

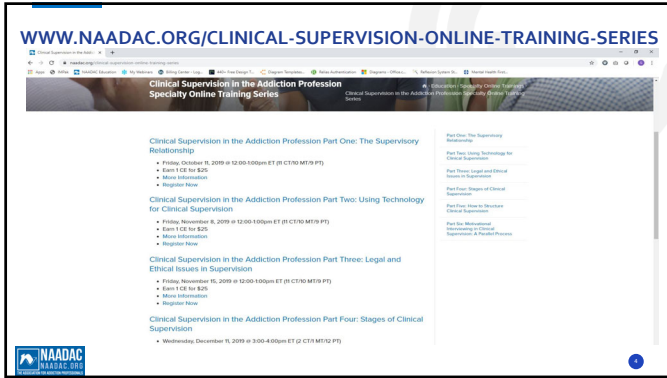
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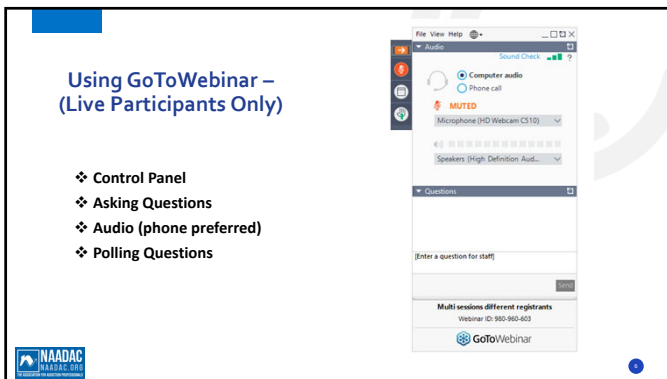
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WEBINAR PRESENTER


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LEARNING OBJECTIVES

- 1**
LEARNING OBJECTIVE ONE
Assess supervisee skill levels in order to meet the counselor at his/her stage of development
- 2**
LEARNING OBJECTIVE TWO
Define characteristics of 3 stages of counselor development and relate these characteristics to supervisory practice
- 3**
LEARNING OBJECTIVE THREE
Identify stage-wise approaches conducive to productive supervision through stages of counselor development
- 4**
LEARNING OBJECTIVE FOUR
Explain the significance of the evolving supervisory relationship




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POLLING QUESTION #1



How would you classify your role as an addiction professional?

- A. Counselor/therapist
- B. Clinical supervisor
- C. Program/clinical director
- D. Executive Director
- E. Other – not listed here




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The Developmental Model
An Integrative Approaches to Supervision


Recognizes counselor growth as:

- Multidimensional
- Continuous
- Individual focused

And generally can be assessed within three stages of counselor growth.



(Stoltenberg & McNeil 2010)




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INDIVIDUALITY AND DEVELOPMENT


Three overriding structures of supervisee growth:

- Self- and other-awareness
- Motivation
- Autonomy

And these can be measured across the 8 domains to assess a counselor's level of development



(Stoltenberg & McNeil 2010)




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INDIVIDUALITY AND DEVELOPMENT

Eight domains of supervisee development:

1. Intervention skills competence
2. Assessment techniques
3. Interpersonal assessment
4. Client conceptualization
5. Individual differences
6. Theoretical orientation
7. Treatment plans and goals
8. Professional ethics



(Stoltenberg & McNeil 2009)



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THE DEVELOPMENTAL MODEL OF CLINICAL SUPERVISION

- ❑ Level 1: Entry-level counselor
 - ✓ Basic understanding of ethics
 - ✓ Preoccupied with performance
 - ✓ Basic skill level
- ❑ Level 2: Mid-stage counselor
 - ✓ Confused; frustrated
 - ✓ Challenges authority (dependence/autonomy)
 - ✓ Gaining skills, but lacks proficiency
- ❑ Level 3: Advance counselor
 - ✓ Responsible; highly ethical
 - ✓ Integrative thinking and approach
 - ✓ Highly skilled

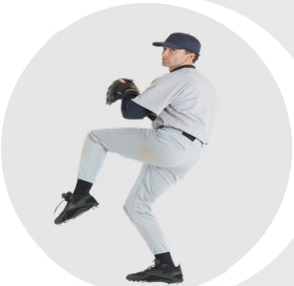
NAADAC (Stollenberg & McNeil 2010)

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The Developing Baseball Pitcher

