

# Motivational Interviewing Strategies in Clinical Supervision

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1



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# Welcome!

Singer/Rhythm Guitar, Snake Hat since  
2017  
Wife since 1991  
Mother since 2007



2

## Objectives

- Reflect on the core principles of MI within the context of the supervisory relationship
- Relate and identify the Four Processes of MI to the supervisory experience
- Learn strategies for eliciting change and growth in our supervisees
- Recognize the strategies

3

Think about the worst supervisor you ever had.

What were they like?  
How did they make you feel?

4

### Viv Fogel (“...the rebellious supervisor”)

“My whole purpose in supervision has been to create such a safe environment that the trainee can function in his/her own style and feel cherished enough to ask for help when the going gets rough. We can then reflect, explore options, and discover together the process which feels suited to the trainee’s present psychic state and skills”

5

### Definition of MI

“Motivational Interviewing is a collaborative conversation style for strengthening a person’s own motivation and commitment to change.”

--Miller & Rollnick, 2013

6

### MI in Clinical Supervision

- “The MI spirit creates an accepting, collaborative, and compassionate atmosphere for supervisees to uncover their own reasons for change.”

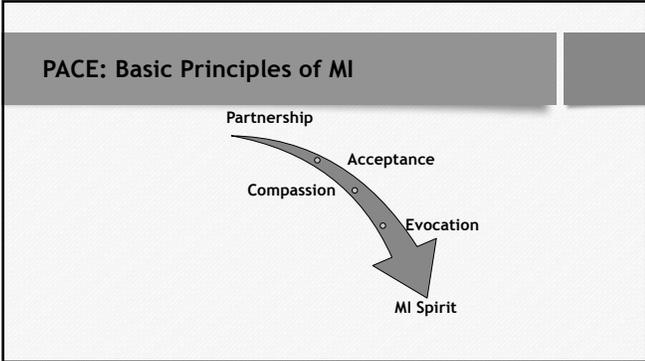
-Clarke & Giordano (2013)

7

### PACE: Basic Principles of MI

#### The Spirit of MI

8



9

### Partnership

- Provider is collaborative
  - Provider may be expert on behavioral health issue; patient is expert on self
- Provider takes off “fix it” hat but not clinician hat
- Provider acts as guide
  - Patient sets the goal and provider supports them in getting there

10

### Partnership in Supervision

- Supervisee sets the goals for his/her growth
- You are the clinical expert. They are the expert on what kind of social worker they want to become.
- Even teaching a new skills or providing information, we can elicit the supervisee's reactions and thoughts to the new skill/content.

11

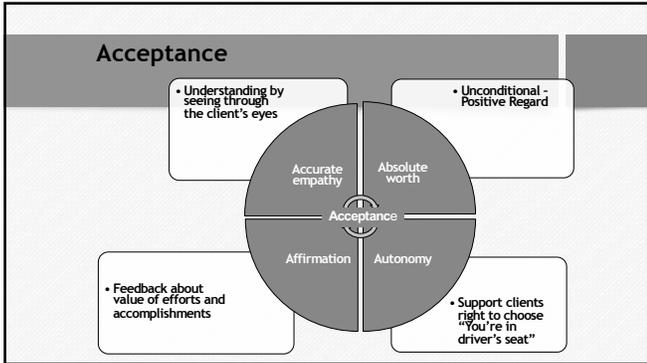
### How comfortable are you using a collaborative approach to supervision?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Not at all ----- Average ----- Very

Your rating: \_\_\_\_\_

12



13

- ### Acceptance in Supervision
- Helps diffuse anxiety and confidence issues
  - We can communicate that the supervisee has absolute worth
  - We can validate experiences
  - We can identify and affirm strengths and...
  - Support autonomy

14

### How well do demonstrate "acceptance" in your approach to supervision?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  
 Not at all ----- Average ----- Very

Your rating: \_\_\_\_\_

15

- ### Compassion
- "To be compassionate is to actively promote the other's welfare to give priority to the other's needs." (Miller & Rollnick, 2012)
  - We can't teach it but we can help providers tap into it
  - There is no "us" and "them" - it's all "we"
  - Expression of compassion is not always "warm" & "fuzzy"
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16

**Compassion in Supervision**

- Drives us to work for the good of the supervisee and the client
- Provide well-intended support

17

**How well do you demonstrate compassion and caring in your approach to supervision?**

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Not at all ----- Average ----- Very

**Your rating:** \_\_\_\_\_

18

**Evocation**  
(Leads to Change Talk)

Desire for change  
Ability to change  
Reasons for change  
Need for change  
Commitment for change  
Activation for change  
Taking steps towards change

