The ATLAS Project Update: Lessons Learned & Next Steps

Northwest and Great Lakes Mental Health Technology Transfer Centers Joint Webinar Series

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Acknowledgements

Northwest (HHS Region 10)

MHTTC — Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Great Lakes (HHS Region 5)

MHTTC — Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

- Louis Kurtz, Jr
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- Kris Kelly
- Laura Saunders

- Maria Monroe-DeVita
- Christina Clayton
- Lydia Chwastiak
- Michelle McDonald-Lopez
- Gabrielle Orsi

Participating Assertive Community Treatment Team Leaders and Staff Members

As a reminder...
The **ATLAS** Project:
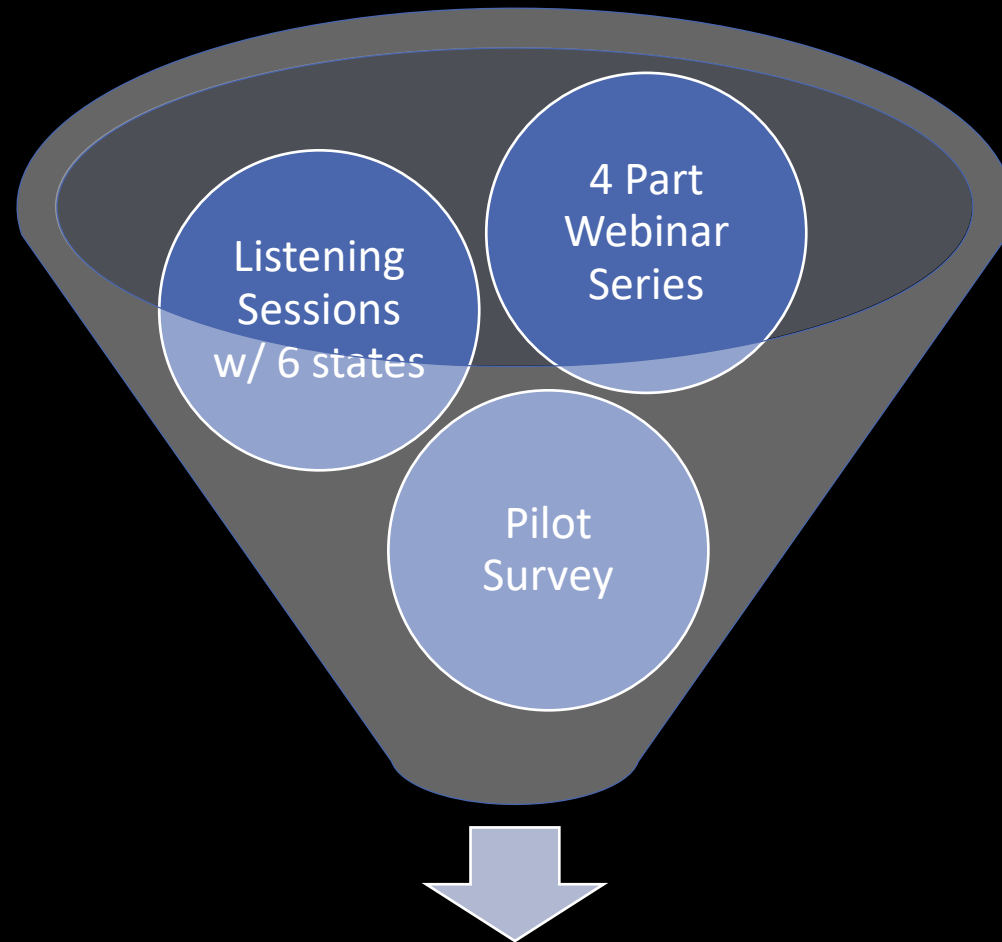## The Assertive Community Treatment Leadership and Supervision Project

Overall Goal:

To support team leadership in promoting high quality ACT services for people who experience significant psychiatric disabilities.
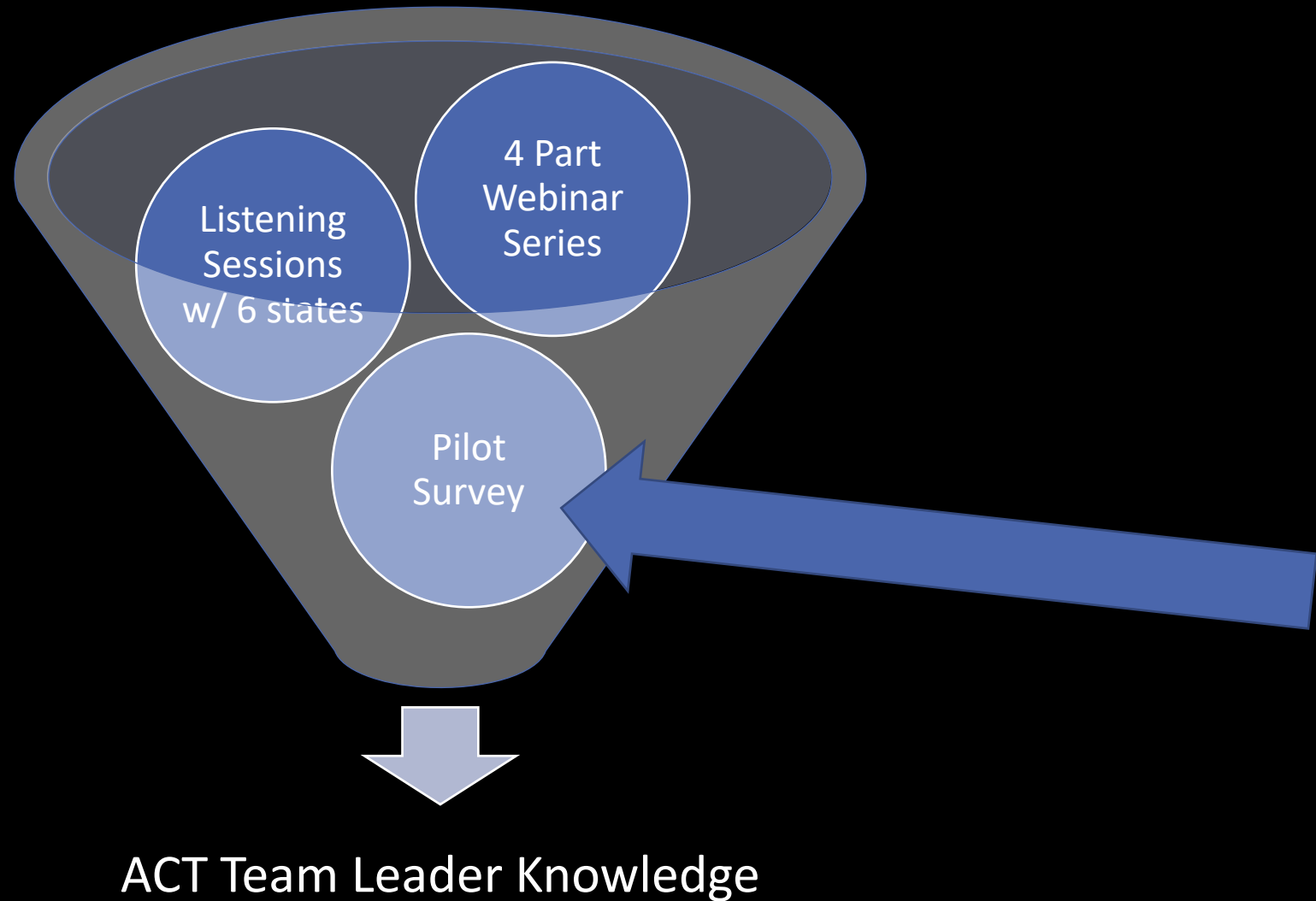
Project activities to achieve our goal (2020-2021)

