The Pivotal Role of ACT Team Leaders: What We Know!

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Great Lakes MHTTC & Northwest MHTTC Webinar Series

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Context for Today

- Series of webinars focused on ACT team leaders (first of four)

- Stems from ongoing project with colleague Dr. Mimi Choy-Brown & MHTTCs Listening Sessions/Webinars

- Guides the generation of knowledge about the role the ACT team leader

Learning Objectives for Today

Introduce the role of the ACT Team Leader via fidelity standards

Identify two key elements that contribute to high fidelity ACT (via work of team leader)

Identify one action step you can take to improve fidelity to the ACT model

Why study ACT team leaders?

Ummm, because we matter?

Who cares?

- Turns out quite a few people actually care
  - Team leaders themselves
  - Team members
  - Agency administration
  - County, Regional, State MH authorities
  - Community Stakeholders
  - **Families**
  - **Service Recipients**

Why this matters

Fewer than 1 in 6 individuals with SMI in the U.S. receive treatment considered minimally adequate[1].

Despite having knowledge of what works, a gap between research and practice exists
- Mental health programs don't offer evidence-based programs
- The programs lack fidelity to evidence-based procedures[2]

Gap=less benefits from effective treatments in a timely manner

What is written on ACT team leaders

- There must be a lot of information on team leaders & the role they play…

ALMOST NOTHING

What we do know…

- ACT team leader is part of the evidence-based practice of ACT[3]

- ACT team leaders can be facilitators or barriers to implementation[4]

- Research emphasizes that ACT interventions with higher fidelity to the original ACT model have stronger outcomes[5]

- Some guidance from the PACT Manual (1-2 paragraphs)[6]

- Guidance from the Tool for the Measurement of Assertive Community Treatment[7]

TMACT

The TMACT: A New Tool for Measuring Fidelity to Assertive Community Treatment

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Maria Monroe-DeVita[1], Gregory B. Teague[2], and Lorna L. Moser[3]

- Two items CT1 & CT2

- <u>Team Leader on the Team</u>

  - 1.0 FTE, full clinical administrative and supervisory responsibility; fully w/ team

  - Master's degree, licensed, 3 years or more experience w/ adults with SMI

- <u>Team Leader is Practicing Clinician</u>

  - Direct clinical services (at least 8 hours/week)

  - Clinical Supervision (provided weekly to two staff who consistently receive most supervision)

Major Gaps

- Leadership deemed "indispensable" to the implementation of EBPs, including ACT.

- No study focuses on the ACT team leader
  - No description of these leaders
  - No information on the leaders' approaches to leadership
  - No understanding in how they promote leading high fidelity teams

Purpose was to **understand and describe the role and contributions of the team leaders.**

Study Aims:

1) Describe the ACT team leaders (i.e., who they are);

2) Understand their approach to leadership (i.e., what they do and how they do it);

3) Understand what roles they may play in promoting high fidelity to ACT.

- Collective case study, in-depth (3 days on-site) of ACT team leaders who lead teams that scored a 4.1 or higher on their latest TMACT.

- Three teams chosen (Minnesota, Nebraska, Pennsylvania)

- In-depth interviews with team leaders, agency administrators, team members, psychiatric care prescribers

- Observations of daily team meetings, treatment planning meetings & shadowing

- Findings reported are finding similarities & differences between the leaders

Similarities Between Team Leaders

Aim 1:

Describe these ACT team leaders.

Who are they?

1) Personal job match

2) Optimistic and hopeful

3) Emotional intelligence

4) Recognition that team leader influence connects

to team and to consumers

5) Respectful and trustworthy

6) Belief in energy

7) Skilled clinician

1	**2**	**3**	**4**	**5**
Functions as a role model and teacher	Sets high & clear expectations	Is a problem solver & decision maker	Is a planner	Has and enjoys complex & multiple responsibilities

<u>Aim 2:</u> Understand their approach to leadership

(i.e., what they do and how they do it)

(continued)

Aim 2: Understand their approach to leadership

(i.e., what they do and how they do it)

