

## Sustainability and Quality Improvement: Measuring Wraparound Fidelity in a Peer Mentoring Program

Christine S. Davis, FMHI, USF  
Steve Martaus, Children's Future Hillsborough

This work was supported in part by a grant from the Center for Mental Health Services (CHMS) Grant # 6-H83-3M52250-05



## Children's Future Hillsborough

- ❖ Collaborative Consortium
  - Childcare Centers/Preschools/Early Childhood Programs/Early Intervention
  - Mental Health
  - Case Management/School-based programs
  - Occupational Therapy/Physical Therapy/Speech Therapy/Hearing-Audiology
  - Developmental Screening and Assessment
  - Family Support/Pre-natal education

## Keys to a Successful Collaboration

- ❖ Common mission and values
- ❖ Clear strategic vision
- ❖ Specific expectations
- ❖ Clear protocol for decision-making and grievances
- ❖ Demonstrable ways of utilizing strengths of the collaboration
- ❖ Strong business plan
- ❖ Sound fiscal management
- ❖ Sound risk management
- ❖ Ongoing staff development and training program

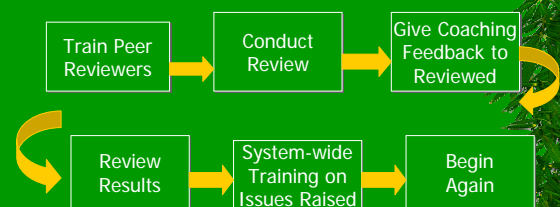
## Peer Review Process

1. Training and supervising identified peer review LEADERS from agencies, through Health Communication Practicum Course;
2. Training and supervising peer REVIEWERS through an on-going workshop/supervision process;

## Peer Review Process

3. Using a combined System of Care Practice Review (SOCPR)/Team Meeting Observation (TMO);
4. Conducting ongoing training sessions for CFH staff on SOC and wraparound principles, specifically on elements identified in the CQI efforts as being areas of need.

## Cyclical Process



### 1. Train and supervise identified peer review leaders from agencies through the Health Communication Practicum course.

- ❖ The objectives of this course are:
  - To teach students the principles of patient-centered (relationship-centered, wraparound, family-centered, client-centered) care, and how these philosophies overlap across disciplines;
  - To teach students the practical applications of patient-centered (relationship-centered, wraparound, family-centered, client-centered) communication in a variety of health care settings;

- To teach students how to observe communication and interactions between medical and mental health professionals, and patients and families, to observe the quality of the communication and assess fidelity to patient-centered care principles;
- To teach students how to provide peer coaching, evaluation, and feedback to providers in many human service fields including nursing, social work, public health, and nursing;
- To teach students how to interact with health care professionals from an interdisciplinary perspective;
- To teach students the ethical use of communication in a variety of health care settings.

### CFH participated in this course in two ways:

- ❖ They identified 3 staff members to become "Peer Mentor Leaders." These leaders attended the class to gain training and experience in system of care principles and in peer mentoring.
- ❖ Their collaborative agencies acted as field sites, in which students from the course conducted case fieldwork and provided feedback and mentoring to individual family support coordinators/case managers.

### 2. Train and supervise identified peer reviewers from agencies across the consortium

- ❖ Conducted an initial one-day workshop on system of care principles and feedback/mentoring/coaching;
- ❖ Holding Briefing/Supervision sessions on a regular basis.

### 3. Supervise and design a combined SOCPR/TMO review across the collaborative

The three primary objectives of this review will be to:

- ❖ Document experiences of children and families;
- ❖ Document adherence to the SOC philosophy by the service system;
- ❖ Provide feedback, coaching, and mentoring to individual providers.

### 4. Conduct training sessions for CFH staff on system of care and wraparound principles, specifically on elements identified in the COI efforts as being areas of need.

- ❖ As the peer mentors identify system of care/wraparound principles for which additional training is needed, such training will be provided to CFH staff.

