

Expectations of an A-CRA/ACC Supervisor

Research has shown that supervision helps clinicians feel better about their jobs and reduces turnover. Due to the importance of clinical supervision for supporting clinicians and to help providers sustain the approach after implementation, the A-CRA/ACC model includes a supervision training and certification process. The A-CRA/ACC supervisor teaches clinicians skills, provides praise and constructive feedback about A-CRA/ACC implementation, serves as a resource person, and provides leadership and motivation. A-CRA/ACC Supervisors are expected to meet with their clinicians at least once per week for group or individual supervision.

During the weekly A-CRA supervision sessions, the supervisor is expected to use the case review report, reinforce competent use of A-CRA procedures, and provide constructive feedback about how to improve one or more aspects of the procedure or technique. The case review report is a document that lists every adolescent on the clinician's caseload and provides details about each treatment participant's engagement and the procedures that have been completed with each adolescent. The supervisor uses the case review report to discuss each case and talk about the appropriate treatment approach with each adolescent and family. Generally, the supervisor has listened to a Digital Session Recording (DSR) of a clinician-client session before the supervision session. This session review allows the supervisor to give specific praise to the clinician about what he or she did well during the therapy session. As in the delivery of A-CRA to adolescents, the goal during supervision is for the supervisor to focus on the positive with the clinician and shape successive approximations of A-CRA, like verbal behavior, during the therapy session. The supervisor also gives the clinician specific constructive feedback about how to improve delivery of the A-CRA procedures. All feedback is provided in a warm, supportive, motivating, and encouraging way. The supervisor includes specific examples and demonstrations, and uses role-plays to help the clinician improve his/her skills.

During each ACC supervision session, the supervisor addresses at least three areas: linking adolescents to ACC, the frequency and content of mid-week phone calls, and how the clinician is or can assist clients with probation, school, or other needs. The supervisor uses an updated case review report, which provides data about ACC activities to guide the case review discussion. The supervisor gives specific praise for indicators that are being met. For indicators that are not being met, the supervisor provides encouragement, direction, suggestions, rationales for the indicators, and helps the clinician problem-solve to improve services to clients. The supervisor also helps clinicians learn to weave A-CRA procedures into ACC sessions.