7. Has direct, open, transparent, & understandable communication style

8. Is mindful of individual needs

9. Promotes strengths and professional growth
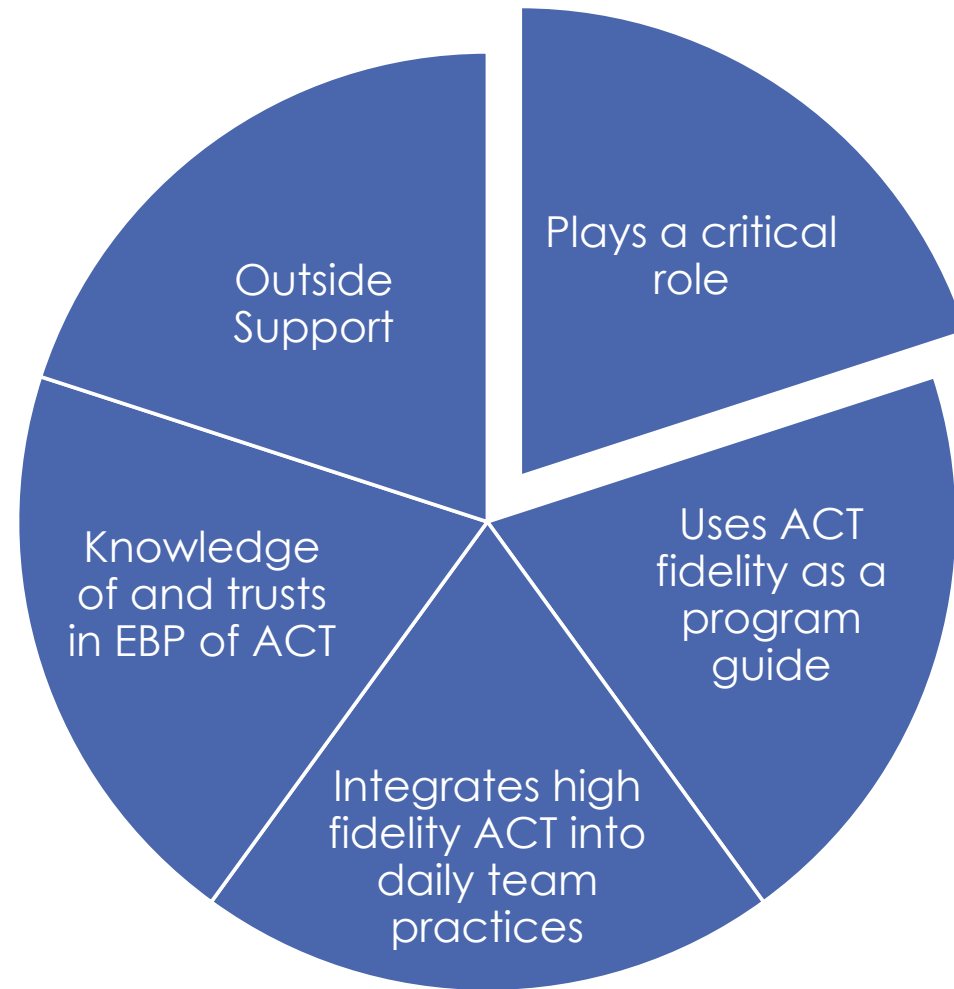
10. Serves as team's protector

11. Creates recovery and person-centered environment

12. Establishes a fun and positive work environment
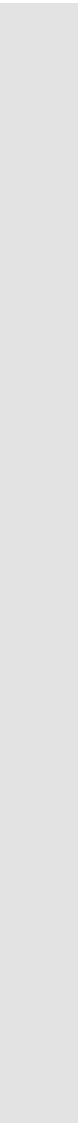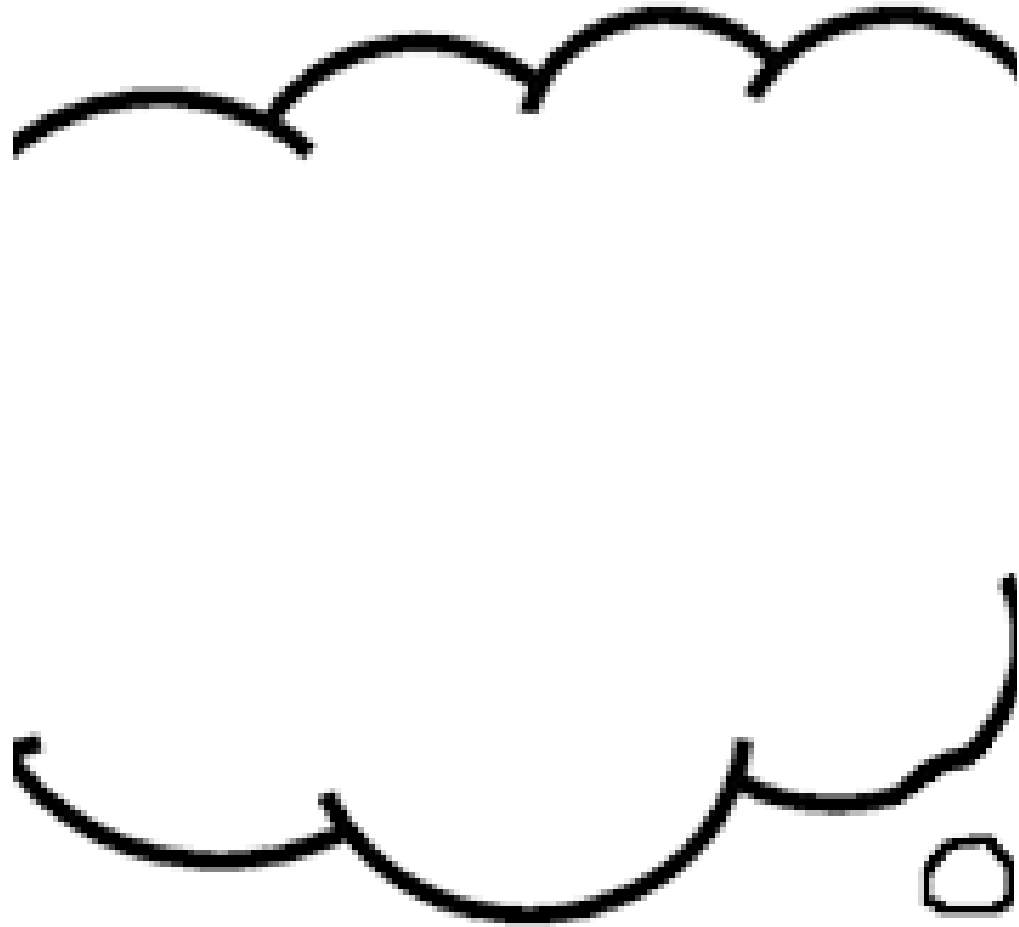
Mama Bear

POTLUCK

Differences Between Team Leaders

Differences

- Differences in demeanor of team leaders
- Philosophy of change
- Ownership of team
- View of accountability
  - Inside team versus outside team

Thoughts on Findings?

Sample Interpretations

Taking care of team members

- Emphasizing relationships
- Positive team work climate
- Team satisfaction: Link b/w leadership & client outcomes
- Protecting & buffering

Leadership commitment to EBP of ACT

- Critical role
- Structure, structure, structure…creativity
- Trust and faith
- Monitoring outcomes