A Developmental Metaphor

- ❑ Level I: fast ball, confident in one pitch, overuses with all batters
- ❑ Level II: fast ball, curve, slider, confused what to use when, not yet proficient with each pitch
- ❑ Level III: variety of pitches, knows what to use when, confident, proficient in all




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The Mountain Climber and the Novice

A Developmental Metaphor

- Level 1 Mountain Climber**
 - ❑ Helps novice stuck in crevice by yelling instructions
 - ❑ Attempts to help with little or no experience
- Level 2 Mountain Climber**
 - ❑ Climbs down with the novice
 - ❑ Gets stuck and calls supervisor for help





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Metaphor Continued


Level 3 Mountain Climber/Guide

- Lowers self into crevice
- Communicates effectively with novice
- Examines options for getting out
- Assists the novice with developing a plan




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POLLING QUESTION #2



Which of three stages of professional growth do you think you would have the most difficulty supervising?

- A. Beginning stage
- B. Intermediate stage
- C. Advanced stage




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THE BEGINNING STAGE OF SUPERVISION

The Significance of Beginnings

- Take time to establish the context for supervision: go over goals and purpose of supervision
- The quality of the relationship is critical to the success of clinical supervision
- Emphasize relationship issues (rather than techniques) at beginning stage
- Spend more time on developing rapport-building skills; less time on managing
- Review supervision requirements, including ethical codes, standards, credentialing requirements, use of evaluation/observation forms




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THE BEGINNING STAGE OF SUPERVISION

Working Supervisory Alliance

- Establish mutuality and collaboration to accomplish tasks
- Use self-disclosure to foster openness, honesty and willingness to admit mistakes
- Talk openly about the hierarchy of power and the means available to solve problems
- Include supervisee in setting goals planning and the evaluation process
- Create an atmosphere of trust and commonality of goals and purpose




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THE BEGINNING STAGE OF SUPERVISION

Orientation to Supervision

- 3 main responsibilities of supervisee:
 1. To protect clients from harm
 2. To actively participate in supervision
 3. To be open, honest, and truthful about what they don't know and be forthcoming about mistakes
- Discuss goals, needs, evaluation methods and documentation
- Explain your role and function
- Use informed consent agreements
- Ask what they need and want from supervision




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THE BEGINNING STAGE OF SUPERVISION

Creating a Safe Environment



<input type="checkbox"/> Build a safe place to learn	<input type="checkbox"/> Normalize mistake making and encourage risk taking (focus on success – not just failures)
<input type="checkbox"/> Work actively to reduce anxiety	<input type="checkbox"/> Be genuine, show respect and be tolerant
<input type="checkbox"/> Discuss openly the barriers to trust (dual relationships, multicultural differences, evaluation)	<input type="checkbox"/> Be available, consistent and reliable
<input type="checkbox"/> Validate differences in perspective and approach	<input type="checkbox"/> Offer hope
	<input type="checkbox"/> Use humor



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BEGINNING STAGE: MOVING UPWARD

- Basic skills focus
- Enthusiastic
- Anxiety as motivator
- Emulates role model
- One-word descriptors
- Categorical thought
- Learns "right way"
- Highly dependent and self-focused
- Difficulty conceptualizing
- Overuses a model and have tunnel vision



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BEGINNING STAGE: MOVING UPWARD (CONTINUED)

- Difficulty with confronting and self-disclosure
- Anecdotal conceptualizations
- Categorical statements
- Limited treatment plans
- Lacks integrated ethics
- Don't know what they don't know
- Lacks self-awareness





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**THE BEGINNING STAGE
OVERRIDING STRUCTURES OF SUPERVISION**

Self and Other Awareness

- Promote self-exploration
- Connect supervisee self-awareness to their relationships with clients (e.g. issues of counter-transference)
- Follow up self-exploration by prompting supervisee to explore options for change as a result of self-awareness




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THE BEGINNING STAGE OF SUPERVISION

Intrinsic Motivation

- Be aware of supervisee's vacillation between enthusiasm and frustration
- Use MI skills to explore and resolve ambivalence
 - Don't coerce supervisee into making improvements
- Create an atmosphere conducive to self-exploration to resolve ambivalence leading to intrinsic motivation




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THE BEGINNING STAGE OF SUPERVISION

Autonomy


- High dependence on supervisor is common
- Early progress may lead to increased autonomy
- Encourage risk taking to avoid over-dependence on supervisor
- Provide structure and supportive feedback



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STAGE-WISE APPROACHES (BEGINNING STAGE)


