

MI-Informed Supervision
Applying the spirit, skills and strategies of Motivational Interviewing

Northwest MHTTC
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C4 Innovations
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Helping supervisees become their best selves as behavioral health practitioners

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Learning Objectives

You will be able to:

- Describe how the "mindset and heart-set" of MI applies to supervision
- Name the four MI processes to help structure exploratory conversations
- Explain how to use the E-O-E approach to provide information and feedback
- Describe how to use the B-E-E-R model to take corrective action

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Poll

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What is Motivational Interviewing?

A collaborative conversation style for strengthening a person's own motivation and commitment to change.
 Lay definition

A person-centered counseling style for addressing the common problem of ambivalence about change.
 Practitioner's definition

A way of helping people talk themselves into changing.
 Short elevator ride definition

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"MI is a collaborative method for guiding conversations about behavior change. When we move into supervision roles, we often find ourselves having change conversations – only this time with staff rather than clients, and often in a context of management of responsibilities or other accountability tasks..."

- Helen Mentha, MINT trainer

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Overview: MI Ingredients

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- 4 elements of "spirit"
- 4 guiding processes
- 4 core conversational skills
- 7 teaspoons of change talk

Mix ingredients together with care to help strengthen a person's own motivation to change. Allow to simmer.

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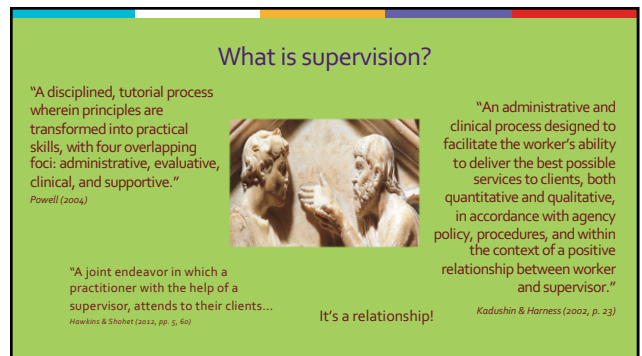
4 spirit elements – partnership, acceptance, compassion, evocation

4 processes – engaging, focusing, evoking, planning

4 core skills – open questions, affirmations, reflections, summaries

7 types of change talk – desire, ability, reasons, need, commitment, activation, taking steps

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What is supervision?

"A disciplined, tutorial process wherein principles are transformed into practical skills, with four overlapping foci: administrative, evaluative, clinical, and supportive."
Powell (2004)

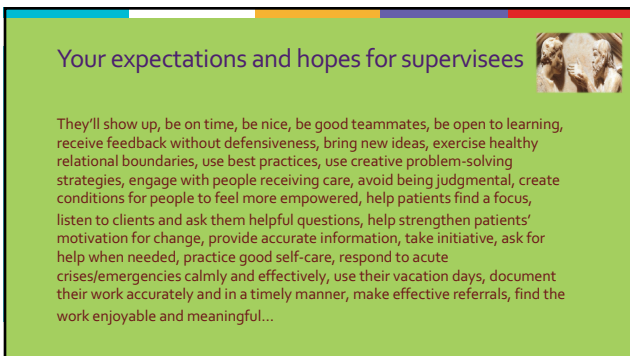


"An administrative and clinical process designed to facilitate the worker's ability to deliver the best possible services to clients, both quantitative and qualitative, in accordance with agency policy, procedures, and within the context of a positive relationship between worker and supervisor."
Kadushin & Harness (2002, p. 23)

"A joint endeavor in which a practitioner with the help of a supervisor, attends to their clients..."
Howkins & Shohet (2012, pp. 5, 60)

It's a relationship!

