

NORTHERN CALIFORNIA TRAINING ACADEMY

UC DAVIS EXTENSION CENTER FOR HUMAN SERVICES



**Supervisors are the Key:  
Implementing, Supporting &  
Coaching for SOP**

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CONTINUING AND PROFESSIONAL EDUCATION

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**Welcome!**

- The Supervisor's Role in Implementation Science
- Knowing Your Staff
- County Supervisor Experience
  - Kings
  - Ventura
- Resources




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**You Have the Power!**

Supervisors are **the key** to SOP becoming standard practice among social workers.


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**WITH  
GREAT POWER  
COMES GREAT  
RESPONSIBILITY**

- SPIDERMAN





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**Key Supervisor Tasks**

- Believe in, embrace and champion SOP
- Be willing to model
- Know staff's strengths and areas for growth
- Strategize and plan how to support implementation


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**Implementation Science**

- Focused, active approach to implementing an evidence-informed practice
  1. Outcomes
  2. Stages
  3. Diffusion of innovations
  4. Drivers


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**Key Implementation Outcomes**

1. Changes in professional behavior
2. Changes in organizational culture
  - Values, policies, procedures, etc.
3. Changes in relationships to clients, stakeholders and partners




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**Implementation Stages – Two Frameworks**

NIRN (UNC)	UC San Diego
Exploration	Exploration
Installation	Preparation
Initial Implementation	Implementation
Full Implementation	Sustainment




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**DIFFUSION OF INNOVATIONS**

INNOVATORS	EARLY ADOPTERS	EARLY MAJORITY	LATE MAJORITY	LAGGARDS (TRADITIONALISTS)
Take risks	Highest opinion leadership	Adopt after a time that is significantly longer	Adopt an innovation with a high degree of skepticism	Last to adopt the innovation
Social	High social status	Seldom hold positions of opinion leadership in a system	After the majority has adopted it	Little opinion leadership
High social status	More selective than innovators			Have aversion to change agents
Interact with other innovators	More socially forward than late adopters			Focus on "traditions"
2.5%	13.5%	34%	34%	16%

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### Implementation Drivers

- Functions, structures, supports that “drive” the change process forward
- Necessary components to ensure implementation happens and is sustained




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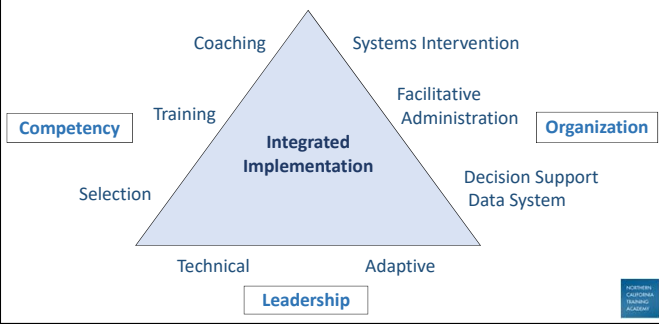
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### PERFORMANCE ASSESSMENT (FIDELITY)




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### Competency

SELECTION	TRAINING	COACHING
<ul style="list-style-type: none"> <li>• Selecting staff to implement first (attitude, receptivity to training, understanding of role)</li> <li>• Selecting implementation teams, trainers, coaches, evaluators</li> </ul>	<ul style="list-style-type: none"> <li>• Imparting knowledge/ skills related to the intervention or practice</li> <li>• Teaching new ways of work</li> <li>• Lecture, demonstration, behavioral rehearsal</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting after training to translate to practice</li> <li>• Building comfort with new practices</li> <li>• Expanding on knowledge and skills from training</li> <li>• Imparting “craft” knowledge (i.e., engagement, ethics, managing work flow, clinical judgment)</li> <li>• Providing emotional and personal support</li> </ul>

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### Organization

#### SYSTEMS INTERVENTION

- Support from management and leadership
- Creation of organizational culture and policies that support new practice

#### FACILITATIVE ADMINISTRATION

- Support for eliminating system barriers (caseload sizes, worker safety, communication, process barriers)
- Creating a hospitable environment for practitioners to engage in new practice

#### DATA

- Guiding practice based on data and continuous quality improvement
- Evaluating fidelity of practice
- Providing feedback loops so adjustments can be made as needed

