CLINICAL SUPERVISION - HOW TO MAXIMIZE YOUR SESSION

USING STRENGTHS-BASED, MOTIVATIONAL INTERVIEWING AND REFLECTIVE SUPERVISION TECHNIQUES

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◦ CEO of Collectively- A Radlauer Venture  
◦ 25 years of experience in the Human Services field  
◦ Experienced trainer and coach at the individual, organizational and community level  
◦ Currently enrolled in a DrPH program specializing in public health and community behavioral health
Objectives

◦ Define primary goals of supervisory practice.
◦ Identify current compared to ideal tasks of supervision.
◦ Articulate various evidence-based practices to support the supervision process.
◦ Understand the need for strength-based feedback and support.
What is Supervision?

- A formal process of professional support and learning which enables practitioners to develop **knowledge** and **competence**, assume **responsibility** for their own practice and **enhance** consumer protection and safety in complex situations.”

England Department of Health, 1993

What is one word you would use to describe supervision (in the chat)…
Did You Know That There Are Four Types of Supervision?

- **Administrative**: Oversight of tasks and monitoring
- **Developmental**: Supervisor is teacher, mentor and coach
- **Clinical**: Review strategies and develop solutions
- **Reflective**: Review thoughts, feelings and behaviors associated with practice
Start with Self-Reflection

- Compare how you currently spend your time and how you wish you could spend your time.
- What would you need to do to reduce the discrepancy?
The Struggle is REAL!
What the Research States...

Manchester Clinical Supervision Scale

- The MCSS[c], utilized in one of largest Clinical Supervision studies, has helped to establish some public guidelines about the optimum conditions required for conducting the most effective supervision sessions. Winstanley, J., & White, E. (2003).

Evidence* recommends that:

- Longer sessions are better (60 minutes)
- More frequent sessions are better (at least monthly)
- Sessions in groups may be more effective
- Sessions away from the workplace may be better
- Supervisor trust/rapport is higher if the Supervisor is chosen.
Regularity

- Supervision needs to take place on a regular schedule
- Supervisory meetings are an investment in the professional development of the employees

Strengths Based Supervision
A Successful Strength Based Philosophy Focuses On:

- Enabling and empowering employees
- Helping them acquire a sense of control
- Helping them acquire competencies
- Inspiring and giving them hope
Strength's exercise

List 3 strengths of an employee who is easy to work with.
List 3 strengths of an employee that are challenging.
How do you feel about each employee after listing their strengths?
Reflective Listening

Is a process of...
- **Hearing** what our employee is **saying**,  
- **Making a “guess”** at what he/she/they **means**,  
- Verbalizing this “guess” in the form of a **statement**.

**Purpose:** to check out and convey your understanding of what the person is trying to communicate.
Levels of Reflection

1. **Simple**
   Repeating, rephrasing and staying close to content.

2. **Amplified**
   Paraphrasing – respond to the meaning/beliefs being expressed.

3. **Feelings**
   Respond to emotional dimension. Need for a “feelings vocabulary”.
Reflective Supervision

- Reflective Supervision promotes the development of a relationship-based interaction.
- It expands on the idea that supervision is a context for learning and professional development.

(Tomlin, 2014)
Reflective Supervision, cont’d.

- Clinician’s relationship with their client is often replicated in the supervisory relationship
- Relational processes that are present support and build a clinician's ability to be effective in the therapeutic change process.

(Tomlin, 2014)
Reflection

◦ Stepping back from the immediate hands-on work
◦ Wondering what the experience really means
◦ What does it tell us about the participant and ourselves?
◦ Time to examine our thoughts and feelings
◦ Identify probable interventions.

Parlakian, R.(2001)
Collaboration

- Collaborative supervisory relationships are characterized by a clear understanding of the reciprocal expectations of each partner
- It does not exempt supervisors from setting limits or exercising authority
- Collaboration requires open communication, flowing freely in both directions
- Trust and safety are expected
- Communication focuses on curiosity and active listening

Parlakian, R. (2001)
What is Motivational Interviewing?

- MI is a person centered, yet directive, method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.
- A person using MI expresses empathy, develops discrepancy, reduces resistance and supports self-esteem.
What is Motivational Interviewing? cont.

- A **way** to interact with people.
- A **style** of interaction that helps resolve ambivalence that prevents people from realizing personal goals.
- It is **NOT** primarily a collection of techniques or interventions.
  - But is a series of specific behaviors **directed by a guiding philosophy**.
Guiding RULE – Philosophy of Motivational Interviewing
(Rollnick et al., 2008)

° R – Reject the righting reflex
  o Trying to fix problems can reduce the likelihood of change

° U - Understand your employee's motivation
  o We don’t motivate people. We find the motivation that lies within them and help them recognize it.

