

How to Ensure Fidelity in Group Interventions

Continuous Quality Improvement

Training Objectives

- Discuss the importance of fidelity
- Examine key indicators of Continuous Quality Improvement (CQI)
- Review and practice how to provide CQI for group interventions

A photograph of a door set in a brick wall at night. The door is illuminated from above by a small light fixture. The text on the door is white and reads: "Ever wonder what goes on behind closed doors?". The door has a handle on the right side. The surrounding area is dark, with a small bush visible on the left and a concrete mat in front of the door.

Ever
wonder
what
goes
on
behind
closed
doors?

Without Observation

- No chance to...
 - Reinforce good work
 - Correct mistakes or inconsistencies
 - Identify gaps in skill
 - Assure that there is fidelity with model

Fidelity to an Evidence-Based Practice

- **Fidelity:**

Implementing the intervention as closely as possible to the way it was designed and delivered during the research stage

- **Evidence-Based Practice:**

A practice that has been shown to work through use of scientific research.

What happens when both are not present?



DRIFT

- Accidental adaptation can pose significant problems
- Too much adaptation might decrease an intervention's effectiveness

Evidence Supporting Supervision

- Conditions
 - Manual Only
 - 14 hour Workshop
 - Workshop + Feedback
 - Workshop + Coaching
 - Workshop + Feedback + Coaching

**All had
initial skill
acquisition**

Miller, et. al., A Randomized Trial of Methods to Help Clinicians Learn Motivational Interviewing. Journal of Consulting and Clinical Psychology (2004)

Four Months Later

- Conditions

- Manual Only
- 14 hour Workshop
- Workshop + Feedback
- Workshop + Coaching
- Workshop + Feedback + Coaching

Could not
detect
who had
training

Only condition that maintained benefit after 4 months

Is this true with cognitive-behavioral programming?

- Conditions
 - Manual Only
 - Manual + Web-based Training (40 hours)
 - Manual + Training + Supervision (observation and feedback)

Sholomskas, et. al., We don't Train in Vain: Three Strategies of Training Clinicians in CBT. Journal of Consulting and Clinical Psychology (2005)

Cognitive-Behavioral Intervention

- Conditions
 - Manual Only **No Transfer**
 - Manual + Web-based Training **Modest Transfer**
 - Manual + Training + Supervision **Proficient**

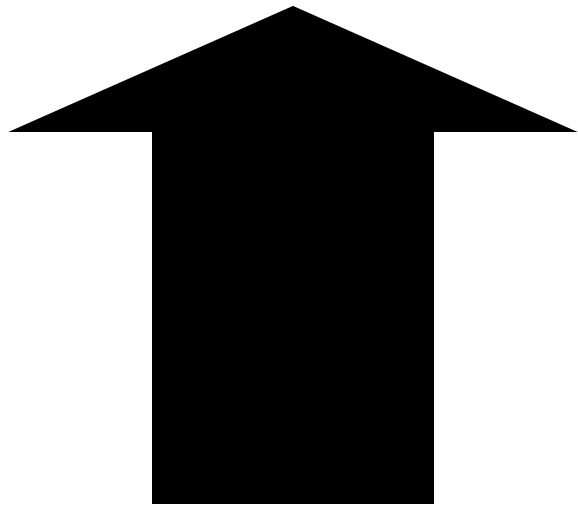
Sholomskas, et. al., We don't Train in Vain: Three Strategies of Training Clinicians in CBT. Journal of Consulting and Clinical Psychology (2005)

Sholomskas, et. al., 2005

“Face-to-face training followed by supervision may be essential for effective technology transfer and raises questions about whether practitioners should feel competent to administer an empirically-supported treatment on the basis of reading a manual alone.”

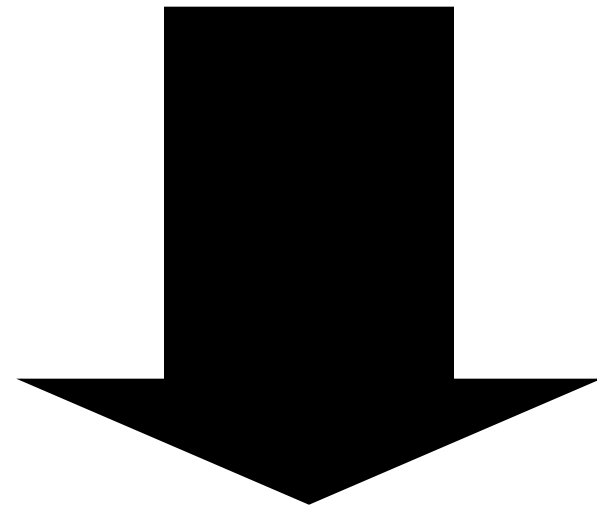
The Importance of Fidelity

Every major study shows strong relationship between program integrity and recidivism



