

# The Coordinated Services Team (CST) Initiative

## Outline for Building Care Coordinator Competencies

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The three primary phases of CST Care Coordinator (CC) training consist of the ***orientation, apprenticeship and observation***, and ***ongoing coaching and supervision***.

### Phase 1. Orientation

By attending the 2-day Care Coordination Fundamentals Workshop, the CC will receive a basic history and overview of CST and an introduction to the process, skill set, and competencies necessary to effectively coordinate and facilitate the team process from point of enrollment to transition.

- Basic history and overview
- How CST got started and why – what is a system of care
- Review of key principles
- Populations served
- Define the team process and partners
- Define roles and responsibilities
- Importance of effective team facilitation
- Introduction to the key skills and competencies
- Review of tools used in the process
- Review of challenges and the process for addressing them

### Phase 2. Apprenticeship and Observation

Following participation in the 2-Day Care Coordination Fundamentals Workshop, the new CC should be paired with an experienced CC/Coach. This role can be filled by an expert peer or supervisor – either within the employing organization, or from a site(s) outside the organization. Coaching activities not only focus on youth and family team meetings, but also youth and family engagement activities, engagement of other team members, and check-ins between meetings.

- Prior to each observation, the apprentice and the coach meet to prepare.
- The apprentice should observe activities including teams functioning at different phases of the CST process (such as assessment, planning, ongoing meetings, and transition)
- At a point of reasonable comfort with the process the apprentice can begin to lead some the activities with the coach observing.
- The coach will utilize an assessment tool (such as the Phases of the Team Process Checklist)
- Debriefing occurs after every encounter and team meeting

### Phase 3. Ongoing Coaching and Supervision

As Care Coordinators continue their work with families and teams, they should be provided with ongoing support and feedback to help ensure they maintain and deepen their competence. In all phases of supervision the process should follow the “*discuss, model, practice, and feedback*” process.

The process for providing feedback and support includes several facets. Most Care Coordinators receive individual and / or group supervision on at least a weekly basis. The supervision has a specific and intentional focus on supporting CC’s to further develop their practice skills, as well as their understanding about how skilled practice is connected to the CST principles, and how skilled practice activates positive change for children and families. Although coaching on practice is distinct from supervision focusing on paperwork and administrative procedures, there are often connections that should be discussed as well.

Coaching and supervising of CC’s should be informed by data. Record review should include review of the CANS tool, plans of care, satisfaction surveys, and fidelity assessments. Additional documents for review also may include plans for crisis, meeting minutes, and files notes. The documentation should be clear and straightforward, and able to be understood by the family and other team members. The documents should not contain acronyms or other jargon that may not be understood by others. The language used should reflect the principles of CST and clearly respectful of youth and family.

Periodic observation should also be part of a supervision plan. Observations should occur at least once per quarter and observations should include different phases and activities of the CST process. The observation should involve a reliable observation assessment tool and time for feedback and discussion. If the CC’s practice does not meet competency expectations, then more frequent observations utilizing a clearly understood improvement plan.

Additional training and technical assistance should be provided by the supervisor at each site. Topics will include introduction to system partners, understanding of system mandates, family eligibility, and assessment and documentation procedures.

Ongoing training and technical assistance is also provided throughout the year at twice annual Statewide Project Directors meetings, twice annual Regional CST meetings, as well as specialized local, regional, and statewide trainings and conferences.