° L – Listen to your employee
  o Communicate empathy

° E – Empower your employee
  o Change occurs when people are actively engaged
When to Use MI

◦ Our key cue to use Motivational Interviewing is whenever a person expresses **ambivalence** about taking an action:

◦ Examples include when an employee:
  - expresses objection to job duties or interactions
  - sounds uncertain
  - expresses mixed feelings
  - expresses lack of confidence
  - expresses lack of time, energy, or resources
  - coach/supervisor feels annoyed, frustrated, or angry
“Reflective listening is the key to this work. The best motivational advice we can give you is to listen carefully to your employee. Most of the time they will tell you what has worked and what hasn’t. What moved them forward and shifted them backward. Whenever you are in doubt about what to do, listen”

(Rollnick, 2008)
Person Focus

MI supports the person in articulating:

- How personally important this change is, as opposed to how important we think it is
- What stands in the way of making this change
- Changes that might work in their life
- How to increase the chances of success
The Goal of MI

The goal of MI is to facilitate:

- Fully informed,
- Deeply thought out,
- Internally motivated choices,

Not to change behavior......, though we may indeed see changes in behavior.
Stages of Change

- Precontemplation
- Contemplation
- Preparation/Decision
- Action
- Maintenance
- Relapse
Ambivalence

“Working with ambivalence is working with the heart of the problem.”

(Rollnick, 2008)
“Don't ever take a fence down until you know why it was put up.”

-Robert Frost
COACH/SUPERVISORS

MOTIVATIONAL TASKS
Precontemplation - Tasks

- **Raise doubt** - increase the person’s perception of risks and problems with current behavior
- **Increase awareness** about possibilities
- **Create dissatisfaction** (The Confrontation Within)
  - Explore Consequences
  - Explore desirable options/alternatives
Contemplation - Tasks

- Explore reasons to change and the risks of not changing
- Reinforce any decisions/steps for positive change from person’s past
- Explore rather than prescribe – don’t give solutions unless it’s a last resort
- Address decision making imbalances
Preparation (Decision) - Tasks

- Respond positively to statements of intention
- Tip the balance from ambivalence toward taking action
- Person-Centered employee Planning
- Goal setting that, as much as possible, accounts for employee preferences and environmental options
Action - Tasks

- “Stage matching helps but will only encourage employees to take steps when they are most ready to succeed.” (James O Prochaska)
- Work as partners on a plan for change
Maintenance - Tasks

- Helps the person to identify and use strategies to prevent falling back into old behaviors
- Contingency management strategies
- Develop knowledge and skills to support progress:
  - Expectations that helped motivate the person to take action
  - Use others if appropriate to provide best practices, serve as guides, and to help create an experience of a team approach
Relapse Tasks
(old patterns)

- Help the employee to renew the process of contemplation, preparation (decision making) and action
- Help employee to recognize relapse as a normal part of achieving goals that will endure
- Focus on learning and positive reinforcement rather than punishment
Motivational Interviewing Process

We evoke from the person the reasons and best steps to make a change through the following:

1. Matching our activities to the person’s stage of change

2. Asking questions to facilitate a conversation about potential changes: (Evoke/Listen for Change Talk)
   - Desire: “Why do you want to make this change?”
   - Ability: “How would you go about doing it to succeed?”
   - Reason: “What are the three best reasons to do it?”
   - Need: “How important is it to you to make this change?”
   - Commitment: “So, what are you willing to do now?”
3. Facilitate conversation by using **O-A-R-S**
   - Open-ended questions, Affirmation, Reflections, Summarize
4. Assist with Change plan
Importance and Confidence

- **Importance**: lets you know how important the issue is to the person, in the grand scheme of other important values in their life.

- **Confidence**: lets you know how able the person feels they are to make specific changes towards their goal(s).
# Importance and Confidence Ruler

## Importance

How important is it to you to complete action steps? 

On a scale of 0 to 10, with 0 being not important at all & 10 being very important:

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## Confidence

How confident are you that you could complete action steps? On a scale of 0 to 10, with 0 being not confident at all & 10 being very confident:

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Importance and Confidence Ruler Exploration for Youth/family

- “What made you answer with a (number person gave) and not a zero?”

- “What would it take for you to move from a (number person gave) to a (slightly higher number)?”
Trauma-Informed Supervision

- Acknowledges culture of individual and organization
- Respect, honesty, kindness, and fairness
- Accentuate the positives
- Be calm and assist in calming
- Ask questions
- Utilize empowerment approach
- Promote self care
Be Creative - Methods for Observation

- Videotapes/Audiotapes
- Co-facilitation
- Live observation (present)
- Live observation via video (Zoom)
- One-way mirror supervision
- Role playing
- Hypotheticals
- Process recording
- Case Presentations
Evaluate Your Practice...

BEST PRACTICE STRATEGIES UTILIZED:
- Supervision sessions approximately 60 minutes
- Supervision sessions held at least monthly (weekly for students)
- Supervision sessions held in a group format
- Time is taken to develop trust and rapport with supervisor/facilitator
ANY QUESTIONS?

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Slide 8- Winstanley, J., & White, E. (2003), Manchester Clinical Supervision Scale Study

