently
- Staff can plan basic mentoring activities
- Staff can document interventions provided and progress/results
- Staff fulfill other service requirements
- Supervisor observes and assesses skill teaching competence
- Supervisor provides resources, assessment info., guidance for activities
- Supervisor reviews service notes, provides feedback, corrections
- Supervisor ensures coordination and linkages with team

# Mentor Documentation

- Describe the purpose of the contact and the goal from the ICP or treatment plan being addressed
- Describe the interventions, skill-building activities used with the youth; assess effectiveness of the intervention and describe youth's level of mastery of the skill
- Describe skill components or additional skills for which the youth still needs more practice

# Supervisor Review and Feedback

- Review service notes for the previous week (or two)
- Assess notes for the completion of assigned skill building interventions
- Assess youth's progress for mastery of skill and assign level of mastery

# Supervisor Planning and Assignment of Skill Interventions

- Choose same skill(s) if youth has not mastered skill(s)
- Choose new skill(s) based on youth's goals overall skill plan
- Assign skill interventions to mentor, ensure that mentor has needed resources, and has ability to teach skill(s)

# Consistency – C6 – The Parallel Process

## Staff

- Directed and Intentional
- Observable Outcomes
- Evaluation and Feedback
- Provide Corrections
- Positive Reinforcers