

Episode 17: An MI Consistent Approach in Supervision

Paul and Amy discuss an MI consistent approach in supervision in episode 17

CASAT Podcast Network Lions and Tigers and Bears MI is brought to you through a collaboration between The Mountain Plains ATTC and NFARtec. In episode 17, Paul and Amy discuss an MI consistent approach in supervision. For episode resources, links to episodes, contact us and other information, please visit the Lions and Tigers & Bears MI website at mtplainsattc.org/podcast.

Paul Warren: Lions and Tigers and Bears MI is an interactive podcast focused on the evidence based practice of motivational interviewing, a method of communication that guides toward behavior change while honoring autonomy.

Amy Shanahan: I'm Amy Shanahan.

Paul Warren: And I'm Paul Warren.

Amy Shanahan: And we've worked together over the past 10 years. We've been facilitating MI learning collaboratives and providing trainings and coaching sessions focused on the adoption and refinement of MI We're also members of the Motivational Interviewing Network of Trainers. Join us in this adventure into the forest where we explore and get curious about what lies behind the curtain of MI Hey Paul.

Paul Warren: Hello, Amy. How are you today?

Amy Shanahan: Really happy.

Paul Warren: Okay, I am too.

Amy Shanahan: is why. Why am I really happy?

Paul Warren: Yeah, why are you really happy?

Amy Shanahan: Well, you know, it's the holiday season. It always makes me a little more joyous. That's one thing.

We're talking about having an MI consistent approach in supervision

Amy Shanahan: We are going to talk about two topics that are really passions of mine. So I get all jazzed up. So you're gonna have to keep me in the lane, Paul, because I get really excited.

Paul Warren: I'll do my best.

Amy Shanahan: So we're talking about having an MI consistent approach. So MI is one of my favorite topics.

Amy Shanahan: In supervision, my other favorite topic.

Paul Warren: Both are of course, as you know, favorites of mine.

Paul Warren: And I am particularly excited about this topic and the combination of these two topics because sadly I think supervision. And let me be clear what I mean by that. I don't mean supervision around the practice of motivational interviewing. I mean supervision as an exchange between a supervisor and a supervisee within the context of social services or human services. So we're not limiting it to simply supervision around the practice of motivational interviewing. M the idea that a supervisor within the frame of human services could intentionally choose to adopt an MI consistent approach to the way they provide supervision to their supervisor feels to me like it would be an extraordinary contribution to the need that providers have for strengths based respectful supervision.

Amy Shanahan: And when I was thinking about this recording and coming together with you, if you stripped even down the aspects in having an AM M I consistent approach, to me it's really good leadership.

Paul Warren: I would agree with you 100%. And with leadership I also think it's extraordinarily good modeling because if the supervisor is intentionally using an MI consistent approach and interacting with their supervisor supervisee that way, the supervisee is likely to then bring that MI m consistent approach to conversations that they may having may be having with their patients or their clients, regardless of whether they're practicing MI or not.

Amy Shanahan: Right. That parallel process we talk about in supervision.

Paul Warren: Yes. M. Yes. And again, maybe for our listeners it might be helpful for us to

differentiate or discern between what we mean when we're

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Paul Warren: talking about the use of an MI consistent approach and the practice of motivational interviewing. Because again, in my mind, those are two very distinct things that work together when one is practicing MI M and one can be using an MI consistent approach and not be practicing motivational interviewing.

Many supervisors end up in their positions with no training to be supervisors

Amy Shanahan: So yeah, yeah, it really complements an episode that we did on having an MI consistent approach versus and my practice. So this is just taking it another step into supervision.

Paul Warren: Yes. And again, I share your passion about supervision. Having had the opportunity to work with supervisors, and provide training and post training support for them that many supervisors end up in their positions, sadly with having no training to actually be in that role. They inherit the role. They're the last person standing. So they get the role. and, and sadly they're put into a position where they're not, they're not given the opportunity to focus on and grow specific supervisory skills. I don't know if that's been your experience as well, but I've. I've had a lot of folks tell, stories about how all of a sudden one day they were a colleague with a group of folks and then the next day they were the supervisors. Right, Exactly.

