



# Clinical Supervision the MI Way

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# Workshop Objectives

- Understand the principles of clinical supervision
- Describe supervision utilizing MI strategies.
- Identify the need for an AOD clinical supervisions and its impact on the workforce

The background features a colorful, stylized illustration. On the left, there are buildings in shades of purple and blue. In the center and right, there are abstract human figures in various colors (orange, blue, red, purple) and shapes, some appearing to be in motion or interacting. The overall style is modern and artistic, with a focus on human elements and community.

# Objective 1: Understand the principles of clinical supervision

- Supervision is a key ingredient in counselor training
- Counselor training and competencies revolve around the 12 core functions and TAP 21 Practice Dimensions.
- Research shows that effective clinical supervision leads to improved
  - Clinical skills for both
  - Therapeutic relationships
  - Therapy outcome



# Clinical Supervision – What is it? (2)

“Clinical supervision is the most appropriate learning medium for the counselor because it is a “learning by doing” process rather than a distant, classroom type of experience. Supervision provides us with an ongoing assessment of our skills and areas of clinical strengths and weaknesses.

*Powell 1980*



# Supervision

“Effective supervisors observe, mentor, coach, evaluate, inspire, and create an atmosphere that promotes self-motivation, learning, and professional development.....

Such supervision is key to both quality improvement and the successful implementation of consensus- and evidence-based practices”

*CSAT, 2007*



# Professional Practice Dimensions (TAP 21-A)

The basic tasks and responsibilities that constitute the work of an addiction counselor.

I. Clinical Evaluation

II. Treatment Planning

III. Referral

IV. Service Coordination

V. Counseling

VI. Client, Family and Community Education

VII. Documentation

VIII. Professional and Ethical Responsibilities

# 12 Core Functions

- ✚ Screening
- ✚ Intake
- ✚ Orientation
- ✚ Assessment
- ✚ Treatment Planning
- ✚ Counseling
- ✚ Case Management
- ✚ Crisis Intervention
- ✚ Client Education
- ✚ Referral
- ✚ Reports and Record Keeping
- ✚ Consultation



# Traits to Role Model and Mentor

- Respect
- Disclosure
- Concreteness
- Immediacy
- Genuineness
- Warmth
- Potency
- Empathy
- Confronting
- Self Actualization



# What are KSA's?

*A competency is comprised of:*

- ✚ **KNOWLEDGE** - *what we need to know in order to develop proficiency.*
- ✚ **SKILLS** - *the behaviors needed for effective performance.*
- ✚ **ATTITUDE** - *the state of mind consistent with professional practice*

TAP 21-A



# The Application of Supervision

Theories, roles and models of counseling

Development stages of counselor and supervisors

Evidence Based Supervision

Application to practice

Incorporate gender and culture

Providing group supervision



# Supervision Based on Counselor's Level of Development



See handout



# Evidence based supervision

- Supervisor utilizes evidence based supervision models and theory
- Supervision of the counselor's use of evidence-based treatment modalities and interventions
- Supervision based on domains of competency relative to counselor's level of certificate or license
- Supervision that uses evidence (data) from the supervisee to inform further supervision



# Models of Supervision

- ✚ Treatment-based models
- ✚ Competency based models
- ✚ Developmental models
- ✚ Integrated models
- ✚ Tailoring of the model to specific cultural and diversity factors



## Objective # 2

- **Describe supervision utilizing MI strategies.**



# Range of Supervision Types

Evidence Based Supervision

Modeling

Didactic

Participatory

Reflective



# Motivational Interviewing: *A Definition*

Motivational interviewing is  
a person-centered,  
directive  
method of communication  
for enhancing intrinsic motivation to  
change  
by exploring and resolving  
ambivalence.



# Performance Evaluation/MI Way

1. Ask what they like about their style, what are they doing well?
2. Reflect and confirm strengths you agree with
3. Ask what do they see they need to improve on?
4. Reflect and confirm what you agree with.
5. Add your thoughts on two specific things you would like work on over the next --- time
6. Ask them what they think about your thoughts.



