

Module 4: Targeted Strategies for Field Instruction



Engaging in bringing theory into supervision and practice

*California State University Los Angeles School
of Social Work*

Objectives

- Review supervision tool to promote process in supervision
- Review Key Components for Solution Focused, Motivational Interviewing and Trauma Informed Approaches to Supervision
- Identify strategies for integrating these approaches into supervision

Supervision provides:

- Context for learning and professional development
- An opportunity to step back from the immediate, intense experience the work we do and consider what the experience really means
- Allows students to examine their thoughts and feelings about their work and identify interventions that best meet the need of the client being served
- Goal is to create an environment in which the students can do their best thinking

When supervision works well:

- It focuses on the students' experiences, thoughts and feelings connected with the work they're doing, it is not therapy.
- The supervisor helps students answer their own questions and provides the support and knowledge necessary to guide decision-making.
- The students can work through complex emotions in a "safe place" thereby allowing students to manage the stress they may experience as a result of the work.
- It also allows students to experience the very sort of relationship that they are expected to provide their clients.

How do we encourage a more balanced approach to supervision?

- Train field instructors to use specific supervisory interventions that demonstrate the models of practice being taught in the classroom
- Modeling specific approaches in supervision will help students make the connection between theory and practice and ensure the process functions of supervision (education and support) are occurring

And Consider Adult Learner Principles

- Goal oriented – have clear objectives
- Practical – show relevancy of training to their job as agency field instructors
- Need to be shown respect - Recognize their expertise and have them share their knowledge with each other
- Active Learning – group problem solving, quiz them about what they remember about each approach, practice vignettes

Solution Focused Supervision Overview

- Establishing an Atmosphere of Competence
- What has worked for you this week in your sessions with clients?
- Focus on positive changes or differences that have resulted in positive outcome
- Use I statements for direct compliments
- Indirect compliments – How did you decide that would work with the client?

Key Element of a Solution Focused Approach to Supervision

- A mutual attitude of respect, emphasizing collaboration to address supervisee's interests, intentions, and goals for work.

Search for Student-based Solutions

- Clarify students' goal for the session and then clients' goals
- What does the student want to change? What does the client want to change? Are they the same?
- How will you know when things have improved for your client?
- What would you say are the client's strengths? What would the client say are their strengths?
- Are there times when the client has used these strengths to overcome problems?

Helpful Strategies

Exploring for Exceptions

- When has the supervisee experienced change with their client? How did the student help the client do this? Could the student do more of that?
- When does the student say the client's problem isn't occurring? What would the student say is different about these times?

Solution Frame

- The Miracle Question: If a miracle happened overnight and your dilemma with the client is gone, what would the client's next day look like?
- What would client and student be doing differently if the problem/challenge is on track to being resolved?

Scaling questions

- On a scale of 1 to 10 (10 being the goal is accomplished) where is your client right now?
- What would the client say needs to happen to move from a 3 to a 4?
- How would you rate your efforts right now in terms of helping your client resolve their problems? What will look differently when you are 1 or 2 steps higher?

Feedback

- Focus on giving the student alternative perspective of what they can do differently to achieve success
- Identify any techniques that could be better utilized
- Give the student an assignment between now and the next supervision time to do something different and report back what happened.

Follow up

- What is better? What does the client say is better? What changes have you noticed in the client since our last supervision?
- How did this happen? Details
- If not better – what would the client like to do about that? What has helped the client continue to try and change? What has helped you continue? How have you coped? How has the client coped?

Trauma Informed Supervision Overview

Providing trauma informed supervision means:

- Recognizing that we are exposed to secondary trauma on a regular basis in our work
- Making a commitment to provide supervision in a manner that builds resilience

Key Elements and Components

- A support structure that is emotionally safe where a student can talk honestly about the impact of one's work on one's own life, without feeling inadequate as a professional
- **Theory** – provide understanding of the impact of trauma on functioning
- **Education** – regarding symptom management
- Focus on developing a relationship that provides a sense of safety and respect

Helpful Strategies:

- Listen to their story, help them identify the primary source of grief (What part of the event is resonating for them the most and why?)
- Help to infuse meaning and/or reframe the cognitive experience, unrealistic expectations
- Normalize reactions/validation
- Rekindle hope

Strategies to Build Resilience

- Help identify personal and professional areas of vulnerability
- Help them develop a personal resource list
- Discuss regularly the rewards of the work
- Share success stories
- Show and Tell – item that indicates something they do that renews them
- Self care assessment

Motivational Interviewing (MI)

Overview:

- Intrinsic Motivation – the capacity and potential for change is within every client
- Control & Choice - people are more motivated to make a change when it is based on their own decisions and choices
- Change talk – people are more persuaded by what they hear themselves say than by what someone else tells them.