## Two Key Concepts:

- ❖ Peer to Peer
- ❖ Mentoring and Coaching
  - Feedback
  - Training

## Conducting the Review

- ❖ Observations
  - Interactions or Team Meetings
  - Individualized Family Support Plan (Record Reviews)
- ❖ Interviews
  - Case manager or key staff member
  - Family

## Case Method

- ❖ Each case consists of (AS APPROPRIATE):
  - The primary caregiver/s (Biological parent, foster parent, relative, etc.),
  - A lead case manager, primary formal helper, or other formal service provider/s

## We are looking for:

- ❖ Evidence that wraparound happens
- AND
- ❖ Suggestions to make it happen more effectively

Child-centered and Family-focused  
Community-based  
Culturally competent  
Impact  
Team relationships

## Coaching Concepts

- ❖ Feedback
- ❖ Coaching/Mentoring
- ❖ Dialogue
- ❖ 2-way
- ❖ NOT AN AUDITING OR MONITORING PROCESS

## The Qualities of Effective Feedback

1. Be intended to help, not to control or manipulate
2. Be understood as a subjective interpretation and use "I" language
3. Presume innocence—without attributing negative motives

## The Qualities of Effective Feedback

4. Describe observed behaviors and impacts, not evaluate or judge
5. Be authentic and candid—yet compassionate to build trust and respect
6. Stimulate mutual learning and inspired action

## Reflective Questions to Ask Yourself in Preparation for a Coaching Session:

1. What have you observed that you believe would help the coachee become more effective as a result of your sharing your perceptions? Is it within the coachee's personal control?
2. What do you perceive as the result/outcome/impact of the coachee's behavior on performance and people?
3. What personal assumptions, beliefs, stress level, personal needs, etc. may be distorting your perceptions?

## Reflective Questions to Ask Yourself in Preparation for a Coaching Session:

4. How do you feel about what you are perceiving (pleased, upset, irritated, angry, delighted, hopeful, etc.)?
5. What do you believe to be the coachee's level of awareness, openness, and willingness to address this attitude or behavior?
6. What is the broad focus of the coaching session?

## Reflective Questions to Ask Yourself in Preparation for a Coaching Session:

7. What is your clear purpose for this session, and what would you like to accomplish as a result? Do you have any boundaries that must be met?
8. What history (past experience) do you have with the coachee that could be incorporated into how you approach this issue?
9. What is your best judgment of the optimal approach to use with this coachee about this topic?

## Reflective Questions to Ask Yourself in Preparation for a Coaching Session:

10. How does this situation mirror something of yourself back to you? What can you learn as a result?

## Rather than Telling Your Coachee What to do, Ask them **LEARNING QUESTIONS TO LEAD THEM** to their best solution:

- ❖ How does that affect...
- ❖ What did you notice about...
- ❖ What were your expectations when...
- ❖ How are things going?
- ❖ What are your goals?
- ❖ What are you trying to accomplish
- ❖ What results have you achieved so far?
- ❖ Where are you stuck?
- ❖ What kinds of problems are you encountering?
- ❖ What solutions have you attempted?
- ❖ What do you see as your options?
- ❖ What is your plan?
- ❖ What do you think about this idea?
- ❖ What do you think is important?
- ❖ How would you solve this?
- ❖ What other factors should we be considering?
- ❖ In your opinion, why is this approach going to work?
- ❖ What do you see as the obstacles?

## Lessons Learned

- ❖ How to engage and get buy-in from 15 different agencies, many of whom do different things, and have different target populations;
- ❖ How to familiarize 15 different agencies with each other prior to engaging in process;

## Lessons Learned

- ❖ Difficulties in adding peer reviewer duties to existing caseloads, duties, and responsibilities;
- ❖ Importance of compensating reviewers and leaders for additional duties, time, and skill-set;
- ❖ Being realistic in expectations in how many reviews we could do each quarter; how long each would take;
- ❖ Importance of articulating “pay-off” for each agency to participate;

## Lessons Learned

- ❖ Over-communication is crucial;
- ❖ Importance of selecting and training “right” people to be peer review leaders;
- ❖ Importance of planning;
- ❖ Invited program managers/supervisors to nominate reviewers;

## Lessons Learned

- ❖ Importance of tailoring instrument to each agency;
- ❖ Importance of piloting process;
- ❖ Process must be driven/pushed.

## Conclusions

- ❖ Process within the process:
  - Value of building skill-set for reviewers
  - Value of building linkages and relationships across agencies
- ❖ Process takes work, but it’s worth it (the end justifies the means)

## Conclusions

- ❖ Early on in the collaborative process, a decision must be made as to how committed partners are to elements of a common practice
  - This process helps build uniformity, consistency, common practices, and a belief that we are part of something greater than ourselves