

ENHANCING CLINICAL SUPERVISION SKILLS

BECOMING A QUALITY CLINICAL SUPERVISOR IN NH

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OBJECTIVES:

- Understand the role of a clinical supervisor.
- Identify who can provide clinical supervision in New Hampshire.
- Develop essential skills and techniques for effective supervision.
- Enhance leadership qualities to support workforce expansion in licensed alcohol & other drug counselors.



HOW WE GOT HERE

Know Your Why

Know Your How



IMPORTANCE OF CLINICAL SUPERVISION

Definition of Clinical Supervision

Supervision is "a social influence process that occurs over time, in which the supervisor participates with supervisees to ensure quality of clinical care. Effective supervisors observe, mentor, coach, evaluate, inspire, and create an atmosphere that promotes self-motivation, learning, and professional development. They build teams, create cohesion, resolve conflict, and shape agency culture, while attending to ethical and diversity issues in all aspects of the process. Such supervision is key to both quality improvement and the successful implementation of consensus and evidence-based practices" (CSAT, 2007, p. 3).



Different types of Supervision

1. Group & Individual
2. In-person & Virtual Setting
3. Administrative & Clinical
4. Onsite/Internal & Offsite/External



Benefits of Supervision and Organizations

- Enhances the quality of client care
- Improves efficiency of counselors in direct and indirect services
- Increases workforce satisfaction, professionalization, and retention
- Ensures that services provided to the public uphold legal mandates and ethical standards of the profession

GROUP SUPERVISION

Best Used as an adjunct to Individual Supervision

Advantages:

- Affective responses are elevated thus provoking more excitement
- Interpretations are challenged and redirected with alternatives
- Lasting professional friendships are formed through mutual support
- Interventions and demonstrations by the supervisor are directed at the entire group



Members exposed to various roles & styles



Feelings of inadequacy & anxiety are normalized



Members receive input on cases



FUNCTIONS OF A CLINICAL SUPERVISOR



KEY SKILLS OF EFFECTIVE SUPERVISORS

- Communication, feedback, & support
- Building Rapport & Trust with Supervisees
- Facilitate integration of counselor self-awareness, theoretical grounding, and development of clinical knowledge & skills
- Ability to inspire and motivate
- Professional Gatekeeping

WHO CAN PROVIDE CLINICAL SUPERVISION IN NH ?

- Newly adopted AIC 400 rules went into effect 10/07/2024
- The AIC 400 Rules describe renewal requirements for all credentials under the LADC Board including those for supervision:

LADCs

MLADCs

MLADCs w/ 1 yr post-licensure experience

Individuals eligible must be an MLADC

LADCs w/ 2 yrs of post-licensure experience

MLADCs w/ 2 yrs post-licensure experience

AIC 407 describes approval process for those not licensed under the LADC Board; includes IC&RC exam, fee, and application form



Supervisor Developmental Model

Supervisor Developmental Model

Counselors are at different stages of professional development. You must take into account the supervisee's level of training, experience, and proficiency. Supervisory approaches are appropriate for counselors at different stages of development. An understanding of the supervisee's (and supervisor's) developmental needs is an essential ingredient for any model of supervision.

The Integrated Developmental Model (IDM) uses a three-stage approach. The three stages of development have different characteristics and appropriate supervisory methods.

1. There is a beginning but not an end point for learning clinical skills; be careful of counselors who think they "know it all!"
2. Take into account the individual learning styles and personalities of your supervisees and fit the supervisory approach to the developmental stage of each counselor.
3. There is a logical sequence to development, although it is not always predictable or rigid; some counselors may have been in the field for years but remain at an early stage of professional development, whereas others may progress quickly through the stages.

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Supervisor Developmental Model		
Developmental Level	Characteristics	To Increase Supervision Competence
Level 1	<ul style="list-style-type: none"> • Is anxious regarding role • Is naive about assuming the role of supervisor • Is focused on doing the "right" thing • May overly respond as an "expert" • Is uncomfortable providing direct feedback 	<ul style="list-style-type: none"> • Follow structure and formats • Design systems to increase organization of supervision • Assign Level 1 counselors

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Supervisor Developmental Model		
Developmental Level	Characteristics	To Increase Supervision Competence
Level 2	<ul style="list-style-type: none"> Shows confusion and conflict Sees supervision as complex and multidimensional Needs support to maintain motivation Overfocused on counselor's deficits and perceived resistance May fall back to being a therapist with the counselor 	<ul style="list-style-type: none"> Provide active supervision of the supervisee Assign Level I counselors