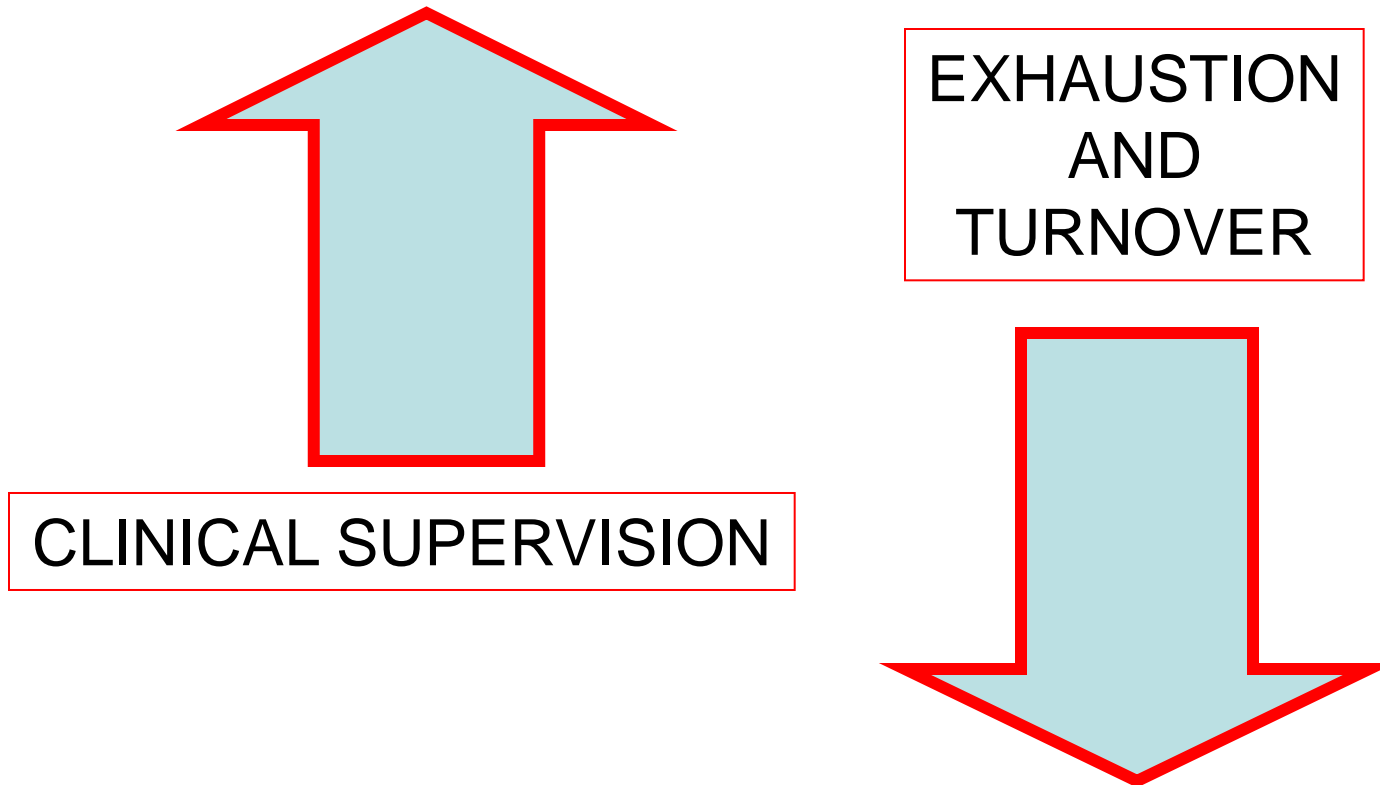
INTEGRITY

RECIDIVISM



Reduce Burnout

NIDA study reveals that clinical supervision was negatively associated with emotional exhaustion & turnover



What Do We Know About Fidelity?

- Fidelity is related to successful outcomes (i.e., recidivism reductions)
- Poor fidelity can lead to null effects or even iatrogenic effects
- Fidelity can be measured and monitored
- Fidelity cannot be assumed

CQI – What Is It?

- A method of continuously examining processes and making them better
- Key principles:
 - Use of data and team approaches to improve decision making
 - Involvement of entire organization to improve quality
 - Continuous improvement of all processes and outcomes

How is this different from QA?