<input type="checkbox"/> Expose to numerous orientations	<input type="checkbox"/> Promote exposure to different models
<input type="checkbox"/> Be sensitive to trainee anxiety	<input type="checkbox"/> Introduce ambiguity
<input type="checkbox"/> Promote autonomy	<input type="checkbox"/> Balance support with uncertainty
<input type="checkbox"/> Encourage risk-taking	<input type="checkbox"/> Role play, practice, application




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**STAGE-WISE APPROACHES
(BEGINNING STAGE CONTINUED)**

- Help to conceptualize
- Address strengths first
- Don't take too much control



- Be aware of trainee learning styles:
 - Locus of control
 - Conceptual levels
 - Verbal vs. written processors




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THE INTERMEDIATE STAGE OF SUPERVISION

Providing Corrective Feedback

- Use empathic responses
- Appropriate use of self-disclosure
- Point out discrepancies
- Sandwiching ("praise sandwich")
- XYZ: "I see you do x with clients, but what happens is y. I suggest you try z"




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THE INTERMEDIATE STAGE OF SUPERVISION

Coaching

- Be encouraging
- Acknowledge success
- Bottom line approach: "What do you need from me right now?"
- Present challenges
- Create an action plan
- Ask for success/report accomplishments
- Ask for "mission statements": "what do you really want to accomplish with this client?"




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THE INTERMEDIATE STAGE OF SUPERVISION


Relationship Challenges

- Change methods, techniques, style
- Depersonalize problems
- Try relating to supervisee differently
- Use active listening, coaching, storytelling
- Talk directly about relationship challenges
- Rethink relationship difficulties via stages of change
- Use MI approach




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INTERMEDIATE STAGE: MOVING OUTWARD



- Focuses more on client
- Greater awareness, frustration, confusion
- May not look as advanced as Level I
- Loses motivation after difficult patients
- Dependent and autonomous
- Less imitative, more self-assertive
- Less inclined to ask for recommendations
- Better at articulating client classifications
- Greater cultural awareness
- More eclectic
- Uncertainty and lingering idealism




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THE INTERMEDIATE STAGE OF SUPERVISION

Self and Other Awareness

- Supervisee is likely less self-focused and more client-focused
- Recognition of complexities of counseling
- May result in confusion/frustration
- At risk for over-identification or enmeshment with clients
- At risk for inappropriately advocating for client




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THE INTERMEDIATE STAGE OF SUPERVISION

Intrinsic Motivation

- ❑ Be aware of:
 - Vacillation between autonomy and dependence
 - Confusion self-doubt may impact motivation (either way)
- ❑ Validate any cyclical progress of frustration, anxiety and regression
- ❑ Use MI approach to demonstrate ambivalence is both normal and understood
- ❑ Use decisional balance exercise to address ambivalence
- ❑ Encourage independence is decision-making
 - Leads to supervisee being self-inspired
 - Change is self-directed – a by-product of intrinsic motivation




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THE INTERMEDIATE STAGE OF SUPERVISION

Autonomy

- ❑ Be aware of:
 - Dependence-autonomy struggle
 - Supervisee beginning to assert independence
 - Lingering confusion
 - May see dependence on supervisor as a sign of weakness
- ❑ Promote autonomy with support, encouragement
- ❑ Use collaboration, co-therapy
- ❑ Use MI skills (roll with resistance)




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STAGE-WISE APPROACHES (INTERMEDIATE STAGE)


Problem-solving Strategies

❑ Define the problem	❑ Select an idea/answer from brainstorm
❑ Identify contributing factors	❑ Examine positive and negatives from that idea
❑ Reassess the problem	❑ Tackle the negatives (be innovative)
❑ Visualize the ideal outcome	❑ Create action plan
❑ Identify obstacles	❑ Choose means of reporting progress
❑ Brainstorm ways around obstacles	




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STAGE-WISE APPROACHES (INTERMEDIATE)



- Less technique-oriented
- More ready for confrontation
- Needs to learn alternatives
- Challenges your competence
- Focuses on transference
- Consultation
- Encourage independence
- Knows something is wrong, but lacks tools to fix it
- Provides blend of patients
- Supervision versus therapy crucial




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THE ADVANCED STAGE OF SUPERVISION

Collaboration

- Promote independence and self-supervision
- Work collaboratively
- Encourage use of consultation and peer support
- Model and teach self-care
- Encourage continuation of self-exploration
- Champion life-long learning




