

Chapter 11

Supervision

Supervision for Supported Employment and Education (SEE) is crucial to helping clients in the program to achieve their desired vocational and educational goals. Supervision also ensures adherence to the principles of SEE. In order for supervision to be as effective as possible, it needs to be conducted in a consistent fashion, reinforce the principles of SEE outlined in Chapter 2, and be based on the goals, strengths, resources and needs of each individual client combined with the strategies of SEE. This chapter describes an approach to supervision for SEE that is intended to meet these needs and requirements.

The Role of the Director as the SEE Supervisor

The NAVIGATE Director usually serves as the SEE supervisor. Supervision should be provided to the SEE specialist, for one hour on a weekly basis. The supervision time should be "protected" time for the SEE specialist; that is, time spent by the SEE specialist in supervision should not be counted against any productivity quotas that require a set number of client contact hours per week for the purposes of billing. Supervision times should be honored by the supervisor and supervisee and not seen as a time where other things can be accomplished.

The NAVIGATE Director may be the only supervisor for the SEE specialist if the agency does not have a supported employment program or is not working with an SEE specialist from another program. Alternatively, in some NAVIGATE teams, the SEE specialist may be a member of the supported employment program and participating in team supervision provided by the supervisor of that program. In all of these cases, it is still important for the NAVIGATE Director to meet regularly with the SEE specialist for supervision. In addition to verifying that the principles of SEE are being followed, these meetings serve several other purposes, including the following:

- The supported employment program may provide little or no guidance and support for clients who want to pursue their educational goals, in contrast to the SEE program.
- Most supported employment programs serve more chronically ill persons with severe mental illness, supported employment specialists and supervisors may not be attuned to the special needs of first episode psychosis clients.
- The supervision meetings, in addition to the NAVIGATE team meetings; can ensure that the client's vocational and educational services are being fully integrated with their clinical services.

- Supervision from the NAVIGATE Director can be used to redress problems or limitations in supervision provided by a supported employment supervisor, especially if the supported employment program is not a high fidelity one.

Tracking SEE Services and Client Outcomes

In order to evaluate whether clients in SEE are getting the services they need to achieve their educational and vocational goals, the Director needs to track SEE services and outcomes of each client in the NAVIGATE program. This can be accomplished through a combination of reviewing the SEE specialist contact sheets (see Appendix), discussions during supervision with the SEE specialist, direct observations of the SEE specialist in the field, and the Director's own knowledge of the client as the family clinician and from NAVIGATE team meetings. A range of different types of information can be helpful to track in supervision, as described below:

1. Has the client have been offered the SEE program ?

The NAVIGATE program assumes that all clients with a first episode of psychosis will establish some work or school goals as part of their personal recovery plan. The zero exclusion criterion for participation in SEE means that all clients are eligible for the SEE program, regardless of the severity of symptoms or cognitive challenges. Therefore, all clients in NAVIGATE should meet with the SEE specialist to discuss their goals and learn about the nature of the SEE program. This meeting should occur within a month of the client enrolling in the NAVIGATE program. For clients who are reluctant to meet with the SEE specialist, efforts should be made with the Individual Resiliency Training (IRT) or Family Education Program (FEP) clinician to arrange a joint meeting with that clinician, the client, and the SEE specialist to explain the program to explore the client's interest in participating.

2. Is the client receiving SEE services?

Not all first episode psychosis clients will choose to participate in the SEE program, but 60 to 80% of clients can be expected to participate to some extent. If fewer than this percentage of clients are participating in SEE services, then the Director should consider that the program is being underutilized, and seek ways of increasing the percentage of clients who are actively engaged in receiving SEE services.

Clients may choose to not participate in SEE for several reasons. First, they may be successfully pursuing their educational or vocational goals already, and do not feel they need additional help. Second, clients may indicate that they are making headway towards their educational or vocational goals and don't need any help, although there is little or no evidence of such progress. Third, clients may report that they have no educational or vocational goals. Fourth, clients may be so symptomatic that it is difficult

to engage them in a conversation about their work or school goals.