Key Element and Components:

- Motivational interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change.
- Self- Efficacy – self-fulfilling prophecy, the client's confidence in themselves to make the change will impact the outcome
- Ambivalence – common occurrence and can be the major obstacle to change

"The Righting Reflex"

The "righting reflex" happens when we are triggered to want to "*fix it*" for the client (or student)...and tends to evoke a "*Yes, but...*" response from the person we are trying to motivate.

As soon as we hear a person respond "*Yes, but...*", that is feedback that we have likely slipped into the *righting reflex*.

Examples:

- This is what you need to do....
- Oh, that happens all the time, all you need to do is...
- I recommend that you...
- You need to

Four Key Processes of MI

- **Engaging**

- The process starts with engaging: without engagement there can be nothing

- **Focusing**

- Motivational Interviewing is directional (as opposed to directive), with a trajectory toward a common goal (with engagement comes the process of focusing)

- **Evoking**

- Once we identify and agree on a goal with the person, we move to the process of evoking change talk to enhance motivation for change

- **Planning**

- Commitment language signals a person's readiness for the process of planning key strategies and supports to mobilize change

Tips on Focusing MI

1. **Interpersonal style** – the motivation to change and resistance to change is influenced by style of professional trying to facilitate change
2. **Tailoring** –different kinds of support will be needed depending on the student's readiness to change or the client's readiness to change
3. **Confidence** – the supervisor's belief in a student's ability to make change can influence outcomes and empower students to believe their client can make the changes needed
4. **Model MI**: e.g., reflect a lot; ask open evocative and elaboration questions and...
5. Remember that you can get more information through reflective listen than by constant questioning

Supervisor's Role

There are 4 key interrelated elements of the spirit of MI:

1. **Partnership:** by which the supervisor functions as a partner or companion, collaborating with the student's own expertise and knowledge of their client/case
2. **Acceptance:** by which the supervisor communicates absolute worth, accurate empathy, affirmation and autonomy support
3. **Compassion:** by which the supervisor acts benevolently to promote the student's welfare, giving priority to their needs in supervision
4. **Evocation:** by which the supervisor elicits the student's own perspectives and motivation

Supervisor's Role (Cont.)

- **Expresses empathy:** the extent to which a supervisor communicates accurate understanding of the student's perspectives and experience; shown as reflection
- **Develops discrepancy:** the distance between the status quo and one or more change goals for the student
- **Supports self-efficacy:** a student's ability to successfully achieve a particular goal or perform a particular task

Supervisor's Role (Cont.)

- **Rolls with resistance:** is an approach to helping student's change habitual behavior which is causing problems for them or others.

You may be familiar with a situation where someone who seems to be resistant to making changes denies that they have a problem or refuses to do anything about it.

Supervisor's Role (Cont.)

- **Avoiding argumentation:** Avoid a direct head-on argument with the student whose behavior you would like to see change. Demonstrate that you have heard what the student has said (that key listening skill is a way of getting alongside them even if you don't agree and may help to defuse or prevent some of their instinctive defensiveness)
- Encourage the student to come up with possible solutions or alternative behaviors themselves rather than forcing suggestions on them. This can help them to feel empowered rather than attacked.

Helpful Strategies (OARS)

- Open-Ended Questions
- Affirmations
- Reflective Listening
- Summary statements

Possible 5 Step session dialogue

Step 1: Elicit positive experience of the student

- “What went well?”
- “What did you like about ...?”

Step 2: Agree, summarize, and offer

- “I agree with _____, and you additionally did a great job with...”

Step 3: Elicit what the student might do differently next time

- “As you think about how it went, what do you think you might do differently next time?”

Step 4: Agree, summarize, and offer

- “I agree with _____. I’d also like to suggest that you ...”

Step 5: Elicit personal reflections

- What do think about our feedback discussion?
- What are your key learning’s or take aways?

The Language of Change

Signs of readiness

- Desire talk
- Ability talk
- Reason talk
- Need talk

Commitment

- Talk about what will happen when challenges occur!
- “I will”
- Taking Steps—what are things you can do to take the next steps...

References:

Patty Hunter, LCSW and Celeste A Jones, PhD
California State University, Chico CSWE Presentation: 21st Century Field
Instructors

Stephanie Wahab, University of Utah, Salt Lake City, Motivational
Interviewing and Social Work Practice; Journal of Social Work 5(1): 45–60;
2005 Sage Publications: London

Thank You

Thank you!

The End