Amy Shanahan: Well, yeah, that happened with me early on in my career. I think hopefully like me, some somebody saw something in other supervisors and said, hey, you should be a supervisor. And to your point, I just started supervision only using what I knew from my own experience of being supervised. So another good point around parallel process that I was doing what I was learning, not completely because I also knew what didn't feel right for me. So I tried to find another way. So if, if I had a supervisor that was micromanaging me and you know, really tough, I didn't like that approach. So I wouldn't necessarily repeat that approach. Although it's what some of us learn. And I think to your point, not a lot of training. I was fortunate, lived in New York at the time. So I was able to go to a five day immersive supervision training that was created by Dr. David Powell at the time. And it was intense and I loved it and I was so passionate about it. And similarly, though, there was not a lot of coaching and supervision thereafter. So whatever I took away from that five day, as we know, drifts as time goes on without support and coaching. And to your point, I hear from a lot of folks, a lot of folks that have supervised, a lot of folks that have become supervisors, that that's not the norm, that most have not had explicit supervision, training and, or coaching, and they're just flying by the seat of their pants figuring it out based on what they like or what they've learned.

Paul Warren: Yeah, yeah. And, and imagine, the, the challenge of that for the supervisor, for the supervisee and for the outcome of what then that supervisee carries into the conversation and again with the client. This conversation is not going to be sort of, a dissection or a recommendation of what quote unquote, supervisory training should be. And, and super. And training for supervisors exists. And if folks can get it, by all means do it, do it. If you can get it, do it. Absolutely. And what we're going to focus on is how a supervisor can choose this MI consistent approach as a way to strengthening the engagement of their supervisee and the partnership between the

supervisor and the supervisee.

Amy Shanahan: I was just thinking that if folks are in a supervisory role and haven't gone to a training yet and are looking on the calendar trying to find a, supervision training, that's great. And you can also sign

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Amy Shanahan: on to learn more and more about motivational interviewing. I knew at some point when I became a supervisor that I didn't sign on to the clinical, what I thought were just the clinical training skills trainings because I was looking for leadership trainings or supervision trainings. And maybe, maybe some motivational interviewing courses will help as well, because I love that whole thing.

One of the key aspects of MI is building a partnership with someone

The first thing that stands out to me that's so beneficial as a supervisor is, number one, engaging with the people that you're having a conversation with and being with them in a way that builds that partnership. And what does that look like, what does it sound like? And that's one of the key aspects of the spirit of MI as we know, building a partnership with someone.

Paul Warren: Absolutely. And you know, Amy, you touched on something that I think is important and I want to underline it. One, I think your suggestion that signing on, if you're a supervisor signing on for additional training about motivational interviewing in addition to your supervisory training and support is A great thing. And I can really

appreciate that in, in your, in your thinking about your training and your development as a supervisor. You, you weren't drawn to clinical courses because they didn't apply to your role of being a leader.

Amy Shanahan: Right.

Paul Warren: Which again, I think speaks to one of those critical things that is a boundary in the supervisory relationship, which is that you are not the supervisee is not your patient, they are not your client. And supervision with is a different exchange or interaction than the exchange and interaction that you would be having with a patient or that the supervisee would be having with a patient. There's a, there's a boundary around it that keeps the supervisee from becoming your client or your patient. And that, that distinction, that nuance is, is a critical component to managing the supervisory partnership.

Supervisory collaboration can be positively influenced if you adopt a consistent approach

Amy Shanahan: You know, I jumped ah, in, in the forefront of my mind thinking about our beginning when we met early on in the forest and.

Paul Warren: Do you mean Pittsburgh?

Amy Shanahan: Yes, Pittsburgh. The forest in Pittsburgh. When we started.

Paul Warren: Yes.

Amy Shanahan: Practicing together when we first really met in motivational interviewing and at that, at that training. It was a. Supervision training. It was the me a step training. and I was not participating. I don't know if you remember that.

Paul Warren: I do.

Amy Shanahan: I was like the project manager and I, I was watching from the sideline and sitting in the room and learning through osmosis and watching people and really wanting to be a part of the training. And it was because of this very thing that we're saying that I didn't sign on to be in it at first. And then when we started to talk and you and I had similar roles that we had less clinical content, tact and more direct supervision and management in our roles that we had a similar place in, in our work at that time. Is that right? Did I get that right?

