

Balancing Priorities:

Practical Strategies for PROS Directors & Supervisors

Amanda Saake, LMSW, CPRP
Center for Rehabilitation & Recovery
The Coalition of Behavioral Health Agencies

Nancy Covell, PhD.
Center for Practice Innovations

Susan Friedlander, LCSW
New York City Field Office
NYS Office of Mental Health

Luis O. Lopez, MS, HSBCP
Center for Practice Innovations

Workshop Objectives

1

- Define oversight domains in PROS.

2

- Describe practical strategies for monitoring program quality, outcomes and productivity.

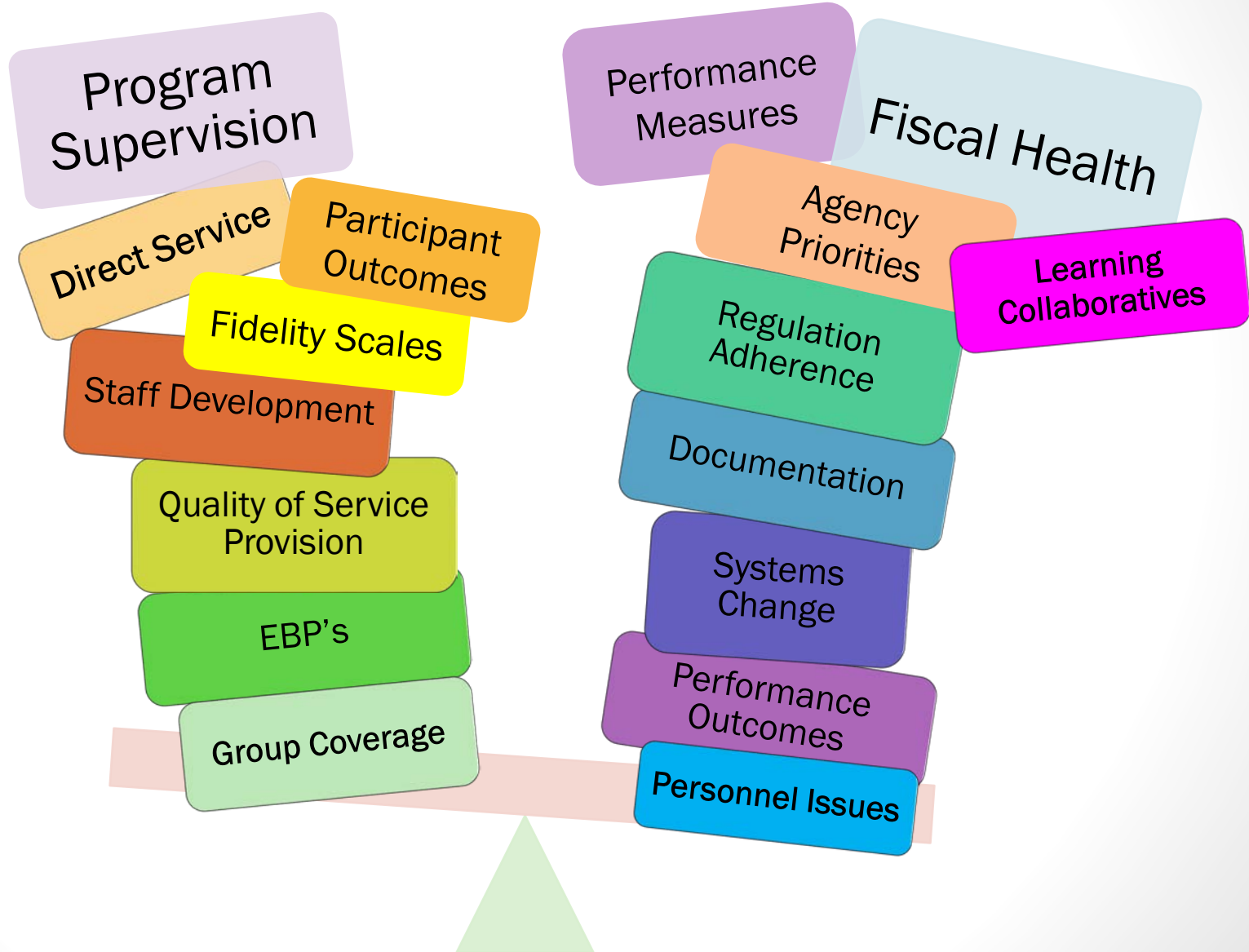
3

- Provide resources for additional information, training and technical assistance.