Clients who are working or attending school successfully on their own may not require SEE services at the current time. However, it is still useful to track their involvement in work and school to determine whether such a need arises in the future. Such tracking can be done at regular NAVIGATE team meetings in which each client's involvement in school or work is reviewed.

For clients who refuse SEE services because they state they do not need them, despite an apparent lack of progress towards their goals, the SEE specialist should collaborate with the IRT or FEP clinician to explore ways the client can be motivated to reconsider using the SEE program to help achieve his or her educational or vocational goals. For example, a lack of progress in pursuing school or work goals, in combination with support from the IRT clinician and/or the FEP clinician and family members, may result in clients changing their mind and being willing to try participating in SEE.

For clients who are not interested in work or school towards the beginning of the NAVIGATE program, the SEE specialist should keep in close touch with the IRT or FEP clinicians to evaluate whether such goals emerge over the course of pursuing other recovery goals. Sometimes clients need time to process their experience of a psychotic episode, and to regain their sense of self and stability in their lives, before attending to goals related to work or school (Kingdon & Turkington, 2004). The NAVIGATE team should be aware of this as a natural part of the recovery process for some individuals, and be careful to avoid pushing the client to work on school or vocational goals before he or she feels ready to do so. Thus, for some clients, involvement in SEE may begin several months after enrolling in the NAVIGATE program. Lastly, for clients who are so symptomatic that it is difficult to talk with them about their educational or vocational goals, the SEE specialist should wait until the client's symptoms have abated, as reported during weekly NAVIGATE team meetings, before initiating a discussion with him or her about vocational or educational goals.

3. What are the goals and objectives that the SEE specialist is helping the client pursue?

Goals and objectives are established early in SEE for each client, and modified over time as individuals and their situations change. The Director and SEE specialist need to be aware of the specific work and school goals and objectives that each client is pursuing, and the anticipated timeframe for achieving each one.

4. What specific strategies are being used in SEE to help the client achieve his or her objectives, including building on personal strengths?

A wide range of strategies can be used to help clients achieve their goals and objectives. Helping clients with articulating specific goals and objectives, conducting job or school searches, and providing follow-along supports are all basic elements of SEE

services. The supervision process should explore questions that will help the SEE specialist and the supervisor to best understand what is happening. Some examples of important questions include the following: What are the client's educational or employment goals and objectives? What specific strategies are being used to achieve these goals and objectives? What client strengths are being capitalized on to achieve them? What agreed-upon tasks is the client doing on his or her own? What is the SEE specialist doing? Family members? Other members of the NAVIGATE team?

5. Are illness-related impairments interfering with achieving goals and objectives? Are they being addressed by the SEE specialist and the overall NAVIGATE team?

Cognitive difficulties, symptoms, ineffective use of medications, relapses, and medication side effects can all inhibit a person from making progress towards his or her personally meaningful goals. What illness related-impairments have been identified, and what approaches have been identified for overcoming or coping with them? These strategies, whether implemented by the SEE specialist, IRT clinician, or other members of the NAVIGATE team, are all part of the service plan for SEE, and are integrated into the overall NAVIGATE treatment plan for each client.

6. Is the client making progress towards his or her personally meaningful objectives and goals?

It is critical that the SEE specialist provides the most effective services to help clients makes progress towards their goals in order to avoid getting demoralized and giving up. If the client is not making progress as expected, what changes need to be made in the SEE service plan for that client? Considerations for addressing lack of progress in finding a job or enrolling in school include the following:

- What is the client's motivation to pursue the objectives of his or her goal, as indicated by working towards them on his or her own?
- Is the client actively participating in SEE services?
- Does the client have positive social support from family members or other significant persons for achieving his or her goals?
- Does the job/school search need to be broadened to be achieved? Narrowed?
- What methods are being used for the job or school search (e.g., online applications, internet search, walking around downtown business area), and what more effective strategies or interventions should be offered?
- Is the client getting interviews but not job offers, raising questions about

interviewing skills?