Paul Warren: I think you did. And you know, I, I think the thing that I wouldn't want people to walk away with from this conversation is that we are saying, hey, you should be practicing. Am I in the supervision you have with your supervisees? Because that's not what we're saying.

Paul Warren: What we're saying is, is that the partnership that soup. The supervisory collaboration can be, can be positively influenced if you consider and adopt an am I consistent approach in that relationship.

MI approach and supervision can be a blend of administrative management and clinical supervision

Amy Shanahan: I'm wondering if we could break it down into some of the aspects. I have some thoughts and I wonder what, what, what you've been thinking, like what are some of the specifics of how it works in having an MI approach and supervision.

Paul Warren: Certainly. And I think being able to break that down is critical. And you know, the first thing that came into my mind was pre supervision preparation, the idea that the supervisor has a specific agenda for the supervision. And again, we're talking about supervision and it's probably a blend

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Paul Warren: of administrative management as well as possibly clinical supervision. So it could be a blend of that. whether it's a blend or it's a pure essence of one or the other, one can still adopt an MI consistent approach in that. So the first piece that came to my mind was pre supervision agenda development where the supervisor has an agenda. The supervisee is encouraged to develop their own agenda. What they want from the supervisory interaction, what they may need in the conversation.

Amy Shanahan: I love that. It's the, it's what we talk about as two experts in the room working together.

Paul Warren: Exactly.

Amy Shanahan: And, and I was thinking what, what pressure it eliminates or not eliminates completely, but reduces from the supervisor perspective that I don't have to be everything, I don't have to know everything for this person and that partnership. The spirit piece is believing that the person in the room with you has a lot in them, has a lot

to offer, already knows a lot. And I am underscoring in my head the word curiosity and being curious about what they're bringing to the table in that session where you're sharing your agenda.

Paul Warren: Yeah. And that would probably be the next piece of. It would be.

Paul: Clinical versus administration is an important aspect of supervision

Well, actually I think there's a piece to underline before we even go to the next piece. And I think you said it, this idea that both the supervisor and the supervisee adopt the belief that they are each experts and they are two experts in that conversation together, working together in order to have the best possible outcome for the services, the highest quality of services and the best service to clients and patients. So that there are two experts coming from very different experiences or similar experiences that are both bringing that expertise and that unique point of view into the conversation. And both parties kind of have to, adopt that belief.

Amy Shanahan: You know, Paul, you highlighted coming together and doing the agenda setting. And you also highlighted two experts coming together and having a conversation about where they want to go and what they want to do. And I think, you know, it, it underscores an important aspect of supervision. Oh, I know what else you, you were saying that that's what I was thinking of is clinical versus administration. That's the point I was going to make about bringing that up because to me, it, it helped me put those two buckets in my mind of Having a conversation with maybe a new, newer supervisee and being able to share an agenda setting around. What does this

person already know? Are they new to the organization? Are they just being oriented? Do they know about the documentation, expectations, all those administrative things like you said? And we could have this collaborative conversation where it doesn't feel like a task driven micromanagement, conversation. It's more about exploring what you already know, what do you understand. And I'm going to help you, navigate our policies and procedures on one side. And on the other side then what are your clinical strengths? What do you bring to the table? What's your theoretical background? What's your, what's your passion? And one thing that I would add that fits in both, I think is I had one leader in my career, I can only remember one. And I think it fits in this beginning phase of engaging a person and being curious that they asked me what were my career aspirations, what did I, where did I see myself going? And I was really shocked by that question because no other supervisor or leader ever asked me that question. And I thought what a, what an engaging question. And it helped me think and it started our conversations that continued about what I wanted to develop as a clinician and you know, just wanted to share that, that example, about being, because it ties into me in my mind being curious and having that first engaging conversation about our partnership about both aspects of the job.

Paul Warren: And it fits perfectly into one of the primary goals of supervision, which often doesn't get focused on a lot is professional.

Amy Shanahan: Right.