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Supervisor Developmental Model		
Developmental Level	Characteristics	To Increase Supervision Competence
Level 3	<ul style="list-style-type: none"> Is highly motivated Can provide an honest self-appraisal of strengths and weaknesses as supervisor Is comfortable with evaluation process Provides thorough, objective feedback 	<ul style="list-style-type: none"> Comfortable with all levels

SUPERVISION CONTRACTS

SUPERVISION CONTRACTS

1

Primary Purpose, Goals, and Objectives

- Monitor and ensure client welfare
- Facilitate professional development
- Evaluate job performance

2

Provision

- Frequency
- Supervision model and format
- Counselor will have a minimum amount of supervision for client contact hours
- All client cases will be reviewed on a rotating basis based on need

3

Documentation

- Document the content and progress of the supervision
- Informal feedback at the end of sessions
- Written evaluation provided
- Supervision notes will be shared (when appropriate)

SUPERVISION CONTRACTS

4

Supervisor Duties and Responsibilities

- Review all documentation; question approaches/techniques
- Present/Model appropriate interventions
- Ethical/Legal guidelines.
- Monitor proficiencies in working within 4 Domains or 12 Core Functions

5

Counselor Duties and Responsibilities

- Uphold ethical/legal guidelines
- Be prepared to discuss all cases
- Discuss approaches/techniques used and any boundary issues or violations
- Consult supervisor in emergencies
- Implement supervisor directives.
- Adhere to all agency policies and procedures

6


Procedural Consideration

- Individual Development Plan
- Supervisory relationship discussed
- In the event of an emergency, the counselor is to contact the supervisor
- Crises/Emergencies will be documented
- Due process procedures (outlined in P&P) have been reviewed and will be discussed.

Supervision Approaches

ROLE PLAY

Supervision Approaches




Objective:

- Practice giving feedback in a supervision scenario
- Pair up and role play the supervision session
- Debrief as a group. What went well? What could have gone better?

ROLE PLAY

Supervision Approaches



Stan has provided clinical supervision for Eloise for 2 years. He's watched her grow professionally in her skills and in her professional identity. Lately, Stan's been concerned about Eloise's relationship with a younger female client, Alicia, who completed the 10-week IOP 2 months ago and participates weekly in a continuing care group. Alicia comes to the agency weekly to visit with her continuing care counselor. She also stops by Eloise's office to chat. Stan became aware of her visits after noticing her in the waiting room on numerous occasions. Earlier in the day, Stan saw Eloise greet Alicia with a hug in the hall and commented that she will see Alicia "at the barbecue." Stan is aware that Alicia and Eloise see each other at 12-Step meetings, as both are in recovery. Eloise feels she is offering a role model to Alicia who never had a mother figure in her life. Eloise expresses no reservations about the relationship. Stan sees the relationship between Eloise and Alicia as a potential boundary violation.

Handling Challenges in Supervision



- Common challenges (e.g., resistance, lack of engagement).
- Strategies for overcoming these challenges.
- Importance of ongoing support and training.



Ethical & Legal Issues



Dual Relationship & Boundary Issues



Addressing Burnout & Fatigue



TOOLS AND RESOURCES

Recommended books for Clinical Supervision

Clinical Supervision and Professional Development of the Substance Abuse Counselor, Treatment Improvement Protocol (TIP) 52, (2014). U.S. Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment. HHS Publication No. (SMA) 144435.

Durham, T.G. (2019). Clinical Supervision: An Overview of Functions, Processes and Methodology. NAADAC, the Association for Addiction Professionals. Alexandria, VA.

Haynes, R., Corey, G., & Moulton, P. (2003). Clinical Supervision in the Helping Professions: A Practical Guide. Brooks/Cole-Thomson Learning, Pacific Grove, CA.

Tools, Resources and Trainings


Tools: clinicalsupervisiondirectory.com, Trainings - [NHADACA, NAADAC, RESI](http://NHADACA.NAADAC.RESI)

Importance of Peer Collaboration

Connect with fellow professionals! Peer collaboration provides the opportunity for colleagues to come together and discuss any challenges, changes, client concerns and energizing topics related to their work. With peer collaboration, you can create meaningful connections and explore new possibilities for your work.

Q & A








CREDENTIALING SUPPORT PARTNERSHIP

LEADING & MENTORING THE GROWTH OF SUBSTANCE USE PROFESSIONALS

THANK YOU

FOR YOUR ATTENTION AND PARTICIPATION

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