19

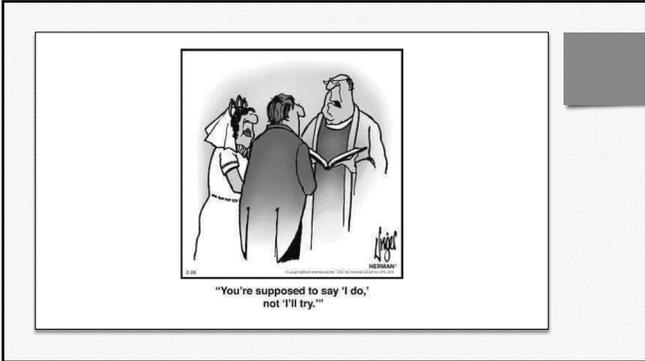
**MOTIVATION**

- Desire
- Ability
- Reason
- Need
- COMMITMENT
- ACTIVATION
- TAKING STEPS

**SIMPLY PUT:**

- Problem Recognition
- Confidence
- Importance

20



21

### MOTIVATION

- Desire
- Ability
- Reason
- Need
- **COMMITMENT**
- **ACTIVATION**
- **TAKING STEPS**

**SIMPLY PUT:**

- Problem Recognition
- Confidence
- Importance

22

### Evocation in Supervision

- Listen for and elicit strengths, confidence and importance regarding the supervisee's self-awareness, client conceptualization and intervention skills.
- Avoid providing answers before helping the supervisee explore his/her options

23

How well do you try to elicit solutions from your supervisee before giving advice, information or direction?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

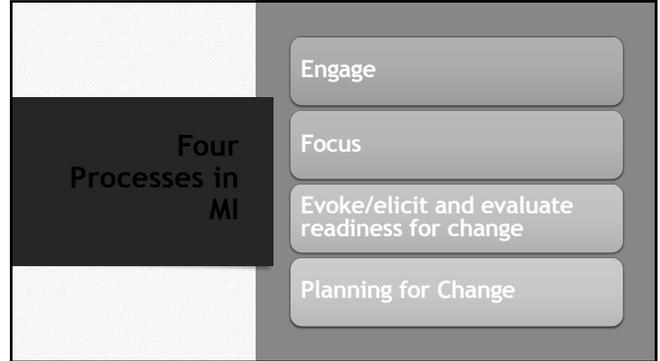
Not at all ----- Average ----- Very

Your rating: \_\_\_\_\_

24

# Four Processes in MI

25



26

Engage	
<p><b>MI</b></p> <ul style="list-style-type: none"> <li>• Establishing rapport</li> <li>• PACE</li> <li>• OARS</li> </ul>	<p><b>MI in Supervision</b></p> <ul style="list-style-type: none"> <li>• People report more positive supervision experiences when supervisor is perceived as empathetic</li> </ul>

27

Engage	
<p><b>MI</b></p> <ul style="list-style-type: none"> <li>• “What brings you here today?”</li> <li>• “Tell me about your goals.”</li> </ul>	<p><b>MI in Supervision</b></p> <ul style="list-style-type: none"> <li>• “How are things going at work?”</li> <li>• “Tell me about that client you were struggling with last time.”</li> </ul>

28

Focus	
<b>MI</b>	<b>MI in Supervision</b>
<ul style="list-style-type: none"> <li>• Co-constructing desired outcomes with the intention of reaching clear treatment target with the client</li> </ul>	<ul style="list-style-type: none"> <li>• Co-constructing desired outcomes of supervision, creating agreed upon goals</li> </ul>

29

Focus	
<b>MI</b>	<b>MI in Supervision</b>
<p>“So I noticed you missed a couple of groups last week. What’s going on?”</p>	<p>“You are doubting the truthfulness of what he is saying [the client], yet you are unsure what to do about those doubts.”</p>

30

Evoke/assess	
<b>MI</b>	<b>MI in Supervision</b>
<ul style="list-style-type: none"> <li>• Having the client voice arguments FOR change</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing a desire to change, perceiving the ability to change, reasons for change, and a need to change (regarding performance as a social worker/counselor/case manager...)</li> </ul>

31

Evoke/assess	
<b>MI</b>	<b>MI in Supervision</b>
<ul style="list-style-type: none"> <li>• “How would your life potentially be better if you quit drinking?”</li> <li>• “What’s the worst thing that could happen if you don’t complete the parenting classes?”</li> </ul>	<ul style="list-style-type: none"> <li>• “How would facing your fears about working with older clients help you be a better social worker?”</li> <li>• “What would happen if you gave up on that client?”</li> </ul>