Listening Sessions w/ 6 states

4 Part Webinar Series

Pilot Survey

ACT Team Leader Knowledge

Project activities to achieve our goal (2020-2021)

Listening Sessions w/ 6 states

4 Part Webinar Series

Pilot Survey

ACT Team Leader Knowledge

Plan for Today's Dialogue Presenting Survey Results

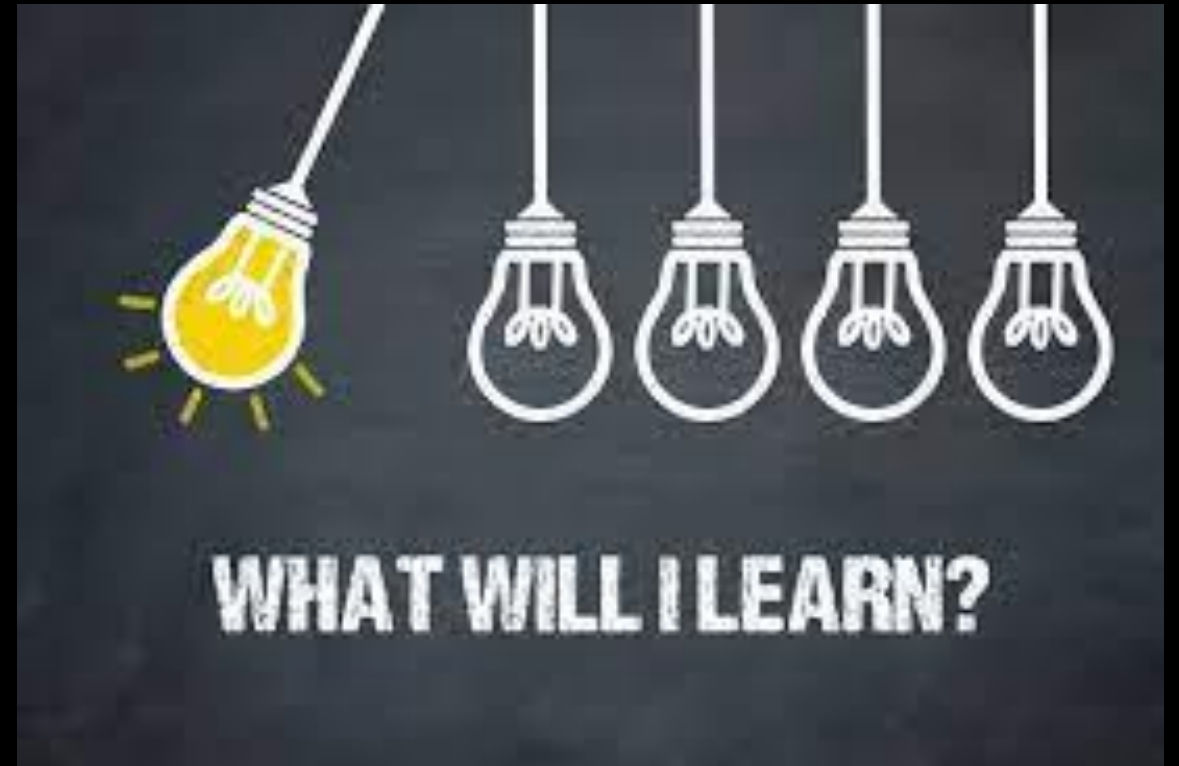Overview of ATLAS Project ⟩ What was in the survey? Why? ⟩ Preliminary Descriptive Survey Findings ⟩ Learning Objectives

Today's Learning Objectives

❖Understand what was included in the survey and why

❖Identify where gaps still exist in our knowledge

❖Leave with one way you can help the information around ACT team leaders move forward

WHAT WILL I LEARN?