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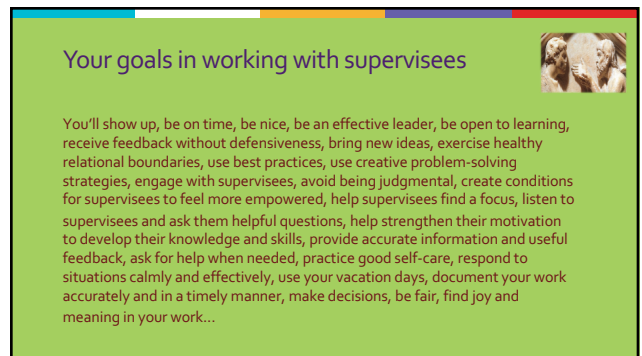


Your expectations and hopes for supervisees



They'll show up, be on time, be nice, be good teammates, be open to learning, receive feedback without defensiveness, bring new ideas, exercise healthy relational boundaries, use best practices, use creative problem-solving strategies, engage with people receiving care, avoid being judgmental, create conditions for people to feel more empowered, help patients find a focus, listen to clients and ask them helpful questions, help strengthen patients' motivation for change, provide accurate information, take initiative, ask for help when needed, practice good self-care, respond to acute crises/emergencies calmly and effectively, use their vacation days, document their work accurately and in a timely manner, make effective referrals, find the work enjoyable and meaningful...

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Your goals in working with supervisees



You'll show up, be on time, be nice, be an effective leader, be open to learning, receive feedback without defensiveness, bring new ideas, exercise healthy relational boundaries, use best practices, use creative problem-solving strategies, engage with supervisees, avoid being judgmental, create conditions for supervisees to feel more empowered, help supervisees find a focus, listen to supervisees and ask them helpful questions, help strengthen their motivation to develop their knowledge and skills, provide accurate information and useful feedback, ask for help when needed, practice good self-care, respond to situations calmly and effectively, use your vacation days, document your work accurately and in a timely manner, make decisions, be fair, find joy and meaning in your work...

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In other words...



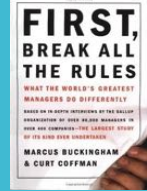
Model the behavior you want to see in supervisees

Treat supervisees the way you want them to treat clients

Create the conditions under which supervisees can grow and thrive... in order to provide the best possible services and care for clients

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What supervisees need



Key question: What do I get?

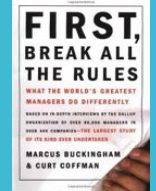
1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?

Key question: What do I give?

3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development??

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What supervisees need



Key question: Do I belong here?

7. At work, do my opinions count?
8. Does the mission/purpose of my company make me feel my job is important?

Key question: How can we all grow?

9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, has someone at work talked about me about my progress?
12. This last year, have I had opportunities at work to learn and grow?

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The Spirit of Motivational Interviewing




A mindset and heart-set

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"When we began teaching MI in the 1980s we tended to focus on technique, on how to do it. Over time we found, however, that something important was missing.

As we watched trainees practicing MI, it was as though we **had taught them the words but not the music...** This is when we began writing about the underlying spirit of MI, its mindset and heart-set."



Motivational Interviewing, 3rd edition

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Elements of MI spirit

- Partnership
- Acceptance
- Compassion
- Evocation



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PARTNERSHIP – a collaboration; demonstrating profound respect for the supervisee; both parties have expertise; dancing rather than wrestling; supervision is not done on or to supervisees, but with and for them

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What partnership looks like...



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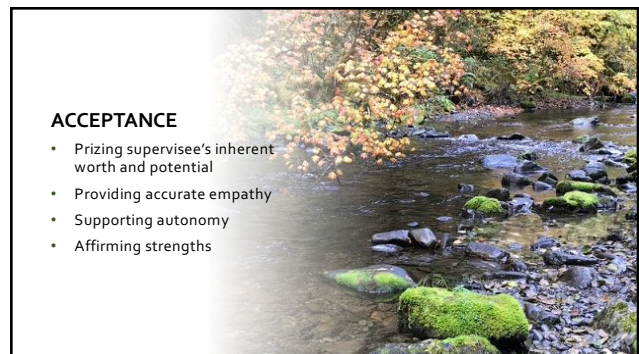


What partnership sounds like...

- Would it be all right if we took a look at...?
- How do you feel about...?
- What is your understanding of...?
- Let's explore this together...
- How can I support you in this process?