Feel familiar??



A Day In the Life of a PROS Director...



Special Topics for Managers

- Program Supervision
- Performance Outcomes
- Productivity & Fiscal Balance

Program Supervision



Program Supervision

1. Integration
2. Building Staff Competence
3. Documentation
4. Ensuring Quality Services

1. Integration

- Integration within the PROS program
 - There are clinical treatment services within PROS---but you don't have a clinic!
 - Clinical Treatment and Vocational perspectives are at the “care planning table”
 - All staff are working towards the achievement of the Life Role Goal
 - Common commitment to a recovery perspective
- Integration of external providers
 - Clinical treatment
 - Housing
 - Care Coordination
 - Physical Health
- Integration of Collaterals

2. Staff Development

- Building Recovery & Rehabilitation Competence
 - Assessing, planning & delivering
 - Evaluating & modifying
 - Measuring & celebrating
- Job Descriptions
 - Recovery orientation
 - Rehabilitation focused
- Evidence Based Practice (EBP) Training
 - Supporting continued learning
 - Evaluating quality of service delivery

3. Documentation in PROS

“It ain’t just paperwork!”

- Function
 - Engaging individuals in a mutual exploration of their recovery and creates a path to achieving the individual's life role goals
 - Establishing medical necessity
 - Maintaining a record of services to support billing
 - Addressing issues of risk and liability
- Opportunities
 - Providing a valued service
 - Generating revenue
 - Creating partnerships
 - Promoting recovery

3a. Documentation Oversight

Ensuring Regulation Compliance

- Chart/Record review for all required documents
- Documentation and signatures are completed and obtained on time
- Documentation is completed accurately and appropriately

Reviewing for Quality

- “Golden Thread” is present throughout the record
- Formulation of all assessment data informs the goal statement
- Comprehensive monthly progress notes- “Mini IRP Review”

3b. Documentation “Skills & Supports”

Tips, tools and examples

- Quick Guide to Developing Objectives & Interventions
- Narrative/Interpretive Summary
 - Possible Prompts
 - Example of a Person-Centered Formulation
 - Narrative Summary Review Tool
- Progress Note Criteria
- Case Record “Cheat Sheet”

4. Ensuring Quality of Group Services

Elements of Successful Groups:

- Good facilitation – ONLY ONE PART OF QUALITY
- Engaging group process
- Appropriate, relevant content (purpose)
- Comfortable physical environment
- Participants are active and focused
- Group achieves its objective for the session
- Skill development is emphasized

See Group Services in PROS Handout

4a. Group Protocols & Curricula

- Create protocol for each group
- Lesson plan including objective for each session and details regarding content to be addressed during each session
- Learning approaches for each session including exercises, multimedia, etc.
- Supporting material for use during each session
- Additional materials that support overall desired outcome of group participation

See Group Services in PROS Handout

4b. Developing the Group Schedule

- List of participant's life role goals and identified barriers
- Number of specific services matches service needs on the participants' IRP's
- The number of groups and activities are adequate for the program's average daily attendance
- Groups are scheduled to incentivize participation; consider "clusters" organized by LRG
- Languages and learning approach used in service matches needs of participants
- Regular mechanisms for participants to provide feedback on the schedule and services offered
- Regular staff meetings to assess the current group schedule/cycle

See Group Schedule Development & Review Tool

4c. Group Facilitation

<https://www.omh.ny.gov/omhweb/PROS/Clarification/Clarification4.pdf>

- “Successful group services are the result of effective group facilitation.” An effective group facilitator should:
 - Connect to goals and barriers -
 - Be aware of each group participants’ goals and barriers
 - Ensure that participants understand what is expected from them
 - Understand how the group will help people achieve life role goals;
 - Regularly review with each participant how the services will address barriers
 - Understand the material of the group, and the expected outcome
 - Ensure that each participant is engaged in the group;
 - Teach materials, facilitate discussion, and implement practice.

4d. Supervising Groups

- Direct Observation
- Group Supervision Tools

Performance Outcomes



Performance Outcomes

- How do you define Performance Outcomes?
- Why is this important?