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### Leadership

#### TECHNICAL

- Addressing issues of time, funding, equipment, etc.
- Timely responses to issues where the problem is clear and there is substantial agreement about how to solve it

#### ADAPTIVE

- Leadership for complex issues that lack clear or easy solutions
- Convening groups to identify problems, arriving at consensus regarding how to approach a solution
- Addressing systems issues or issues that lack a technical solution, such as secondary trauma

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### Coaching

- Most important driver for supporting translation to practice
- Training is not enough




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1. EXPLORATION STAGE	
DRIVER	SUPERVISOR TASKS
Selection	<ul style="list-style-type: none"> <li>Select staff in your unit who are "early adopters" and would be excited to learn SOP</li> </ul>
Training	<ul style="list-style-type: none"> <li>Participate in opportunities to begin learning about SOP</li> <li>Begin discussing concepts of SOP with staff</li> </ul>
Coaching	<ul style="list-style-type: none"> <li>Explore with staff what's currently working well and what worries are about current practice</li> <li>Have supportive conversations with staff to build their readiness to take on a change in practice</li> </ul>
Systems Intervention	<ul style="list-style-type: none"> <li>Participate on the SOP Implementation Team or Workgroup</li> </ul>
Facilitative Administration	<ul style="list-style-type: none"> <li>Identify barriers to readiness for staff and possible solutions, and communicate these to leadership</li> </ul>
Decision Support Data System	<ul style="list-style-type: none"> <li>Have an understanding of your current outcome data that has resulted from practice as usual, especially data related to the federal outcome measures and your SIP</li> <li>Understand your staff's current frequency and fidelity of completion of SDM tools</li> </ul>
Technical Adaptive	<ul style="list-style-type: none"> <li>Identify clear technical problems that need resolution to support implementation</li> <li>Engage your unit in discussions about barriers to SOP implementation and developing solutions they can be part of</li> </ul>

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2. INSTALLATION STAGE	
DRIVER	SUPERVISOR TASKS
Selection	<ul style="list-style-type: none"> <li>Select staff in your unit to implement various SOP tools or strategies first and provide opportunities for them to share their experience with peers</li> </ul>
Training	<ul style="list-style-type: none"> <li>Attend all SOP training modules to build a solid knowledge base for the practice and ensure you can reinforce training based on your own learning</li> <li>Attend training on Group Supervision and Coaching</li> <li>Ensure staff attend training and strategize with them about how to balance other responsibilities with time spent at training</li> <li>Have staff do role-plays in unit meetings or in individual or group supervision</li> </ul>
Coaching	<ul style="list-style-type: none"> <li>Know your staff's strengths and areas for growth, and strategically work with those to help them "try on" a new practice that will be the best fit</li> <li>Strategize with staff about where they will start in implementation (i.e., they will try the Three Houses with one child, they will do the Circles of Support with a parent)</li> <li>Have supportive conversations with staff about feelings of anxiety or overwhelm at trying new practices</li> <li>Celebrate early successes; have staff share with peers their excitement about the SOP work they have tried on</li> </ul>

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### The Supervisor's Role in Implementation Drivers

- **Competency:** Selection, Training, Coaching
- **Organization:** Systems Intervention, Facilitative Administration, Decision Data Support System
- **Leadership:** Technical, Adaptive

**What have you tried that has worked well?**  
**What other ideas do you have?**



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## Contra Costa County's Approach



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### SOP Modules for Supervisors & Managers

Mods deliver two upgrades:

- Approaching the content from a supervisor's perspective
- Integrated SOP/SDM practice
  - Contra Costa switched to SDM in December 2015
  - Anyone who was trained in SOP prior to 2016 did not receive this content



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Guiding  
question:

How well do  
you know  
your staff's  
skills?



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### Pair Share!

- Turn to your neighbor and choose 2 areas to discuss:
  - Pick one in which you scored yourself 6 or above...
    - What, specifically, are you doing well?
  - Pick one in which you scored yourself 5 or below...
    - What, specifically, is one thing you can do to move your number up by one?




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### County Experiences




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### Questions?




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### Resources

- Safety Organized Practice: An Implementation & Practice Guide for Child Welfare Supervisors
- SOP Supervisor Guides
- Safety Organized Practice Resources
  - <https://www.oercommons.org/authoring/12342-safety-organized-practice-sop-resources/view>



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