# Video



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# David

## *by Michelangelo*

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# The 8 Stages of Learning M.I.

1. Overall Spirit
2. Client-centered Interviewing Skills (OARS)
3. Recognizing Change Talk
4. Eliciting Change Talk (ECT)
5. Rolling With Resistance
6. Consolidating Commitment
7. Developing A Change Plan
8. Transition and Blending With Other Methods

Miller, W. R., & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*

# How do you learn MI?

1. Take a 2 -3 day class  
([www.mhsinc.org/calendar](http://www.mhsinc.org/calendar)) or  
[www.motivationalinterviewing.org](http://www.motivationalinterviewing.org)
2. Read more - Tip 35: Enhancing Motivation for Change in Substance Abuse Treatment  
[www.samhsa.gov](http://www.samhsa.gov)
3. Practice using the spirit and skills
4. Practice with feedback (coding, consultation)

# What Counts?

- ✚ 40% of outcome is related to the client
  - ◆ Stages of change
  - ◆ Setting
- ✚ 15% of outcome is related to technique/skill
- ✚ 35% of outcome is related to the therapeutic relationship
- ✚ The rest is related to extra ordinary factors



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# Critical Issues Supervisees Need for Professional Integration

- ✚ Competence (skill and technique)
- ✚ Emotional Awareness (know oneself, aware of feelings, countertransference)
- ✚ Issues of autonomy (self-directedness)
- ✚ Issues of identity (theoretical consistency)
- ✚ Issues of respect for individual differences (tolerance, non-judgmental acceptance of others)
- ✚ Issues of purpose and direction (structuring a therapeutic direction, setting appropriate goals)
- ✚ Issues of personal motivation (awareness of the satisfactions and personal meanings inherent in counseling)
- ✚ Issues of professional ethics

# Critical Concerns and Issues for Clinicians

- Level of Competence
  - Certification
  - Registration status
  - Licensure status
  - Discipline
- Inability to seek objective feedback
- Integrity
- Clinicians recovery/non recovery
- Clinicians mental illness
- Biases
- Boundaries



# Tangible Benefits of Supervision

- + Improved service to clients
- + Higher practitioner job satisfaction
- + Less burnout
- + Decreased staff turnover
- + Lower administration costs
- + New skills learnt
- + Improved staff communication
- + Improved client outcomes? – needs research



# Full WRM-TA CCS Course

- ◆ Describe one definition of clinical supervision
- ◆ Describe counselor competencies
- ◆ Identify two models of clinical supervision
- ◆ Strategies and tools for clinical supervisors to use to help a counselor to develop and grow.
- ◆ Utilize MI for assessment and evaluation tools
- ◆ Define the ethics of supervision

# How MHS provides CCS

1. Required Training in MI and Clinical Supervision
2. Required direct observation – video tape supervision review in individual and group supervision
3. All levels of leadership are in monthly supervision (Senior VP, VP, and Program Manager)
4. Individual coaching, supervision or mentoring if needed.
5. (Parallel Process – Isomorphic Process)

# Questions?



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# More Information

- ❖ [www.motivationalinterviewing.org](http://www.motivationalinterviewing.org)
- ❖ A guide for Probation and Parole: Motivating Offenders to Change – US Dept Justice  
[www.nicic.org](http://www.nicic.org)
- ❖ Tip 35: Enhancing Motivation for Change in Substance Abuse Treatment
  - ❖ [www.samhsa.gov](http://www.samhsa.gov)
  - ❖ 800-729-6686

# Resources

- ✚ <http://www.treatment.org/Taps/tap21/TAP21Toc.html>
- ✚ Technical Assistance Publication (TAP)  
TAP 21- Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice
- ✚ TIP – Treatment Improvement Protocol: Knowledge Application Programs

# Resources

- + Gallon s. (2205) Clinical Supervision Training manual Portland Oregon Northwest Frontier ATTC
- + James Maddux, Ph.D. and Jonathan Mohr, Ph.D.
- + Southern Coast ATTC
- + Powell D revised edition (2005), Clinical Supervision in AOD Counseling: Principals, Models and Methods. New York: Lexington Books



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