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ACCEPTANCE

- Prizing supervisee's inherent worth and potential
- Providing accurate empathy
- Supporting autonomy
- Affirming strengths

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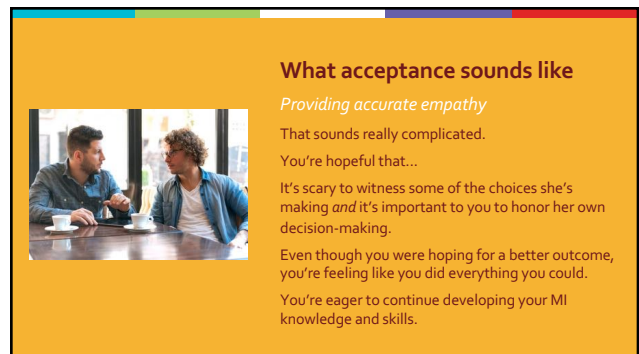
What acceptance sounds like...

Prizing supervisee's inherent worth and potential

- "I value your perspective and wisdom."
- "I'm so grateful for what you bring to this role and to the team."
- "I hope this is a space where you feel comfortable bringing your whole self to the table."
- "I look forward to helping you grow and develop professionally in your work."
- "How can I best support you?"



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What acceptance sounds like

Providing accurate empathy

- That sounds really complicated.
- You're hopeful that...
- It's scary to witness some of the choices she's making *and* it's important to you to honor her own decision-making.
- Even though you were hoping for a better outcome, you're feeling like you did everything you could.
- You're eager to continue developing your MI knowledge and skills.



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What acceptance sounds like...

Supporting autonomy

I trust your judgement regarding this situation.

I appreciate the way you're carefully weighing the options...

I'm happy to share some ideas; however, this is a decision only you can make.



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What acceptance sounds like...

Affirming strengths

You showed a lot of courage in the way...


That took a lot of patience to...

You put a tremendous amount of effort into advocating for her needs. For example...



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COMPASSION – coming alongside your supervisee in their “suffering;” actively promoting their welfare; giving priority to what’s most needed



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Supervising with Compassionate Detachment

“Compassionate detachment is respecting [supervisee’s] power enough to not rescue them while extending loving compassion to them in the present moment.

Simultaneously, compassionate detachment is also respecting ourselves enough to not take the person’s challenges on as our own and realizing that to do so serves good purpose for no one.”

Michael Arias, Wellness Psychologist



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What compassion sounds like...


[no words at all]

I'm so sorry...

May I just sit here with you for awhile?

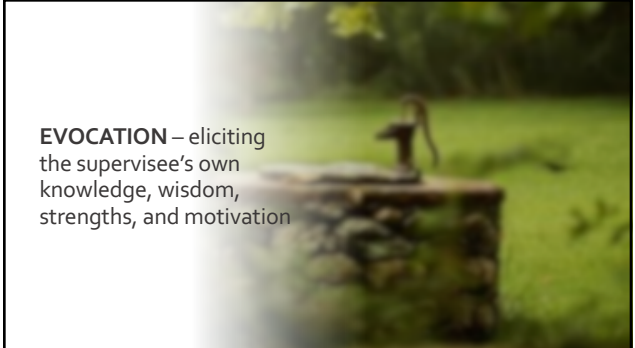
What would be most helpful to you...?

Would it be alright if I check in with you again...?



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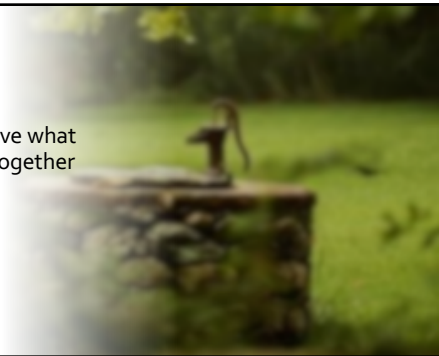
EVOICATION – eliciting the supervisee’s own knowledge, wisdom, strengths, and motivation



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"You already have what you need, and together we will find it."