Primer…

➢ ACT is an essential treatment model in community mental health

➢ Interdisciplinary community-based team, led by a team leader

Assertive Community Treatment in the U.S.
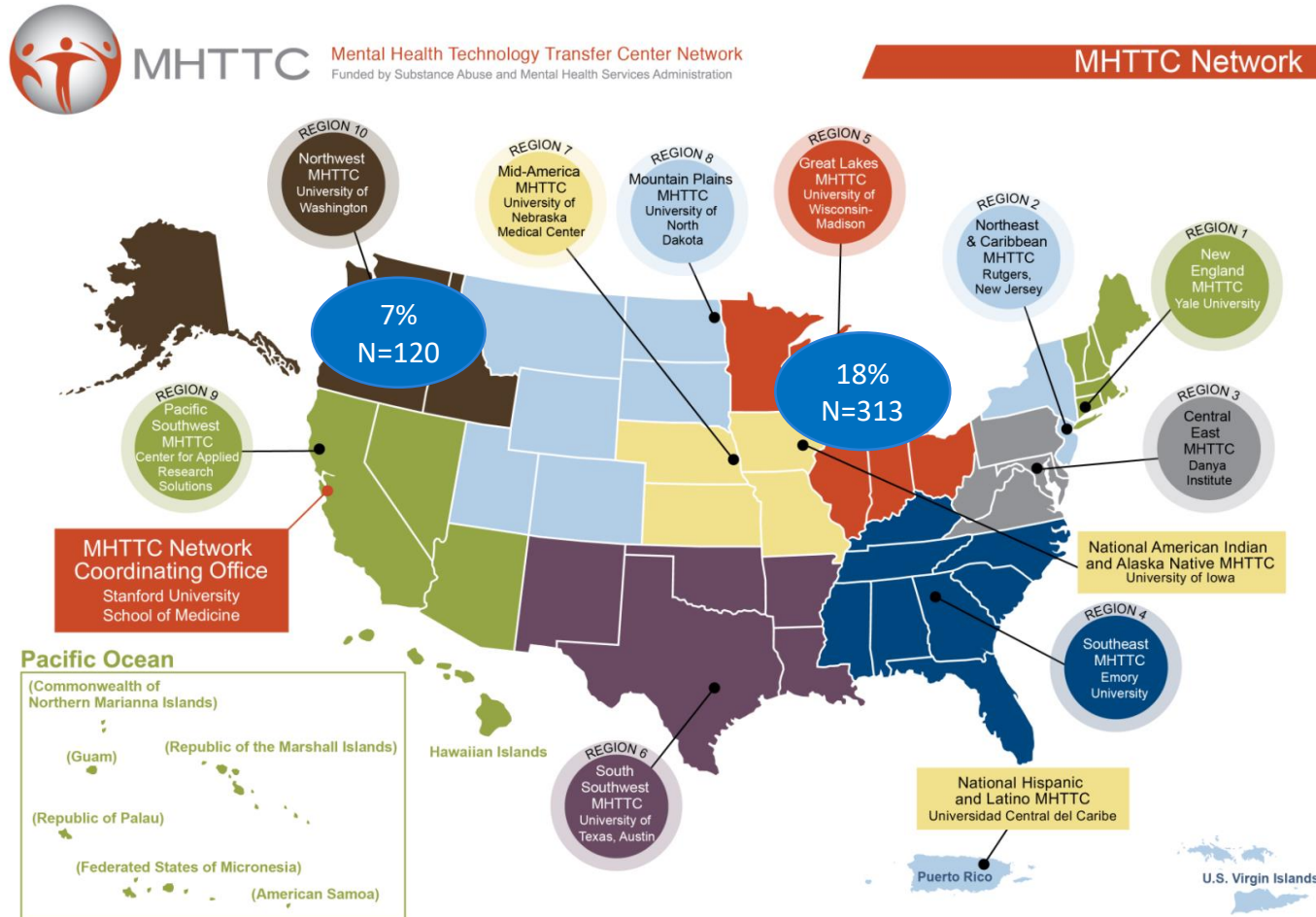
- Estimated Need to meet Demand:
  - 8,333 ACT Teams
  - 11,250 Team Leaders
- All States report providing ACT
- Total reporting ACT in 2019:
  - 1724 (14% of total facilities)
  - 120 in Northwest Region (7%)
  - 313 in Great Lakes Region (18%)

Initial State of our Knowledge

- PACT Manual

- TMACT/DACTS guidance

- Ideas on leadership from other areas have some relevancy
  - Bass's multifactor model of leadership (i.e., transformational & transactional leadership) seems applicable
  - Styles of leadership influence both team and persons served variables
  - Both task & relationships are important for understanding the influence of leaders and defining what effective leaders must consider

- Very little information specifically looking at ACT team leader
  - First specific ACT team leader study to fill in gaps (Studer, 2015)

In the beginning.

All Listening Sessions

Key Themes from all ACT Listening Sessions

Key Strengths
- Provides direct supervision
- Seeks team input
- Knows ACT, knows clients, does direct practice
- Encourages others

Challenges Faced
- Technology/Telehealth (learning curve, less ability for rich assessment)
- Staff issues (turnover, poor wages, not right fit, burnout, low morale)
- Lack of resources (both pre- and post-pandemic)

Tips & Strategies
- Offer support; be kind; share successes and have fun and deliberate time w/ team
- Be comfortable with the "gray" areas and ambiguity
- Acknowledge there is constant change
- Find mentors

Yet, still limited evidence of ACT leadership and supervision

Team Leader Characteristics & Functions

Gap

Current Knowledge

Target Knowledge
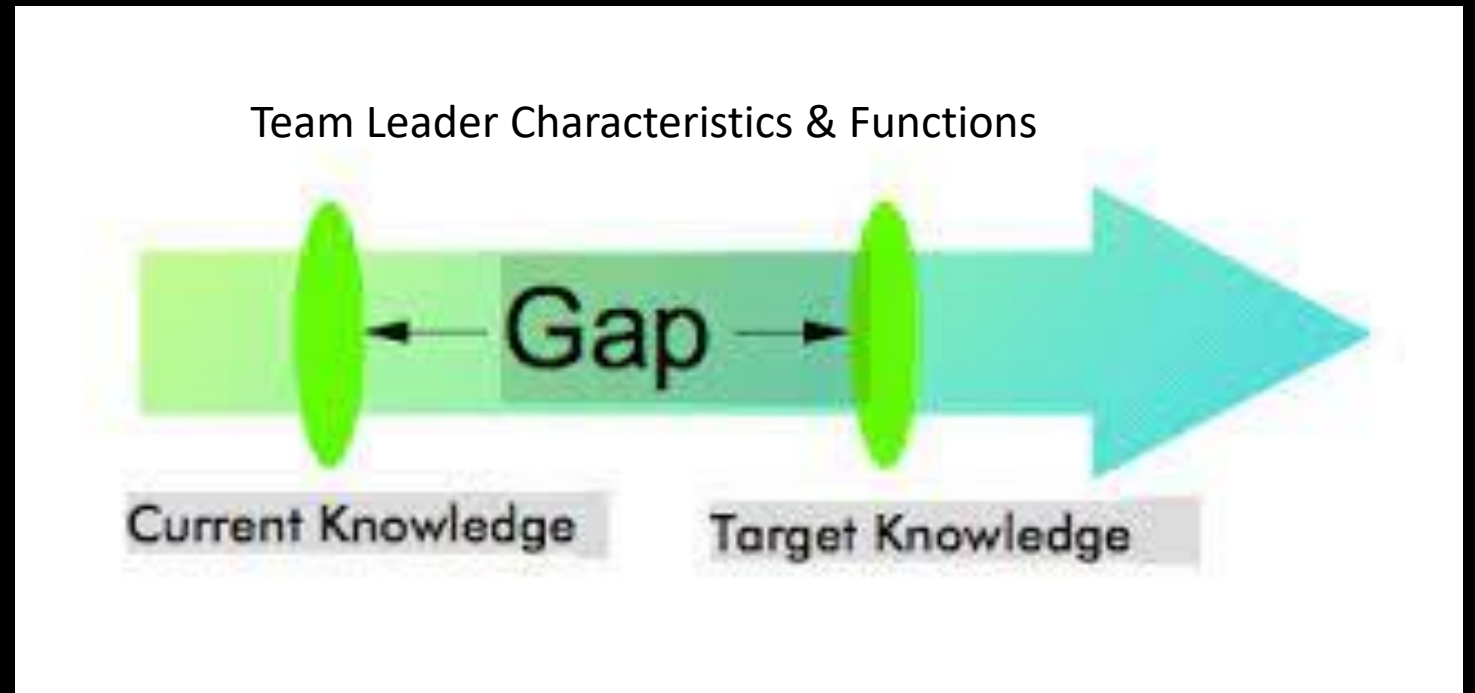
Juggling ACT of Leadership and Supervision

