

**Building a Strong School-Based Outpatient Therapy
Program:
Providing Quality Services and Enhancing
Community Partnerships**

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50 YEARS

Disclosure Statement

- The presenter has no real or perceived relevant financial relationships to the content of this presentation.

Introduction

- Dr. Amanda Katchur
- Community Services Group, Lancaster PA
 - Licensed Psychologist
 - Program Coordinator
 - Clinical Supervisor
- Graduate of Temple University's Strength-Based Leadership Program
- Graduate of Leadership Lancaster's Core Class

Objectives

- Participants will be able to develop an enhanced model of supervision for school-based outpatient therapists.
- Participants will be better able to identify the unique challenges facing school-based outpatient therapy programs and evaluate options to increase both therapist and client satisfaction with services.
- Participants will learn how to facilitate effective communication with community partners and to strengthen these relationships.

What Has COVID-19 Taught Us as Mental Health Professionals and Supervisors?

- The power of shared human experiences
- The ability to pivot and be flexible when needed
- Even better understanding of student's lives and meeting clients where they are
- Importance of boundaries
- Increased ability to serve through technology
- Need to support clinicians in the way that is helpful to them
- Using resources with intention

What is School-Based Outpatient Therapy?

- Voluntary service provided during the school day
- Utilizes insurance coverage
- Yearly contracts with schools
- Buildings licensed as satellite offices
- Referrals generally received from school staff and administrators
- Clinicians provide individual and family therapy
- Have provided groups (DBT-informed and grief groups)

CSG School-Based Outpatient Therapy in Lancaster/Dauphin Counties

- 19 clinicians
 - 17 licensed (LCSW, LSW, LPC)
 - 2 unlicensed but license-eligible
 - Mix of 10 month and 12 month employees
- 7 school districts
 - 2 Dauphin County
 - 5 Lancaster County
- 37 school buildings



Providing School-Based Services in Collaboration with Community Partners

- Presents unique challenges:
 - Being aware who is the consumer
 - Balancing relationships
 - Confidentiality and sharing of information
 - Integrating community clinicians into formal outpatient clinician supports
 - Day-to-day functions
 - Increasing needs versus capacity and clinical appropriateness



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Providing School-Based Services in Collaboration with Community Partners

- Presents many benefits
 - Increases access to services
 - Streamlined referral process
 - Increases consistency
 - Facilitates connection across environments
 - Communication and collaboration for the benefit of the student

Successful Partnerships: Clear Communication

- Clear communication needed to facilitate relationship
 - Importance of designated contact people
 - Consistent meeting
 - Agreed upon check-in points and plans for follow-up
 - Documentation
 - Policies and procedures
 - Benefit of face-to-face interaction
 - Being open to both giving and receiving feedback

Collaboration with our School District Partners

- One overall district contact person and one designated contact person per building
- Collaboration:
 - Hiring
 - Two interview process
 - Goal setting
 - Referrals
 - Communication with families
 - Brainstorming
 - Providing presentation/education opportunities for district staff



Importance of Supervision for Therapists in the Community

- Different than supervising on-site clinicians
- Provides a “home base”
- Assures similar procedures
- Connection and cohesion
- Assistance with decision-making
- Professional development
- Enhances quality of care
- Builds trust
- Identification of best practices



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Supervision of School-Based Outpatient Therapists

- Weekly group supervision
 - Organization of groups to best support needs
 - Virtual or in person
- Administrative meeting once per month
- Quarterly check-ins with school administration
- Bi-monthly check-ins with each district therapist group
- Benefit of technology for staying connected
- Awareness of license regulations and requirements



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Additional Supports for School-Based Outpatient Therapists

- Back to School Kick Off Meeting
- Biannual meetings with Program Coordinator and Practice Manager
 - Focus on job satisfaction, engagement, professional development
- In-person/virtual support during on-boarding process and beyond
- Performance concerns and corrective planning completed individually



Employee Engagement and Support

- Individual goal setting
 - Related to both professional development and performance
- Training plans
- Emphasis on self-care
- Building and sharing strengths
- Mentoring by experienced staff
- Promoting leadership from within
- Identifying the wins



Employee Engagement and Support

- Professional Quality of Life Scale (PQoL)
 - <https://proqol.org/proqol-1>
 - Utilized for the first time in Spring 2022 with School-based staff
 - Clinicians assess and then utilize responses to determine plans to support staff

As a Supervisor:

- Engage with staff
- Be an advocate when needed
- Pay attention to which “hat” you are wearing
- Learn the little things that make a big difference
- Recognize and respect that clinicians are the ones out in the field; learn from them
- Humility and mutual respect
- Follow through
- Model
- Maintain your sense of humor

Questions?



Thank you attending!

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