Range of Performance

Outcomes

- Do we have procedures and policies in place that promote better outcomes? (e.g., how do we orient new staff, what do we include in our person-centered recovery plans?)
- Are our practitioners doing anything differently? (e.g., following guidelines for good group practice, screening every participant for tobacco use)?
- If we are implementing a specific evidence-based practice (e.g., the individual placement and support (IPS) model of supported employment), are we doing so with fidelity (as measured by a fidelity scale or some other measure)?
- Are people getting better? (could include decreases in outcomes like hospitalizations and substance use and increases in outcomes like working)
- Are people happy with the services that we are providing?

Measuring Performance Outcomes

- When deciding what to track, focus on your goal. What would you like to improve? (e.g., increase the number of people who are working)
- Where possible, use data you are already collecting (e.g., employment outcomes in CAIRS)
- If you aren't currently collecting anything that informs your outcome, look for existing simple scales or develop a very simple assessment tool to measure your outcome (e.g., number of people working at least half time over the past month).

Using Performance Outcomes

- Look at the data now to see where you are at “baseline”; choose a reasonable goal and timeline based upon your starting point (e.g., 0 people are working now; we’d like to see at least 5 people working by the end of 3 months)
- Look at your data again at a specified time point or time points (e.g., every month; every 3 months). Be sure you collect the data the same way at each time point so that you can compare.
- Discuss together whether you are seeing improvements and whether there are things you may want to change or focus on to help achieve your goal.
- Sometimes you may need to re-assess your goals and develop new targets (e.g., if your goal was having 90% of people working, you may need to work toward that goal in smaller steps)
- When you achieve a goal, celebrate!