What remains limited is our understanding of …

Fidelity ———————————————— Adaptation

New Knowledge ———————————————— Old Habits

Expectations ———————————————— Realities

Intentions ———————————————— Competing Demands

What are the critical ingredients in team leadership that optimize ACT services?

Identifying Team Leadership Strategies
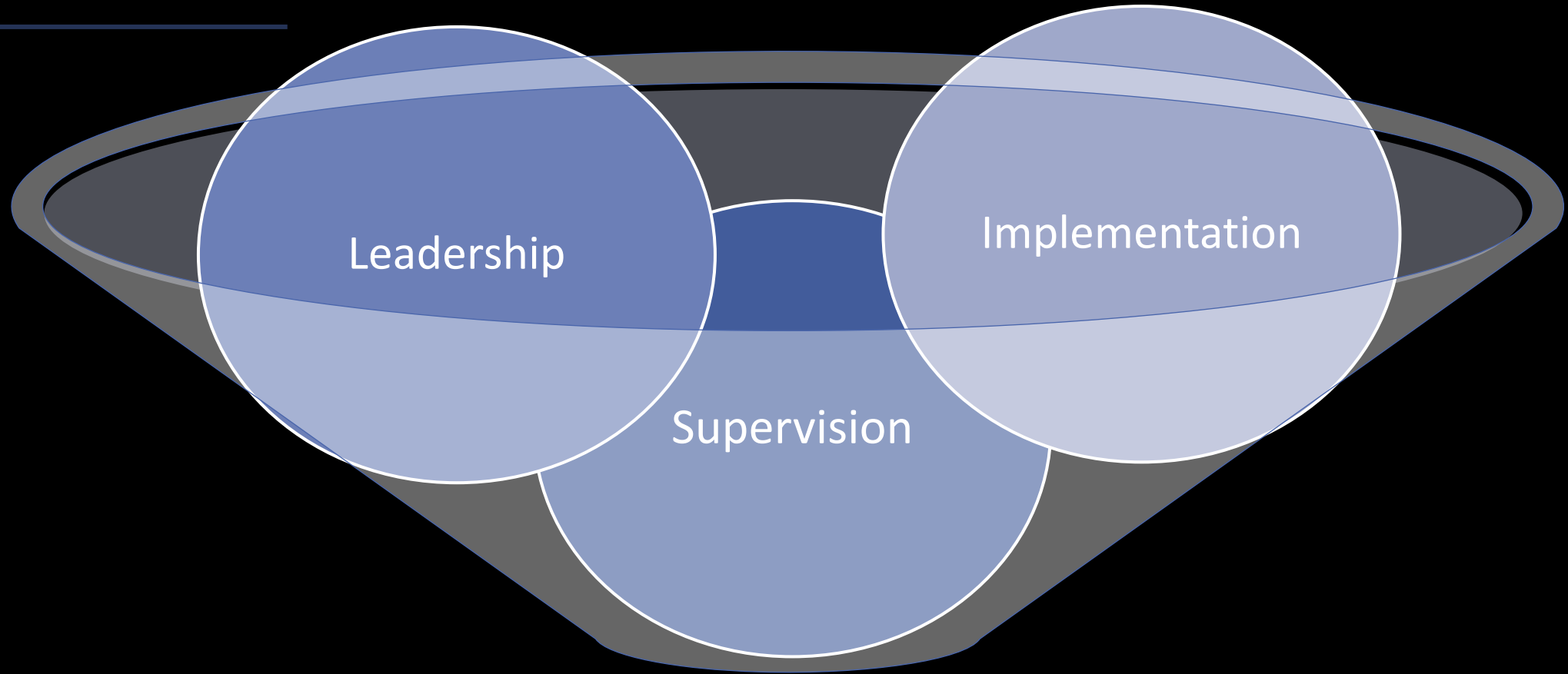
Implementation Leadership Theory