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THE ADVANCED STAGE OF SUPERVISION

Teamwork (5 steps to successful teamwork)

- Shared vision
- Communicate expectations
- Demonstrate respect for differences
- Ask for discipline and pride
- Use teamwork to solve problems





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THE ADVANCED STAGE OF SUPERVISION

Self-Care




- Acknowledge normalize and process feeling
- Avoid isolation, develop team approach
- Help supervisee find meaning in life and work
- Provide continuing supportive feedback
- Help supervisee manage stress and avoid burnout



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ADVANCED STAGE: MOVING INWARD

- Deeper client understanding
- Understands limits and their doubts are not disabling
- Forging own style
- Increased autonomy
- Unfolding from within
- Non-defensive
- Appropriate use of self
- Able to switch tracks
- Less pigeonholing
- Accepts supervisor of different orientation
- Broad ethical perspective
- Consistently motivated over time
- Stable in 6 factors: Financial concerns, personal growth, intellectual abilities, altruism, intimacy, and power





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THE ADVANCED STAGE OF SUPERVISION

Self and Other Awareness

- High self-awareness
- Self-confidence and emotional security
- Focus on more of a personalized approach to counseling
- Appropriate use of self
- Personal reactions and countertransference are understood
- Client information effectively used to inform decision making





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THE ADVANCED STAGE OF SUPERVISION

Intrinsic Motivation


- Form and maintain a collegial relationship
- Guided by wisdom
- Motivated to pursue personal and professional integration
- Use catalytic interventions, appropriate self-disclosure, and exploratory interventions





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STAGE-WISE APPROACHES (ADVANCED STAGE)

- Use a facilitative style
- Supportive colleague
- Reality tester
- Shared experiences
- Guided by wisdom vs. knowledge




- Challenge: to stimulate
- Requires advanced stage supervisor
- Catalytic interventions
- Self-disclosure by supervisor helpful





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STAGE I SUPERVISOR

- Mechanistic
- Plays a strong "expert" role
- Dependent on their own supervisor
- Highly motivated




- Moderate to highly structured
- Invested in trainee adopting his or her model
- Trouble with intermediate stage counselors
- Beginning supervisor + intermediate counselor = divorce




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STAGE II SUPERVISOR

- ❑ Confusion, conflict
- ❑ Sees supervision as more complex
- ❑ Motivation fluctuates
- ❑ Focuses on supervisee
- ❑ Loses objectivity




- ❑ Anger, withdrawal from supervisee
- ❑ Short-lived stage
- ❑ Works best with Level I counselor
- ❑ Works okay with Level II counselor




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STAGE III SUPERVISOR

- ❑ Functions autonomously
- ❑ Self- and supervisee awareness
- ❑ Differentiates boundaries and roles
- ❑ Able to supervise at all times





- ❑ Prefers to work with advanced stage counselors
- ❑ Also advance stage integrated counselor
- ❑ A supervisor's supervisor



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HOW TO ASSESS WHERE YOU ARE

- ❑ Stage of counselor development
- ❑ Supervisory training experience: didactic and experiential
- ❑ Experiences as supervisor and supervisee: amount and type
- ❑ Functioning in structures: motivation, autonomy/dependence, awareness




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POLLING QUESTION #3




Which of the three stages of supervisory development do you think you are at?

- A. Beginning stage supervisor
- B. Intermediate stage supervisor
- C. Advanced stage supervisor



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“AN ANSWER IS ALWAYS THE STRETCH OF ROAD THAT IS BEHIND YOU. ONLY A QUESTION CAN POINT THE WAY FORWARD.”
JOSTEIN GAARDER

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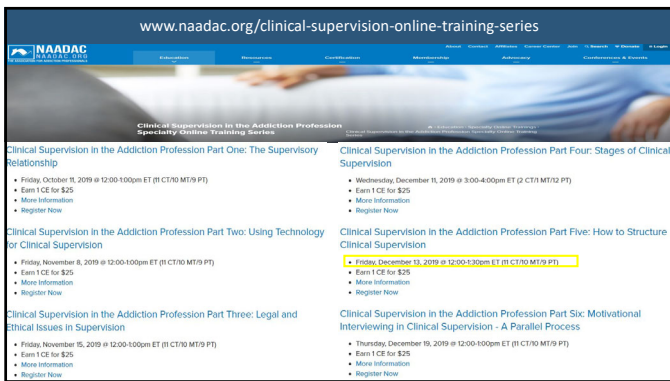
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