- Retrospective review process
- Emphasis on regulatory and contract compliance

Catching people being bad leads to hide and seek behavior

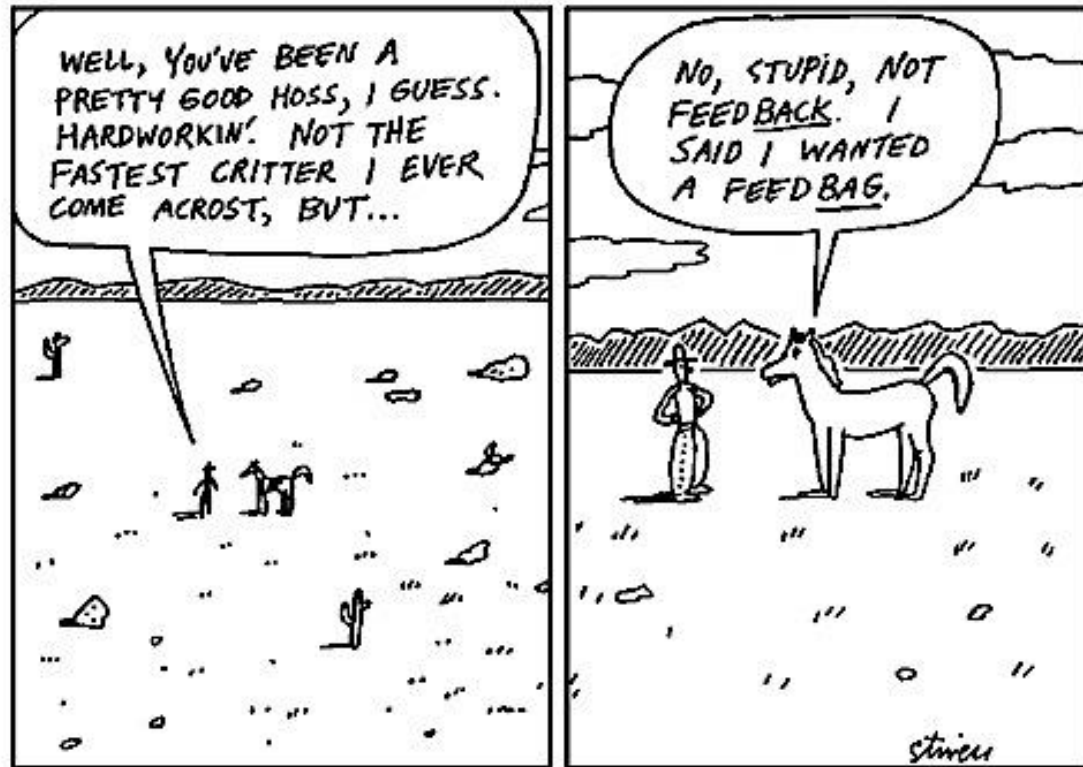
Benefits of CQI

- Proof of effective services
 - Maintain or secure funding
 - Improve staff morale and retention
 - Educate key stakeholders about services
- Highlights opportunities for improvement
- Data to inform quality improvement initiatives

Benefits of CQI

- Establish/enhance best practices
- Monitor/ensure treatment fidelity
- Engaging in CQI helps organizations to achieve their mission
- Evidence that programs utilizing CQI/evaluation processes demonstrate better outcomes

CQI Process for Group Interventions



Feedback and Coaching

Anxiety with Rating

- Emphasis on learning process – don't try to evaluate until a preplanned learning curve period
- Emphasis on improving rather than criticism

Fidelity to Model

- Not a discussion of RIGHT or WRONG
- Identifying what is **CONSISTENT** OR **INCONSISTENT** with the model

Process of Supervision

1. Direct observation of sessions
2. Structured feedback about adherence and competence
3. Coaching to improve implementation with proficiency
4. Continue evaluation with frequency until reach proficiency

Coaching Format

- Staff should be afforded the opportunity to share their impressions of the session
- Coach should provide direct and specific feedback
 - Show them the rating form
 - Review strengths
 - Areas for improvement, give specific examples
- Concrete plans should be developed to address areas needing improvement

Rating Form

- Should include facilitator ratings in the following general areas:
 - Knowledge of cognitive-behavioral interventions and ability to explain new skills and concepts
 - Adherence to curriculum
 - Group behavior management
 - Ability to effectively communicate and build rapport with participants

One example...

- Let's review the Group Facilitator Evaluation Form

Practice Activity

- Watch the following group demonstration and use your Group Facilitator Evaluation Form to record observations

[Understanding the Feelings of Others](#)

[Roll a Roll Activity](#)

Practice Activity

- In pairs, practice giving feedback to the facilitator based on what you saw during the demonstration.
- Switch roles so that each person has an opportunity to give feedback using the form.

Designing an Ongoing CQI Process

Develop Proficient Staff

- Define proficiency
 - Provide information to staff
- Once rated as proficient, decrease observation frequency

For Non-Proficient Staff

- Define proficiency
 - Provide information to staff
- Work on change planning until proficiency is reached

Change Planning

- Plan of correction
- Proactive approach to problem solving
- Empower staff
- Use objective data to inform decision making

Strategies for Improvement

- Role play
- Trial and error
- Written vignettes – if client says . . . you respond _____.
- Role play and make common mistakes – have them identify mistakes and how to replace
- Coach develops a pictogram or flow chart of the methods
- Imagery
- Project client responses
- Rewards and consequences

Summary

- The relationship between strong fidelity and decreased recidivism is proven
- Group interventions can be supervised using CQI methods
- The goal is to guide facilitators to proficiency

Questions

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