- *Implementation Leadership*
  - Proactive
  - Supportive
  - Perseverant
  - Knowledgeable
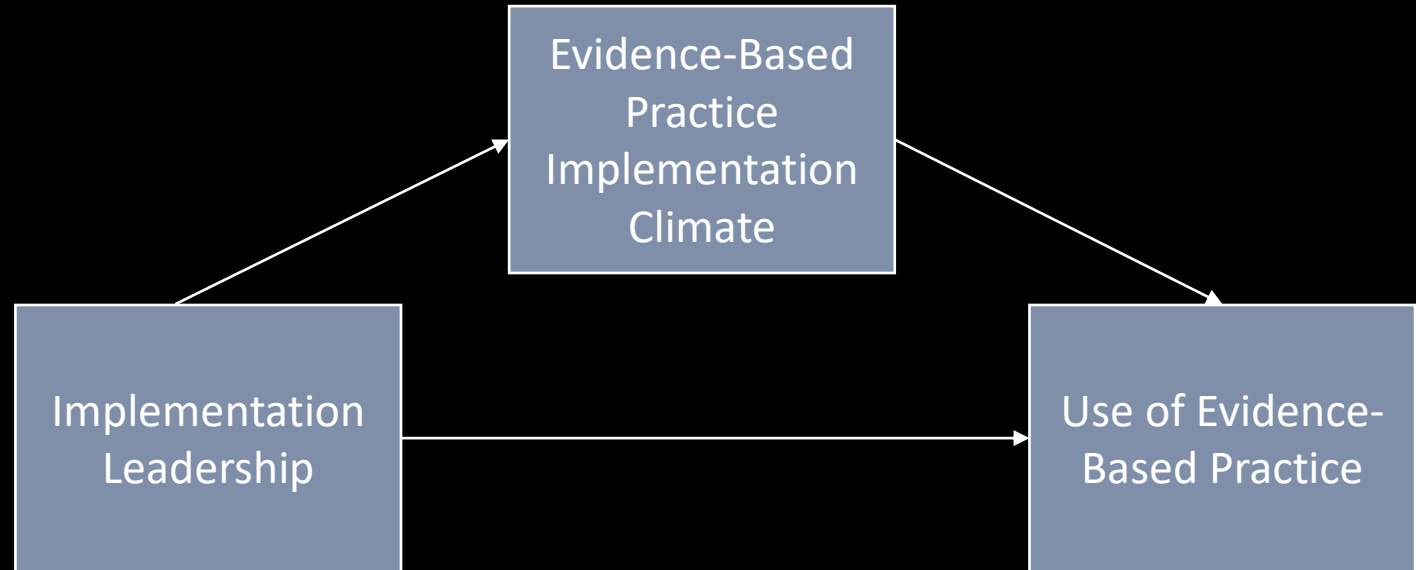
- *Theory of Middle-Managers' Role in Implementation Theory*

Meza, R. D., Triplett, N. S., Woodard, G. S., Martin, P., Khairuzzaman, A. N., Jamora, G., & Dorsey, S. (2021). The relationship between first-level leadership and inner-context and implementation outcomes in behavioral health : a scoping review. *Implementation Science.* 1–21.

Leadership Theory

- *Transformational Leadership*
  - Leadership style that is inspiring, mission-driven, and individualized

- *Leader-Member Exchange Theory*
  - Process of leadership
  - Bidirectional, interactions between leaders and team members
  - Mediates the relationship between leader characteristics and team outcomes

Transformational Leadership → Leader-Member Exchange → Staff Member Behavioral Outcomes
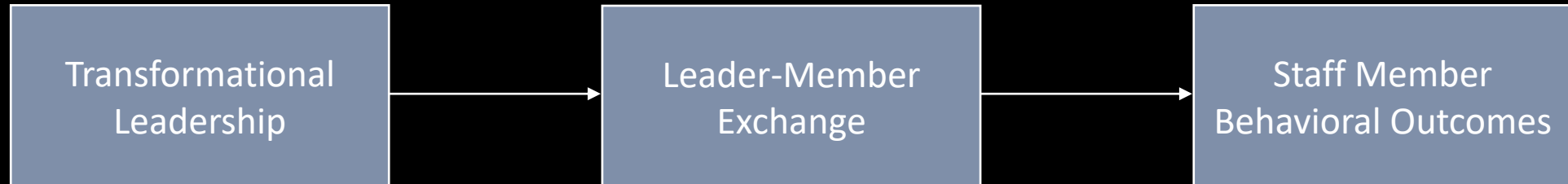
Evidence-Informed Supervision Practice Strategies

Learning Strategies

Use of Structured Tools

Data Gathering

Feedback

Relational

Expert Rated Important Supervisory Behaviors

Lead Team Meetings — Encourage giving & receiving positive feedback

Build & Enhance Skills — Provide rewards & recognition for incremental change

Monitor & Use Outcome data — Identify strengths and areas of need using client outcome data.

Quality Improvement — Use service data (e.g., time in community, caseload) to make improvements in adherence to ACT

Carlson, L., Rapp, C. A., & Eichler, M. S. (2012). The experts rate: Supervisory behaviors that impact the implementation of evidence-based practices. Community Mental Health Journal, 48(2), 179–186. https://doi.org/10.1007/s10597-010-9367-4

Research Questions

➢ What are the characteristics of people working as ACT team leaders and ACT team members?

➢ What are the experiences of leadership and supervision strategies in ACT?

➢ To what extent do team leaders perceive barriers in implementing high fidelity ACT services?

➢ What, if any, activities are team leaders interested in to support team leadership and supervision?