- Have social networks been activated to help the client find potential jobs or schools (e.g., family members, friends, members of church, other NAVIGATE team members)?

Considerations for addressing problems with work and school performance include the following:

- Has the client experienced challenges or barriers in getting to school or work as required?
- Has the client received necessary on-the-job training/supports or teaching of requisite study skills for school?
- Are symptoms or cognitive difficulties interfering with job or school learning or performance?
- Could family members or other significant persons be helpful to the client in addressing any of the problems noted?
- Would a meeting with the SEE specialist and the teacher or employer potentially shed valuable light on the performance problems? How willing is the client to give permission for this?
- Are accommodations with the employer or teacher necessary?
- Have unresolved problems been identified by the NAVIGATE team that may be leading to work or school problems? What possible solutions have been identified?

7. Where are meetings between the SEE specialist and client taking place?

Most SEE meetings should take place in the community, not the clinic or office. Meetings in the community are the more natural setting for clients and for working on pursuing job and school interests, because potential job sites or schools can be visited and transportation issues can be raised and addressed. Community-based SEE also conveys the message that school and work are activities that take place in the community, and hence serve a “normalizing” function, and avoid unnecessary socialization of the client into the role of a “patient” whose life revolves around the mental health center. Research on supported employment has shown that employment specialists who spend more time in the community are more successful at helping their clients get and keep jobs.

Summarizing Trends in Services and Outcomes

Based on the information described above, the Director and SEE specialist can track trends in SEE services provided to clients in the NAVIGATE program. These trends can be updated on either a weekly or monthly basis, reviewed together in supervision, with goals set to improve specific services or outcomes.

Useful trends to track include:

- Number and percentage of total clients in NAVIGATE who have met with the SEE specialist.
- Number and percentage of total clients in NAVIGATE who have been engaged in the SEE program.
- Number and percentage of total clients in NAVIGATE who are currently receiving SEE services.
- Number and percentage of total clients in NAVIGATE who have set work as a goal.
- Among clients who have set work as a goal, a) number and percentage who have ever obtained work in SEE, and b) number and percentage who are currently working.
- Number and percentage of total clients in NAVIGATE who have set pursuing education as a goal.
- Among clients who have set pursuing education as a goal, a) number and percentage who have ever enrolled in school in SEE, and b) number and percentage who are currently working.
- For all clients in NAVIGATE, a) number and percentage who have ever obtained work since joining NAVIGATE, and b) number and percentage who are currently working, c) number and percentage who have ever enrolled in school since joining NAVIGATE, and d) number and percentage who are currently going to school.
- Percentage of meetings between SEE specialist and client that take place in the community vs. the clinic.

The SEE Director can review trends with the SEE specialist and together establish goals for improved outcomes (e.g., higher percentage of clients who are working or going to school) and/or more effective clinical activities (e.g., more time spent in job development or meeting clients in the community). The Director and SEE specialist can then together develop strategies for accomplishing these

goals and agree on a means to track the changes in activities as well as client outcomes.

Supervision case example

In her role as SEE supervisor, a NAVIGATE director reviewed the SEE contact sheets to collect outcome and service data for SEE. She observed that NAVIGATE clients were obtaining competitive jobs or enrolling in education programs at a very low. Only one out of eight clients with a vocational goal was working and only one of six clients with an educational goal was enrolled in school. She also noted that the SEE specialist was spending only two hours weekly in the community doing in-person job development with potential employers or meeting in person with staff at educational programs. The Directors/ SEE supervisor reviewed the data together and agreed that increasing the time spent in the community might lead to more employment and educational opportunities. The SEE specialist set a goal of increasing his time in the community to four hours per week and started using a log to track the number and nature of employer and educator contacts in the community. The supervisor and the specialist also developed a list of strategies for increasing time spent in the community, such as blocking out specific times each week to do job development school visits and client outreach visits. The next month, the Director and the SEE specialist reviewed the SEE contact sheets and the log of the SEE specialist, and noted that the SEE specialist had gradually increased his community activities to 4 hours per week and that the employment and school rate had risen slightly. Together they developed strategies for further increasing the number of clients who got jobs and enrolled in school.