Paul Warren: Because if you engage somebody using an open ended question in the conversation about where they might want to be or where they might want to go in regard to this. And it, and it requires a supervisor with a lot of confidence to be able to invite a supervisee to muse on that topic. Because the supervisee might say something

like, well, you know, maybe in 10 years I'd like your job and, and to not feel threatened by that.

Amy Shanahan: Sure.

Paul Warren: But what a wonderful way to engage somebody to try and understand what they value and what they see is their future goal.

You mentioned using MI approach in structured conversations between supervisors and clients

I, I think the other thing that you alluded to, but you didn't really, you didn't sort of name it outright, but you alluded to it when you were talking about sort of the supervisor and the supervisee collaboratively kind of coming up with this agenda is this idea that where they're going to go together is going to be mutually agreed upon.

Amy Shanahan: Right.

Paul Warren: That they've, that the fact that they've discussed the agenda they have agreed to go in a particular direction for that conversation together. And that doesn't mean that the supervisor doesn't have their agenda, that doesn't mean that the supervised Z doesn't have their agenda, but they collaboratively identify the agenda for that conversation. And again, keeping in mind that those other things that maybe aren't covered in this conversation will get covered later down the road at some point.

Amy Shanahan: Right. And I think you're leading into another point about how we can

use some aspects of MI approach in our structured conversations as we go along. And one thing if I could share that seems to be fitting as a general structure, maybe not exclusive or maybe not for everyone, is the illicit provide, elicit or ask tell ask structure. That could be the frame of how you build the, the cadence and expectation of how the conversation is going to flow. Hopefully each time you meet and you know, hopefully routinely that meeting is happening where you can explore with the person first, what's going on with you this week or this month or what's on your agenda, how has it been going? So that's the illicit part. The ask first and then maybe you have something to offer and you want to provide something or offer pieces of your agenda as the supervisor and then end with the ask again. The, you know, now where do we go from here? What do you think about where we've been and where we're going? Right. So it's a nice frame to be curious about them. First offer your offer your agenda and your pieces and then ask them again.

Paul Warren: Agreed. And it's, it's a structure that can also be very effectively use to build partnership when the supervisor has the desire to give, let's say, some sort of feedback. And I'll give an example.

Amy Shanahan: Great.

Paul Warren: Let's say I was Amy's supervisee and she observed a conversation, an intake that I had with a particular client. And the one thing that she noticed is that I was not really attending to the client's affect, the feeling that they expressed as they were answering questions.

Paul Warren: And I was just kind of going on to the next question. So. So my conversation was really in service of my information collection as opposed to engaging

with the client, let's say. And let's say Amy wanted to give me feedback on that she could use the illicit provide illicit strategy by saying to me something to the effect of, you know, Paul, I had the opportunity to observe the intake that you conducted the other day. And I'm wondering if you could tell me a little bit about what that was like for you how you thought it went, what was going on for you? And I might say whatever. I said, yeah, I had to ask a lot of questions. I was getting a little worried that the client was going to take the conversation off into tangents or whatever. But I felt like I felt pretty good about it because I got all the questions asked. But the client seemed upset at the end, I don't know.

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Paul Warren: So I could say all kinds of things. and then Amy, as my supervisor, might summarize and reflect some of that back to me and then might say, you know, I have some feedback that I'd like to share with you in regard to that, what I observed. Would it be okay if I shared that with you?

Amy Shanahan: The P part, the provide. Right, right, right.

Paul Warren: And I would, I would say, yeah, that would be helpful. you know, I'd be interested in what your perspective might be. And she might say something like, well, you know, I noticed that the client, seemed to get emotional at several points and that you were feeling a lot of pressure about completing the intake questions. What was your take on that? What was your thought about that? Which would then be the second illicit because she's provided the feedback, she's asked for, my reaction, my thought about it. And again, it would allow us to have a conversation about what she observed, what I experienced. And then collaboratively we might be able to come up with next

steps about how to proceed during the next intake or during the next conversation with this particular client. And I don't want anyone to think that Amy and I are discussing this concept of an mi consistent approach outside of the realities.

Paul Warren: Of conversations between supervisors and supervisees. They're not always easy. This approach can help them be more positive, more strengths based, more collaborative, and possibly more solution focused in terms of coming up as two experts with a solution that is actually going to move and enhance the work that's being done.