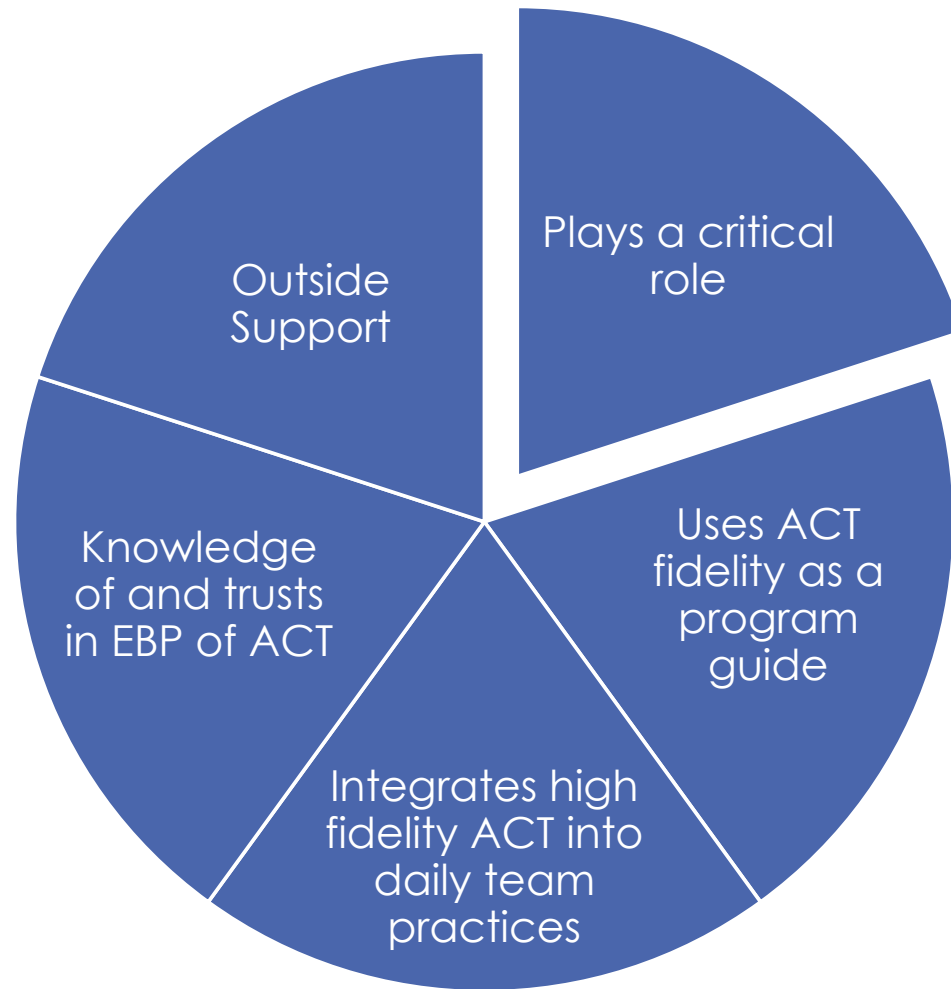Write down one action step you can take to potentially improve your focus on fidelity

(Use of chat)

Plays a critical role

Uses ACT fidelity as a program guide

Integrates high fidelity ACT into daily team practices

Knowledge of and trusts in EBP of ACT

Outside Support

What we know is a drop, what we don't know is an ocean.

Isaac Newton
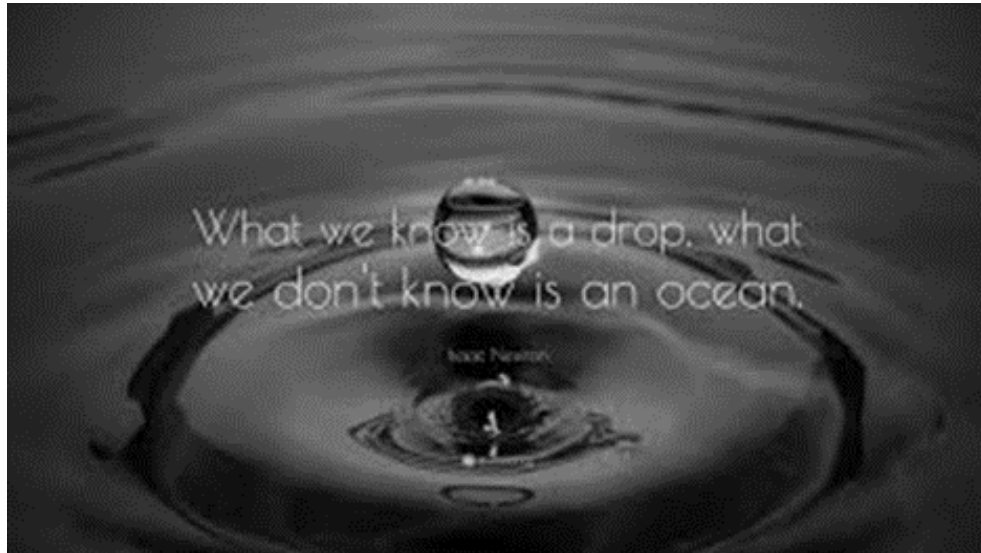
LEADERSHIP IS NOT A POSITION OR A TITLE, IT IS ACTION AND EXAMPLE

We will leave you with this…..

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