Survey Data Collection

Developed & Piloted the Survey

Invited Team Leaders to Enroll their teams

Invited Team Leaders and Staff Members to Complete the ATLAS survey in Qualtrics

Participants received $20 for completing the survey & teams received $100 if over 60% of team members participated
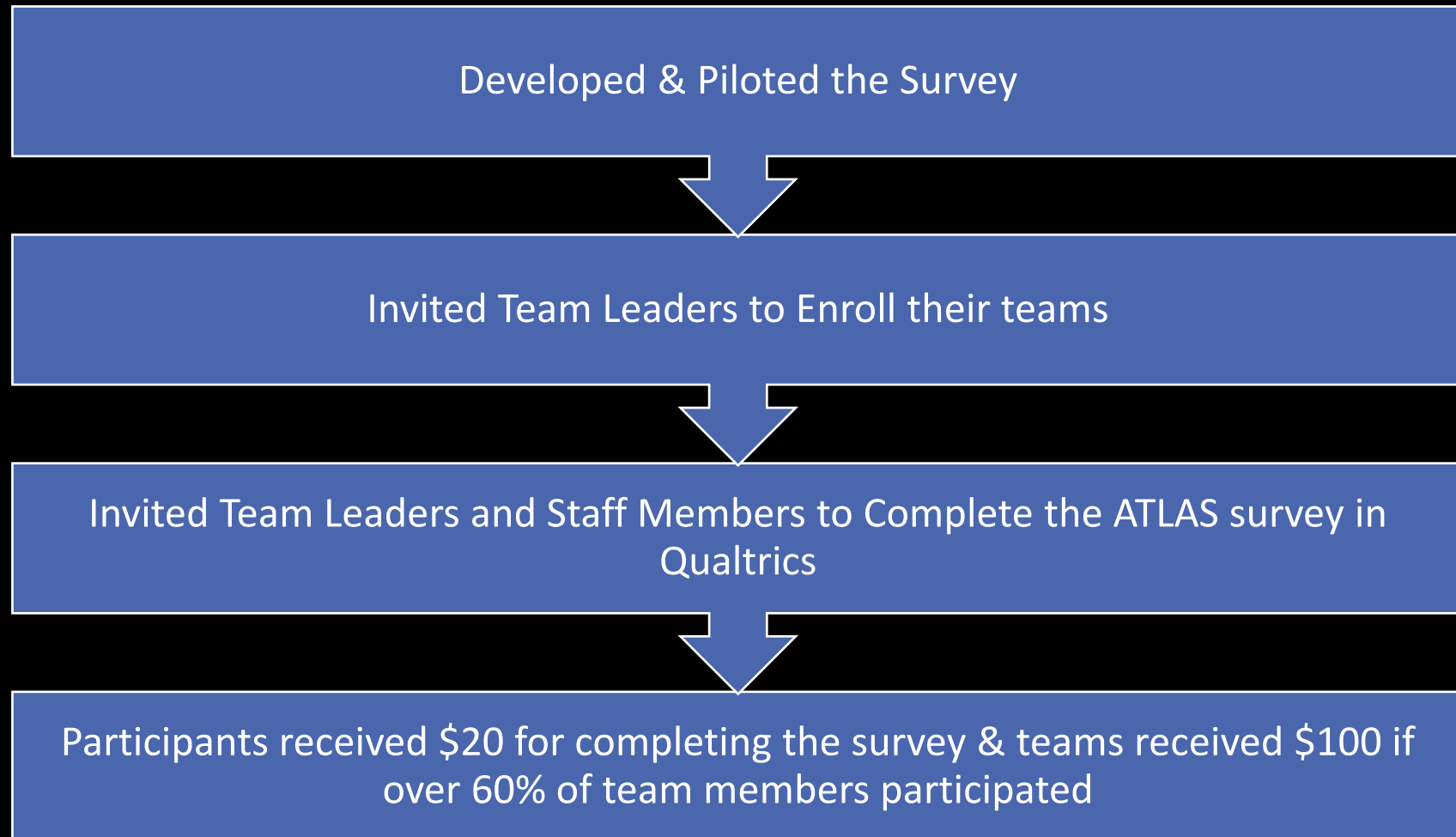
ACT Team Enrollment

- Teams (N=40) enrolled from two states
- Average of 2.4 (SD=1.7) teams per agency, Range from 1 to 7
- 72.5% private non-profit agency, 17.5% Public agency, 10% for-profit
- Average of 11 (SD=2.8) staff members per team, Range from 6-19
- Current vacancies is one position per team, (SD=1), Range 0-4
- 47% of teams have been operating for 14+ years
- 1 team served transitional age youth

URBANICITY

Rural 37%
Urban 43%
Suburban 20%
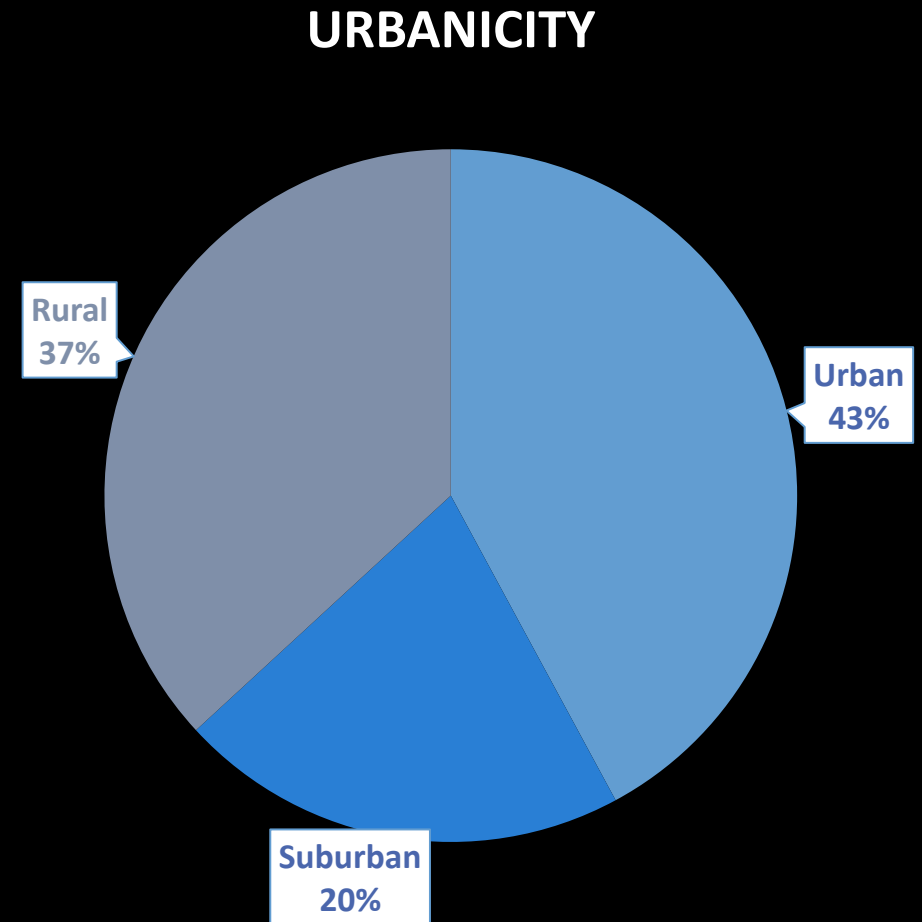
Participant Characteristics

	Staff Members (N=198)			Team Leaders (N=24)		
	Mean	SD	Mode	Mean	SD	Mode
Agency Tenure	5.85	5.43	2	12.52	10.17	14
Tenure with this Team Leader	3.39	3.75	2			
Years Experience as a Team Leader				5.23	4.23	2
Years Experience with ACT	7.19	31.21	2	8.1	5.39	5
Hours Work Per Week	38.71	7.37	40	42.29	5.37	40
Age	42.81	11.86	43	46.68	11.23	43