Amy Shanahan: I love that example. It, we generally framed it as. You could use the EPE as your framing of your general conversation of your supervision session and you're using it as an example to a specific situation. And when you were sharing the example, I was thinking of all the different kinds of examples. Someone's just doing a group and you wanted to give feedback or you saw them, interact maybe unprofessionally, in the hallway and how do you explore that conversation? And I remember I heard somebody in the hallway say something not so appropriate to another, another staff member. And I didn't want to let it go. and I was Thinking, gosh, I wish I knew the EPE thing, the ask, tell, ask or the elicit provide elicit then, because I think I got pretty directive at that time. And I'm not saying that that's. There's not a place in time for that. So we're not here to split hairs about, like you said, supervision and what we do administratively versus clinically and how, having an mi, a consistent approach could help. And I think in that situation it would have helped me because I could have said, let's say you're the gentleman, Paul, if you don't mind, I could have said, hey, Paul, can we have a few minutes? I'd like to share an observation. Can we sit in my office for a few minutes? and hopefully you say yes. Usually that happens, especially as the supervisee, you know, I observed you talking to, you know, Ralph and

I heard the exchange and I, I wasn't really paying attention to the whole exchange and I was just wondering, if I could give you a piece of, information that I observed that I took a certain way. Right. Ask your permission and tell you that, you know, what you said was in the hallway and other people could hear. I heard it and this is what I heard. And it sounded to me unprofessional and disrespectful. M. What do you think about what I'm, what I'm telling you right now. All right. And then get your, your input on it because then you could at least frame it to the point of. Well, what I, what I'd like to offer up is a suggestion that if you're going to have that type of conversation, you probably need to do it behind closed doors.

Paul Warren: Right.

Amy Shanahan: So that you could use it as a way to give a directive in a collaborative partnership way. Because we all know that there's times in supervision where we have to be clear.

Paul Warren: I can also imagine in that same conversation with Ralph that you, that you could have said something to the effect of. And this is again where I think the collaboration comes in, where you could have said something like, you know, I'm wondering what your thoughts are about. You know, I happen to overhear the conversation, but what you might think of if other people heard the conversation as well, and what they might assume about you and, and letting

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Paul Warren: the person respond to that or whatever, and then also asking them, you know, if, if you were going to make this communication, what might be the best place

and way to actually do it? By inviting the person. Yeah, it's a very different approach than you know something, I saw you do something. It was wrong. Don't do it again. It's, it's very different because it's saying to the person, hey, you're a valuable resource.

Amy Shanahan: Yeah.

Paul Warren: You're an expert. I'm an expert. I'm invested in helping you be as effective as you can possibly be in what you do.

Having a consistent approach can be invaluable when dealing with administrative issues

And I want to know what your thought is about how you can succeed or how you can be successful going forward with this particular situation or other things. And I'll just throw out one other thing, which is that I, I see this approach and I've used this approach with administrative issues as well. And the classic one is about completing documentation.

Paul Warren: Having an am I consistent approach and a partnership in supervision around that kind of issue can be invaluable because you can often find out what the barriers are to somebody being able to do something and it's often not because they're lazy or just bad people. Yeah, it, I can't say I'm trying to recall if I've ever come to that conclusion. I don't think I have. I don't think I have. But, it's usually because there's. So if I can be curious about it, if I can keep in my mind, hey, this is a valuable person and their expertise is of worth and, and let me invite them to become part of the solution for fixing this.

Paul: I appreciate you putting this on the table, Amy

Amy Shanahan: I really love that, Paul. I certainly was unveiling a, a story that I didn't have the opportunity of using, Ask Tel Ask. And I loved how you even added more curiosity to, you know, what would it look like for you? What did you think about it? Just really that whole notion of curiosity throughout the whole piece that.

Paul Warren: And, and also collaborative next steps forward.

Amy Shanahan: Right.