Strategies to Use in Supervision Sessions

It is helpful during SEE supervision sessions to have a standard format for reviewing how clients are progressing towards their work or school goals, and for addressing any obstacles they are encountering. One useful approach in the weekly supervision meetings is to begin with a brief review the status of each client on the SEE specialist's caseload. For each client, this includes summarizing the following information:

- Phase of SEE: assessment and career planning, job and/or school search, job and/or school support.
- Contacts with client over the past week.
- Progress in terms of work or school objectives and goals.
- Obstacles or problems experienced pursuing objectives and goals.

After reviewing each client's status, the Director and SEE specialist can return to focus on any problems that clients are having making progress towards their goals.

A problem solving approach can then be taken to addressing obstacles that clients are encountering in the pursuit of their goals, informed by a brief review of the answers to the questions described in the previous section of this chapter on Tracking SEE Services and Outcomes. The Director and SEE specialist, following a standard step-by-step format, can conduct problem solving collaboratively in their supervision meetings.

A valuable supervision strategy for solving problems and addressing barriers encountered by the SEE specialist is for the Director to accompany the SEE specialist in the field on a regular basis in order to observe him or her provide SEE services, and to provide field mentoring. It is optimal if the Director can provide at least monthly field mentoring, unless the specialist works in a supported employment program and is receiving such mentoring from the supervisor of that program, in which case less frequent field visits may be required. Even under such circumstances, however, some regular field mentoring is desirable, with a particular focus on SEE services focusing on client educational goals, which tend to be less routinely addressed in supported employment programs. One of the most important tasks to observe in the field is how the specialist interacts with potential employers or educators when they are helping a client to get into school or work.

Another valuable strategy is for the SEE specialist to present an individual client during supervision. An SEE Supervision Worksheet (see Appendix) has been developed to help the SEE specialist gather information and formulate questions in advance to get as much as possible out of supervision sessions. This tool is based upon the client- centered supervision model from the University of Kansas and the specifics of the SEE model (Carlson & Rapp, not dated). SEE specialists are encouraged to use this worksheet routinely to prepare for supervision to maximize the benefits for the clients with whom they work. SEE specialists can use this model of presenting clients for discussion when they have supervision with a free-standing supported employment program or when they meet with the NAVIGATE director or even at a NAVIGATE team meeting

SEE Contact Sheet and Fidelity Scale

The SEE specialist should document each contact with SEE clients using the SEE Contact Sheet (see Appendix). The purpose of the contact sheet is to help SEE specialists and supervisors keep track of the client's progress in treatment, the kinds of interventions and supports that are provided, and whether or not the client is completing mutually agreed upon tasks in between sessions.

Fidelity ratings will be based on upon the key ingredients of SEE, including zero exclusion, providing community based services, completing a comprehensive assessment (Career and Education Inventory) rapid job and school search, provision of follow along supports, and honoring the client's goals and preferences. For complete details regarding please refer to the SEE Fidelity Description in the appendix. The SEE

Fidelity Scale (see Appendix) is designed to measure the extent to which SEE specialists are providing services as intended by the model and to provide SEE specialists with ongoing feedback about SEE with their clients. The data for SEE fidelity is primarily obtained from the SEE contact sheets, the Career and Education Inventory, and from the attendance sheet at NAVIGATE meetings. The SEE supervisor or an SEE consultant may complete the fidelity scales. Feedback can be used during supervision to help SEE specialists to be as effective as possible with clients by staying faithful to the model. The feedback also can help SEE specialists assess strengths and weaknesses that can be addressed during supervision, leading to better client outcomes.

Summary

SEE supervision offers the opportunity for the growth and development of skills for the SEE specialists and their supervisors in order to provide the most effective Supported Employment and Education services possible. Supervision should be provided on a regular, consistent and structured basis during a mutually protected time. The most effective use of supervision time is to keep it focused on helping each individual person to make progress towards her or his personally meaningful recovery goals for education and employment.