Performance Outcomes

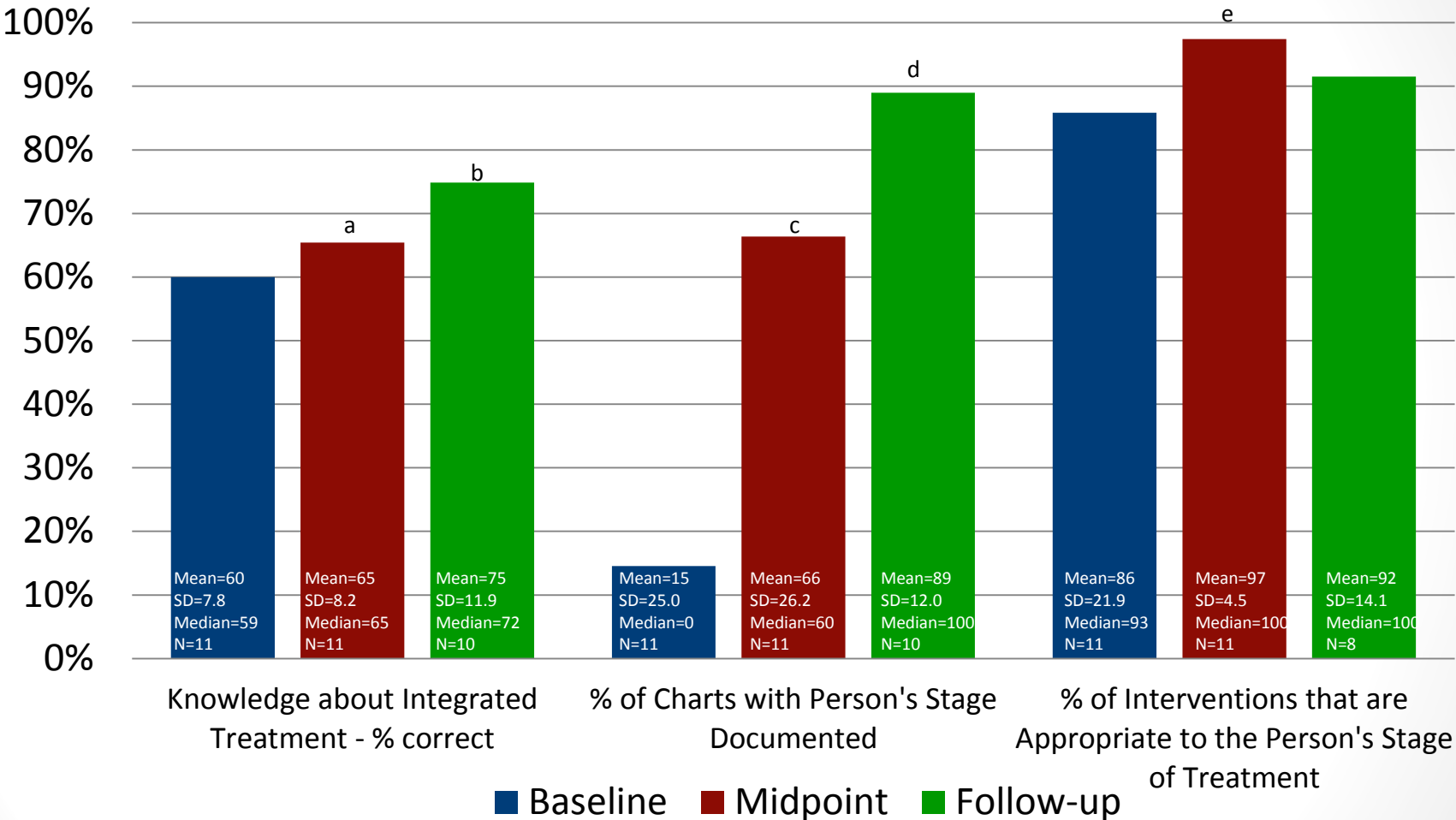
Example

- 11 PROS programs convened online monthly for a year-long learning collaborative to implement stage-wise treatment.
- Programs created an implementation plan and collected performance indicator data including:
- assessment of staff knowledge of integrated treatment for people with co-occurring disorders
- whether a person's current stage of treatment was documented in their chart
- whether the treatments were appropriate for stage of treatment.
- Programs demonstrated significant improvements in performance indicators through time and rated the distance learning collaborative favorably.

Learning Collaborative Performance Indicators

Average Percentage Across Participating Programs (n=11) (Psychiatric Services, in press)

Percentage



- (a) significantly greater than baseline (z=2.0, p < .05)
- (b) significantly greater than baseline (z=2.7, p < .01) and midpoint (z=2.8, p < .01)
- (c) significantly greater than baseline (z=2.9, p < .005)
- (d) significantly greater than baseline (z=2.8, p < .01) and midpoint (z=2.6, p < .05)
- (e) significantly greater than baseline (z=2.1, p < .05)