Paul Warren: Because that's one of the great benefits of an am M I consistent approach. Is that the conclusion of that supervisory discussion conversation? I like to think of it as a supervisory conversation. The conclusion of that is how shall, how shall this go forward? What, what do you think you'll do next? And being concrete together about that and what are you contributing to that as opposed to, it's all on the supervisor to be able to say, well, you know, you have to do 25 push ups and a couple of chin ups and then you'll, you know, it, it really is like, what do you think? How can we work together to best move forward?

Amy Shanahan: Well, and, and I don't want to put any flies in the ointment here, but at the same time I can imagine just like me in My own experience in this situation and having heard stuff from folks. What would you do if their approach wasn't up to what the expectation was? And I actually have a real example of a person who understood the policies about getting notes done and pretty much said, I think the policy is ridiculous. I can't do it in that time frame. And I think that I should have till the end of the week to get my notes done. So if you have some nice tricks or not tricks, but some consistent

approach from mi. perspective how you might handle that conversation if someone gets stuck.

Paul Warren: You know, I'm glad you're bringing this to the table. and it's, it's odd because I don't know if I would frame it so much as getting stuck. And I really very much value that you're, you're putting this on the table, Amy, because I don't have a concrete, simple answer. There isn't one. Yeah. but I appreciate that you're bringing it to the table because people often equate the practice of motivational interviewing. And we're not talking about that because we're talking about an MI consistent approach. But they often equate the practice of motivational interviewing is just being nice to the client.

Amy Shanahan: Yes.

Paul Warren: And

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Paul Warren: that it's, it's just all about being nice and whipped cream and cherries and it's all, you know, it's all very Pollyanna in the sky kind of. And the fact is that the work that we do when we're practicing MI M and the work that we do when we're engaged, choosing to engage in MI M consistent, bringing an MI consistent approach to supervision. Sometimes the conversations are hard. Sometimes they are difficult conversations.

Amy Shanahan: Of course.

Paul Warren: And because it's a difficult conversation does not mean that we may not

have to stick to particular parameters or guidelines or consequences. And we can still give somebody the respect of being curious, trying to understand it from their perspective and letting them know that these are the options and which direction do they want to go in? Because what they're asking for may not be possible.

Paul Warren: So I'm really glad that you put that on the table because I don't want people to think that we're just talking about that the supervisory conversation is only for the fluffy, light and flowery stuff. That's. That that is not the case.

Amy Shanahan: Yeah.

Paul Warren: Sometimes these conversations are hard. And adopting this am I consistent approach can actually still keep them strengths based.

Amy Shanahan: Right.

Paul Warren: Respectful and productive. And that doesn't mean that there are consequences.

Amy Shanahan: Yeah. Well, it reminds me of offering someone. The two pieces of, you know, these aren't the greatest choices that I have in front of me and these, these are the choices. So in that example that I put on the table is. Well at this time the policy is this. And if you don't complete the notes in this timeframe or within the policy, these things might happen. Right. Whatever. I mean it sounds threatening and at the same time it's the choice. If you're going to choose to wait till Friday to get your notes done, you're also going to risk this particular thing because that's just the way the policy is right now. I appreciate your feedback.

Paul Warren: Yeah. And one would have to. I wouldn't say I appreciated the feedback unless I actually did. And, and Right, right, right, right, right. And. And the other piece of it too is that you know, sometimes being able to empathize, you know, it, it, it's really frustrating. This is that sometimes can be very effective in the conversation as well. And it doesn't mean that we still don't have to keep to boundaries and barriers.

Amy Shanahan: Right. I love that it's not all about the fluff and flowers and the fun sugary stuff.

In order to truly be a collaborative partner, it requires vulnerability

What other things do you think about that would be really nice pearls of AM I m.
Consistent approach and supervision?

Paul Warren: Well, I don't know if this is a pearl so much as much as it's as the supervisor. In order to truly be a collaborative partner does require certain degree of vulnerability.

Paul Warren: And sometimes a transparency or use of self that that that really is about not presenting yourself, quote unquote, as an expert. And for, for some folks that may be challenging because they, they may have great investment or have worked very hard, for the title of supervisor. And again an MI Consistent approach is really asking you to acknowledge. Yes. That is your role in your title and you are a fellow expert working with another fellow expert and you're collaboratively attempting to go forward together to do the work. And that may mean that there are times when it is appropriate. And you've, you've done this many times. You've said on during this podcast, Amy,

you've, you've talked about times where you know, I, I was working in this particular direction

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Paul Warren: and in hindsight I realized, you know, that was not the most effective way to go. And, and through that sharing through that vulnerability, I could imagine how effective that could be in a supervisory partnership.