Participant Characteristics

		Staff Member		Team Leader	
		N	%	N	%
Hourly/Independent Contractor		105	53	2	8.3
Highest Level of Education	BA or less	131	43.4	0	0
	MA	55	27.8	23	95.8
	Phd/MD	12	6.1	1	4.2
Relevant Experience	Social Work	44	22.2	12	50
	Relevant Lived Experience	18	9.1	0	0
	Mental Health Counseling	34	17.2	11	45.8
Gender Categories	Woman	161	81.3	17	70.8
	Man	32	16.2	5	20.8
	Transgender	1	0.5	0	0
	Non-binary	2	1	0	0
	Prefer to self-describe	2	1	0	0
	Prefer not to respond	2	1	2	8.3
Racial Categories	American Indian or Alaska Native	2	1	0	0
	Asian	5	2.5	0	0
	Black or African American	7	3.5	0	0
	White	178	89.9	22	91.7
	Prefer to self-describe	4	2	0	0
	Prefer not to respond	5	2.5	2	8.3

Reports of Team Leadership

	Staff Report (N=198)		Leader Self-Assessment (N=24)	
	Mean	SD	Mean	SD
Transformational Leadership: 0 (not at all) – 4 (frequently)	2.89	0.92	3.11	0.51
Implementation Leadership: 0 (not at all) – 4 (great extent)	2.94	0.90	2.91	0.63
Leader-Member Exchange: 7 (very low quality) – 35 (very high quality)	27.20	6.06	27.52	3.96
Supervisory Working Alliance: 0 (almost always) – 7 (almost never)	5.46	1.25	5.36	0.75

Staff Reported Available Supervision

- 79% received workplace-based supervision only, 10% none, and 10% had external as well

- 64% reported their supervisor is almost always available when they have a question

- 89% reported that the team leader provides their supervision

- 5 hours (SD=2.3) of supervision (including team meeting)

24.3%

18.0%

54.1%
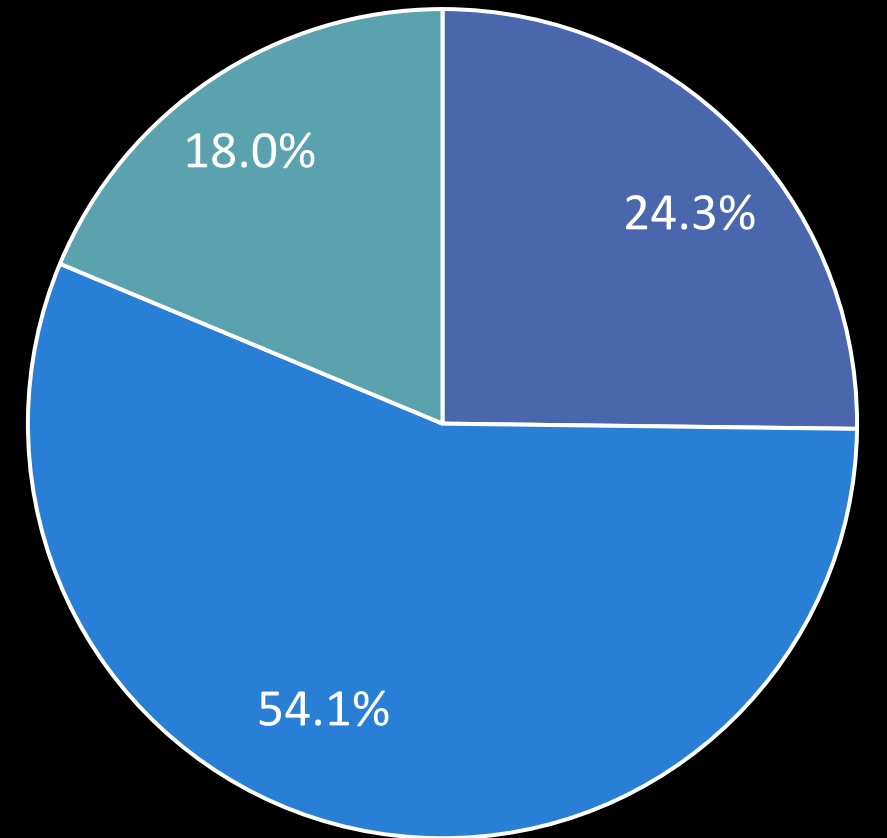
□ Administrative □ Clinical □ Other

Evidence-Informed Supervision Practice Strategies

Supervision Practice Elements (1 - not at all - 5 almost always)	Staff Report (N=198)			Team Leader Report (N=24)		
	Mean	SD	Mode	Mean	SD	Mode
Clinical Suggestions	3.86	0.96	4	4.29	0.69	4
Praise	3.76	1.14	5	4.42	0.72	5
Elicitation	3.66	1.09	4	4.08	0.72	4
Progress Note Review	3.04	1.31	4	3.54	0.83	3
Outcome-Based Supervision Feedback	2.91	1.32	4	2.75	1.11	3
Modeling	2.79	1.30	3	3.17	0.92	3
Use of an Agenda	2.74	1.38	1	3.67	1.05	3
Supervisor Elicitation of Supervision Feedback	2.73	1.34	3	2.88	1.26	4
Use of Teaching Tool(s)	2.59	1.31	1	2.67	0.92	3
Use of a Structured Tool	2.58	1.29	3	2.46	1.18	2
Considered Privilege, Oppression, or Racism in Supervision	2.46	1.20	3	3.33	0.92	4
Practice Observation	2.38	1.37	1	2.13	1.19	1
Use of a Learning Plan	2.32	1.26	1	2.79	1.06	3
Supervisor Decides Agenda	2.31	1.03	2	2.67	0.56	3
Behavioral Rehearsal	2.14	1.29	1	2.54	1.10	2

Team Leader Behaviors

|	Staff Member (N=197)			Team Leader (N=24)		
	Mean	SD	Mode	Mean	SD	Mode
Promotes person-centered care in Team Meetings	3.11	0.86	3.00	3.13	0.90	4.00
Reviews treatment planning documentation for person-centered care	2.96	1.06	4.00	2.63	0.88	3.00
Encourages staff to give and receive feedback in team meetings.	2.75	1.15	4.00	3.00	0.83	3.00
Gives specific feedback	2.71	1.10	3.00	2.88	0.74	3.00
Elicits Staff Feedback on Barriers & Advocates to remove barriers.	2.59	1.22	3.00	2.67	0.76	2.00
Identifies, develops, and implements strategies to overcome barriers.	2.44	1.22	3.00	2.67	0.64	3.00
Uses ACT specific process or service data (e.g. time in community, caseload size) to make improvements	2.32	1.33	3.00	2.46	1.10	2.00
Uses Outcome Data to Identify Strengths/Areas for Improvement	2.22	1.25	3.00	1.96	0.91	2.00
Obtains Client feedback	2.19	1.28	2.00	1.96	1.00	1.00
Provides rewards and recognition for incremental steps	1.74	1.32	1.00	2.08	1.02	2.00
Spends time out in the field with me	1.23	1.31	0.00	1.08	0.97	1.00

What are we missing?