DRAFT

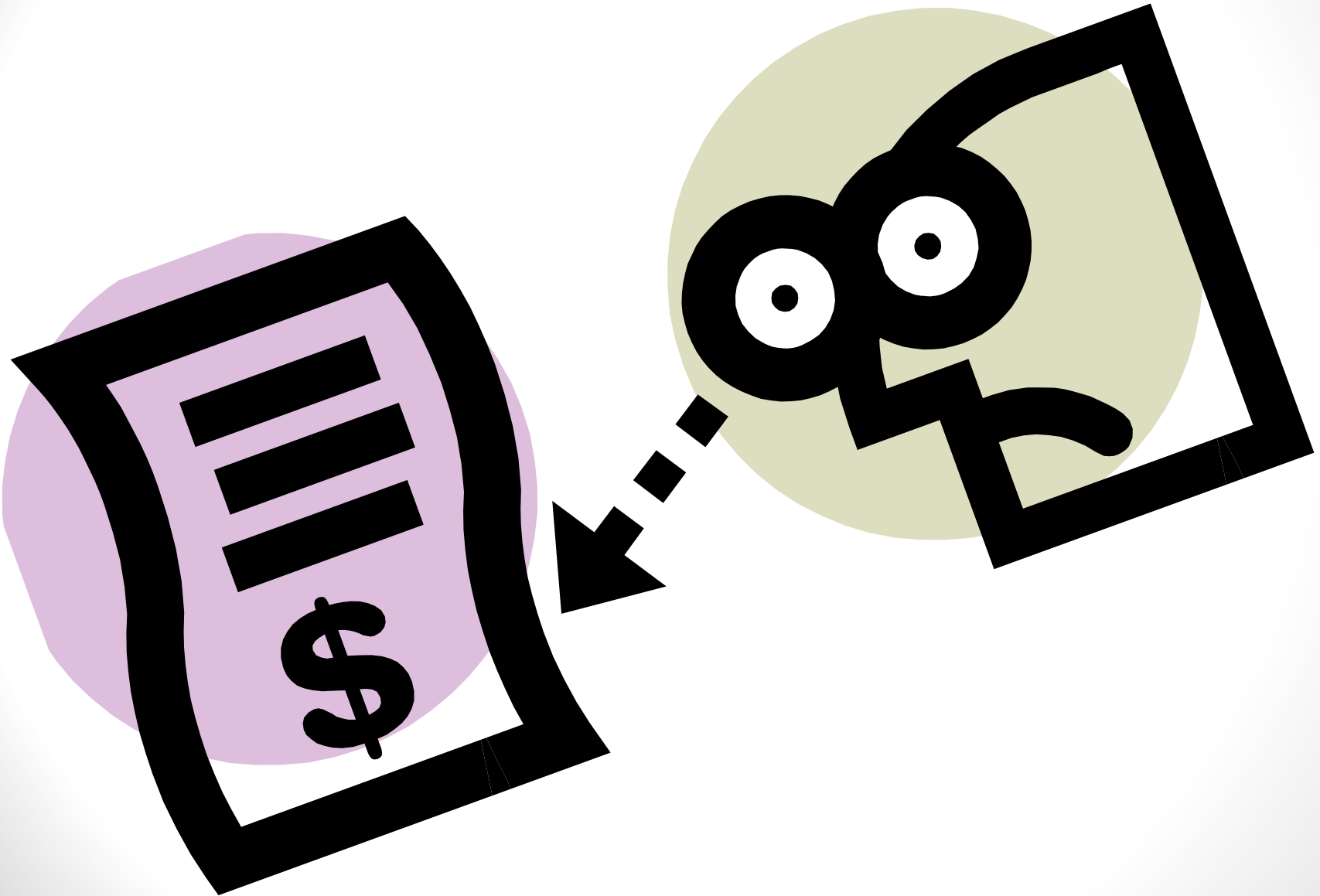
Delivery of EBP's

- Evidence-based practices are specific treatments or ways of configuring services that help promote recovery
- The PROS model includes several evidence-based practices
- The Center for Practice Innovations and other groups offer training and supports to help you develop staff competencies in these areas as well as to implement program changes that support the evidence-based practice
- Most evidence-based practices include “fidelity scales” which measure whether a program is providing the treatment in a way that promotes recovery
- You can either rate your own program on the different items or you can find an outside assessor to help you rate your program (there are pros and cons to each approach)
- Since research has shown that “high fidelity” leads to better client outcomes, it’s good to aim toward achieving high fidelity. CPI and other groups can help you get there through training, implementation supports, and technical assistance.

Fidelity, capability and other outcomes training

- CPI offers online training to help programs measure capability, fidelity and other outcomes including:
 - FIT Module 33: Program-Level Measures of COD Capacity
 - FIT Module 34: Fidelity Assessment in IDDT
 - FIT Module 35: Tracking Outcomes and Process Improvements
- CPI also offers online training and archived webinars to help supervisors coach staff in core skills including, but not limited to:
 - FIT Module 30: Clinical Supervision I
 - FIT Module 31: Clinical Supervision II
 - Outcome-based supervision archived webinar series
 - Persuasion group webinar series for supervisors
 - Motivational interviewing webinar series for supervisors
 - How to use the VASE-R in supervising practitioners in motivational interviewing

Fiscal Balance



PROS Billing

- “The Golden Mystery”
- Critical for all staff to understand billing concepts
- PROS Units, Tiers and Add-On’s...and BIP
- FO, CO Rehab Unit, NYAPRS, CRR

Enrollment

- Referral Sources
 - Stay on top of the pipeline!
- Intake Process
 - Intake to admission ratio
 - Special Guest”
- Marketing

Utilization

- Engagement Strategies
 - Shift the expectation
 - Variety is the spice of life!
 - Save the best for last
- Quality of Services: would I want to participate?

Monitoring & Maximizing IR, ORS & CT

- Don't leave \$ on the table!
 - Great services, extra revenue!
 - Shoot for 50%
 - IR: weekly review

Other Revenue

- BIP
- Ticket to Work
- Local Opportunities, Fund Raising, Grants (development office)

Systems Change

- DSRIP
- BIP
- Managed Care
- HCBS

Know Your Resources!

PROS Resource Handout



It's QUESTION TIME !!