32

Planning for change	
MI	MI in Supervision
<ul style="list-style-type: none"> <li>• Client voices commitment, activation and/or taking steps toward change</li> <li>• Developing a change plan</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisee voices commitment, activation, taking steps toward change</li> <li>• Developing a plan to address the concern</li> </ul>

33

Planning for change	
MI	MI in Supervision
<ul style="list-style-type: none"> <li>• “After going over some options, you indicated that you are interested in trying cognitive therapy for your depression. Are you willing to do that - come in once a week, work together for about 2 months, and see how it goes?”</li> </ul>	<ul style="list-style-type: none"> <li>• Worker: “I have promised myself that I will use more reflections during my sessions”</li> <li>• Supervisor: “You sound committed to improving your active listening skills. Let’s talk about some specific action steps that will help you attain this goal.”</li> </ul>

34

## MI Strategies in Supervision

35

Eliciting Change Talk
<ul style="list-style-type: none"> <li>• Problem Recognition (negative consequences, difficulties or need for change.)</li> <li>• Concern: Supervisee’s voice their concern.</li> <li>• Determination: Willingness, desire, readiness to commit, decision to change.</li> <li>• Optimism for Change: Hopefulness in their ability to change.</li> </ul>

36

## VIDEO #1

Script provided  
Identify problem recognition, supervisee's concerns, desire for change, willingness to change, and development of hope/optimism for change (confidence).

37



38

## How to elicit change talk statements

39

### Reasons for Change

- Benefits of changing (Pros)
  - How would working on this issue benefit you as a therapist/counselor/social worker?
- Cost of NOT changing (Cons)
  - What might happen if you don't work on this?

40

### Reasons for Change

- 3. You are doubting the truthfulness of what he is saying, yet you are unsure what to do about those doubts.
- 4. A part of you is afraid of offending the client, so you continue tracking his stories and yet another part feels inauthentic as you appear to believe something you don't.

41

### Reasons for Change

- Alternative question: "What might happen if you do not address your doubts and allow the client to continue this way?"

42

### Elaboration

- Asking "What else?" "What thoughts do you have about this?"
- Asking for examples, "What comes to mind?"

43

### Elaboration

- "Well I guess I don't feel feel completely incapable. I mean, I've learned new things before."
- 11. What is coming to mind?
  - 12. So you identified an area for growth, practiced it in supervision and felt confident to try it out in session. What else?

44

## Querying Extremes

### Querying Extremes:

- What's the best thing that could happen by doing this?
- What's the worst thing that could happen if you don't do this?

45

## Values/goals

Identify values; what is important to the supervisee

What are his/her goals?

Help supervisee recognize discrepancies between values and goals vs. current behaviors

46

## Values/goals

- 6. Supervisor: "You know, as you talk about this client, I can't help but think of your supervision goals, particularly the one around relying on your in-session reactions."

47

## Looking Forward...

Where you would like to be with your client one month from now? One year from now?

What did you need to do to get there? How will you do that?

48

### Looking Backward...

- Think about an experience in your life that you thought would be impossible to succeed in, and yet you did succeed. Tell me about that...

49

### Looking Backward...

- 10. Why is the rating a 3 and not a 1?
- 11. What is coming to mind? [about being able to learn new things]

50

### Importance Ruler

- How important is to you to improve your skills?
- Scale from 1-10
- Why a \_\_\_# and not a (lower) \_\_\_#?

51

### Importance Ruler

- 8. Let me ask you, on a scale form 0-10, with 10 being extremely high, how important is to you to use your in-session reactions to inform your work and be more authentic with your client?
- Because it's an "8 or 9" there isn't a need to explore it further. That's pretty strong.

52

### Confidence Ruler

- How confident are you that you can improve your skills?
- How confident are you that you can successfully work with this client?
- Scale from 1-10
- Why a \_\_\_# and not a (lower) \_\_\_#?

53

### Confidence Ruler

- 9. ...I wonder, how confident do you feel that you could make this change in your clinical work? Let's use the same scale, from 0 to 10.
- 10. I wonder, why is this rating a 3 and not a 1?

54

### Siding with the Negative:

#### Paradoxical approach

- Supervisor: "So it may be that your client is responsible for making you disingenuous... and even now you are powerless to do anything about it."

55

## VIDEO #2

What strategies does the supervisor use?  
What would you do different?

56

The Supervisor:  
Dr. Todd L. Grande

The Supervisee (Anne):  
Nell Kelly

57

#### Wrap Up

- What was reaffirming for you?
- What ideas or suggestions will you use?

58

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59

#### References

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- Grande, T. (2014). Clinical supervision for counseling: Confidence issues after assessing a suicidal client. Retrieved from <https://www.youtube.com/watch?v=xkbFtr08JJ>
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60