William R. Miller



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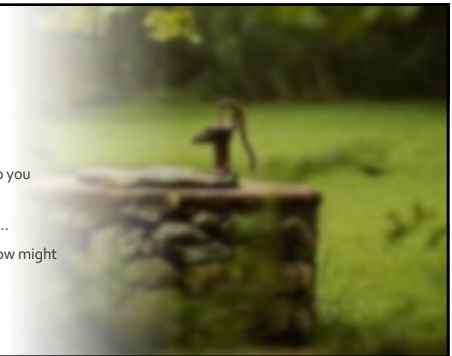
What evocation sounds like...

Tell me about...

What concerns, if any, do you have about...?

You're wondering about...

If you were to try that, how might you go about it?



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Review: MI spirit


- P**artnership
- A**cceptance
- C**ompassion
- E**vocation



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OARS:
Core Motivational Conversational Skills

- O**pen questions
- A**ffirmations
- R**eflections
- S**ummaries



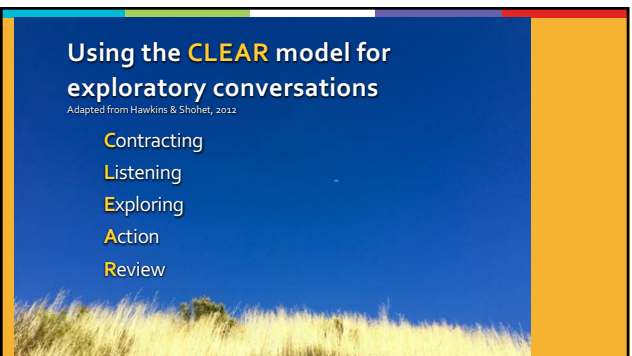
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4 processes of MI

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Using the CLEAR model for exploratory conversations
Adapted from Hawkins & Shoheit, 2012

- C**ontracting
- L**istening
- E**xploring
- A**ction
- R**evue



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Contracting

Starting with the end in mind and how you're going to get there

- How would you like to use our time together?
- What's most important to you to focus on today?
- What are you finding challenging that we could explore together?
- What do you hope to accomplish?
- I also want to take some time to discuss...

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Listening

Facilitating the supervisee in generating personal insight into the situation

- Tell me about...
- As I listen to you...
- You're wondering if...
- What is your understanding of the situation?
- How would you describe the dynamics involved?
- How do others see it?
- How does a trauma-informed lens affect your understanding of this?
- Let me see if I can summarize what I've heard you say thus far...

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Exploring I

Helping supervisee understand the personal impact of the situation

- How is this impacting you?
- What feelings is this bringing up for you?
- What are you noticing in your body?
- What would you like to say to this person?
- What interpersonal patterns might be recurring in this situation?

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Action

Supporting the supervisee in committing to a way ahead and creating the next step

- What ideas do you have about possible ways to move forward?
- What might be the benefits *and* downsides of each approach?
- What seems like the best path forward as you see it? (respond by adding your own comments/ideas as the supervisor)
- What might be a next step or 2 you could take?
- When would be the best timing?
- How confident are you in moving ahead?
- What will be the first thing you are going to say?

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Review I

Reinforcing ground covered and commitments made. Reviewing the process and how it could be improved.

- What are the main points of the plan you have in mind?
- What other questions do you have?
- What additional support can I give you?
- Let's reflect a bit on what was helpful in this supervision process? And could be better next time?

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Review II

Debriefing at the next session the actions taken between sessions

- How did what you planned work out?
- How do you think you did?
- What feedback did you receive?
- What did you do well and what could have been even better?
- What can you learn from what happened?

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Explore-Offer-Explore
A simple way to exchange information –
provide feedback

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"It is easy to overestimate how much information, feedback, and advice supervisees need to be given."
Adapted from Miller & Rollnick

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"After all, when you seek advice from someone, it's certainly not because you want them to give it. You just want them to be there while you talk to yourself."
Terry Pratchett (1948-), English writer and commentator

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Check in with yourself...
Am I ethically, legally, or professionally compelled to provide certain information?

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Why is it important?
"Be patient with the individual, but impatient about client care."
We are all works in progress.
Your role is to help staff do the best job they can
If not addressed, it can send a message to other staff about what you believe is acceptable

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Why is difficult?
We want to be liked
We don't want to hurt supervisees' feelings especially if they're well-meaning
Demands time and effort on our part
Want staff to work out issues on their own
Giving constructive feedback is hard!!