What other critical ingredients of team leadership and supervision did we miss?

Team Leader Reported Barriers to High Fidelity ACT

0 (not at all) - 4 (very great extent)	Mean	SD	Mode
Low Staff Pay or Poor Benefits	2.1	1.2	2.0
Extensive Regulatory Requirements	1.7	1.2	1.0
Not enough Practice-Based Training	1.6	0.8	2.0
Staff commitment or Skill level	1.6	1.0	1.0
State Level Leadership Overseeing ACT	1.5	1.4	0
Low staff retention	1.5	1.2	1.0[a]
Inadequate Funding	1.5	1.3	0
No Preparation Support for Fidelity Assessment	1.4	1.3	1.0
Inconsistent Medicaid Funding	1.3	1.0	1.0
No Available Consultation when new or complex issues arise	1.2	1.2	1.0
No Available Technical Assistance to support implementation of EBP or PCC	1.2	1.1	1.0
No Infrastructure for Outcome Data Collection & Monitoring	1.2	1.0	1.0
Agency leadership (outside the team)	1.2	1.2	0
Agency culture or climate	1.1	1.0	1.0
Lack of support to advance my TL leadership, supervision, or team management	1.1	1.2	0
ACT fidelity criteria are not clearly defined	1.0	0.9	0
High Staff Conflict	0.9	1.0	0.0

Team Leader Support Preferences
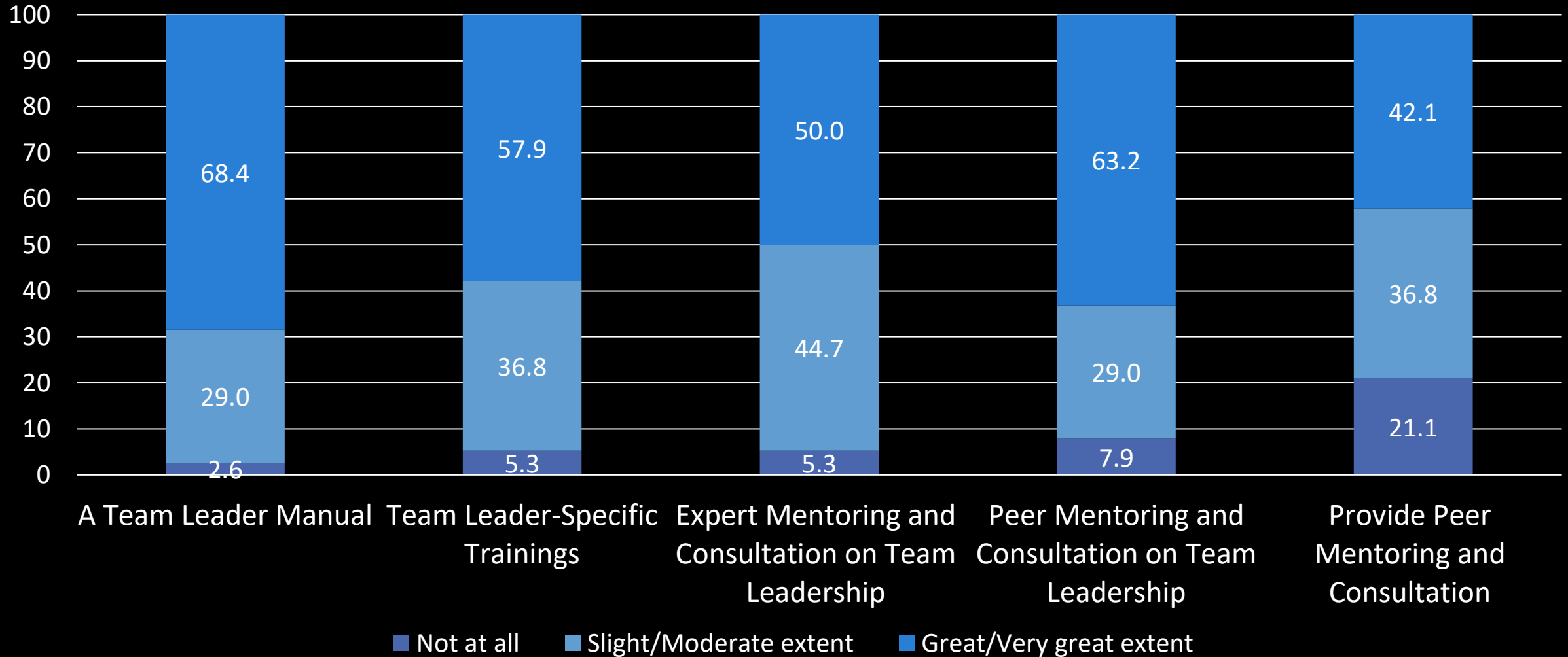
Discussion

✓ More questions than answers (for now)

✓ Sustainability of ACT

- Workforce retention, experience, homogeneity

✓ Relational supervision and leadership strategies experienced frequently

✓ Use of data to inform supervisory feedback

✓ Person-Centered Care Focus

Consider Trying Out One of these Strategies

❖Use praise, recognition, or rewards for incremental success

❖Experiential Learning within Individual Supervision or Team Meetings

❖Ride Along for Direct Observation

Would these reports be different next year?

Are any of these surprising? Different interpretations?

Next Steps for the ATLAS Project

1. Complete Pilot Data Collection

2. In-Depth Multilevel Data Analysis

3. Refine Survey Instrument & Process

4. Hope to Launch in More States

Goal: Evidence-Informed and Effective Team Leadership and Supervision-Focused Resource for Support

Thank you for your participation in our first year of the ATLAS Project!

We are so grateful for your partnership and sharing your expertise with us!

Questions? Comments?

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