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Explore

- Ask what supervisee already knows
- Ask what they would like to know
- Ask permission to provide information

Offer

- Offer small dose of information, comments, advice

Explore

- Ask for supervisee's response

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Vignette

Mark is a staff member in a nonprofit agency serving people experiencing homelessness. Mark has been working (really hard!) with a client, JP, for several months now. JP had been bouncing between shelters, the street, and occasionally friends' couches, and Mark was working to get JP his own stable housing. Finally, JP has moved into his own apartment. When Mark went over to see JP at his apartment for a 1pm appointment, JP was asleep on the couch and the apartment was full of empty beer bottles.

He noticed that one of the burners on the stove was still turned on. Mark tried to be supportive by asking JP if he was okay, and JP replied "yeah, it's all good here." Mark followed up by expressing his concerns about the stove and asking about the bottles in the apartment and if JP was having trouble with his drinking and needed help, and JP replied that his neighbor had come over the night with a several six-packs of beer and that his neighbor had drunk most of it. Mark said "if you need help, you know you can go to a meeting" and JP replied "Nah, I'm not a meetings guy." Later that day, Mark comes to a meeting with his supervisor, Cori.

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Taking Corrective Action

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Approach: B-E-E-R

- B: Behavior(s)
- E: Effect
- E: Expectation
- R: Result

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Feedback Planner

Name:	Date:
<p>1. Describe Current Behaviors</p> <p>Describe current behaviors that you want to redirect (by giving feedback) to improve a situation. Ask what the supervisee notices.</p>	<p>2. Identify the Effect</p> <p>Describe how the specific situations you observed impacted others/ the organization.</p>
<p>4. Focus on Results</p> <p>Let supervisee identify alternative behaviors and actions to take to improve a situation. State consequences of not correcting. Have them commit to a plan of action.</p>	<p>3. State your Expectations</p> <p>State or clarify your expectations.</p>

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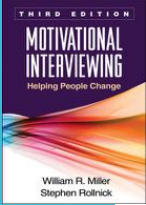
Vignette

Ari is a staff member whom you supervise. In general, you have found Ari to be an effective counselor and responsible employee over the past 2 years of working together. Lately, however, several concerns have arisen. Two different clients have contacted you to say that during their online video-based counseling sessions, Ari has been doing things like making lunch for the kids and appearing to check cell phone messages.

One client also shared that Ari's older child (who is middle-school aged) has walked back and forth in the room Ari is working from, during a counseling session (which Ari conducts wearing headphones). The client asks you if they can switch to a different counselor who "wouldn't be so checked-out."

You've asked Ari to meet with you to discuss this concern.

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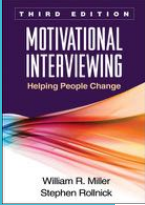
Key ideas

The supervisor relationship takes the form of a partnership, not an expert-recipient stance

Acceptance and compassion are at the heart of the conversation

Motivation to change is elicited from supervisees, not imposed on them from without

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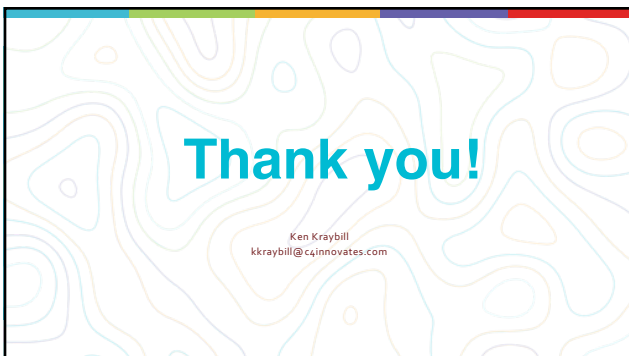
Key ideas

Direct persuasion is not effective to resolve ambivalence or promote change

The supervisor uses primarily a guiding style

It is the task of supervisees to resolve their own ambivalence and determine their own reasons for change

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Thank you!

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