Amy Shanahan: Sure. And you mentioned genuineness and I love that you highlighted, you know, don't say I appreciated your Comment if you didn't mean it. And I think that that's the trans piece.

Paul Warren: Yeah.

Amy Shanahan: Don't say it just to make it feel good. Right. And I think even as I was playing that out in my head, I. And I would wonder if other listeners feel the same way or other supervisors or you, Paul, feel uncomfortable sometimes giving people the hard message that you have to get your notes done on time and then want to soften it up because it just feels a little uncomfortable. Right.

Paul: Being vulnerable in supervision can help reduce pressure on supervisors

So sharing that vulnerability, as well and being direct and transparent that I was also thinking about the vulnerability from the perspective of a supervisor always, often

thinking they have to have all the answers or have to, know everything and what pressure that is. And you don't. And being vulnerable is being able to collaborate in that partnership and be transparent and let them know you don't know everything. And how can we get this information or whatever it is. Right. If I were with a supervisor that doesn't know am I. And I want to have an MI coach, hopefully the supervisor would help me find that resource or talk about that resource and be vulnerable enough to say, you know, I don't have that background, I don't have that skill, and let's see if we can find somebody or what are you thinking already? So having, having that comfortability and that confidence, I think you said earlier, having some confidence to be able to be vulnerable and say I don't know everything, I'm not expected to know everything really relieves some of the pressure in that relationship too.

Paul Warren: Yeah. You, know, you, you caused me to flash back as you were saying that, Amy, to probably one of the finest supervisors I ever had. And this was while I was in graduate school at Hunter College School of Social Work. I had the great privilege of working with a supervisor named Marianne Kenney. And I admired her tremendously. Before I got to work with her as a supervisee and I was studying group work and she and I were co facilitating a group together. And I felt wildly inadequate, especially co facilitating with her. And I will never forget she was an extraordinary supervisor on so many levels. But I will never forget we were in the group, a situation occurred and she and I both fell into the same kind of countertransference trap within. And one of the greatest sort of supervisory exchanges we had is we processed that phenomena that we both experienced because of the intensity of what was going on in the group and her vulnerability around that. You know, here she was a seasoned clinician who had been doing this work for multiple Multiple, multiple, multiple years. And she was acknowledging, I'm a human being just like you and I had the same experience that you did and, and this is what we can do going forward. And I have to tell you, that kind of

leadership, and vulnerability really helped me to have a much deeper understanding of what appropriate use of self is and what a great example of supervision actually could be.

Amy Shanahan: I love that example. Well, you're, you're looking up to this person. She's a role model to you and she was able to be vulnerable. She was able to use her own experience, not even having to necessarily tell you all that it is, but to reflect back on the practice to say, hey, you know, we're all human, we get in our own way sometimes. I really love that notion and it reminds me of being a reflective practitioner. Thinking back on your experience and thinking about what ways we could have done something differently has always been a way that I've learned and processed how I've led people or supervised people and.

Amy Shanahan: Hopefully folks would consider some of these things and reflect back. Like if I had this ask Telask or this open, curious mind and asked evocative

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Amy Shanahan: questions and reflected back and shared my empathy and compassion in this space, even if it's not a nice conversation.

Paul Warren: Yeah. And you know what I would throw out maybe as a way for us to conclude this particular episode is that if you're a supervisor and you're using an am I consistent approach already, you recognize after hearing this podcast, oh my gosh, that's what I'm doing. You know, write in and let us know. Or if you're somebody who is considering, hey, that that might help in my supervision, maybe if I adopt that approach or if you feel, you know, no way, no how, this is contrary to effective supervision, we'd

be welcome to hear any of your thoughts in any of your reactions to the idea of incorporating an am I consistent approach within the frame of any kind of supervision you're doing. And we'd love to hear about that and maybe be able to talk about it in greater detail in the future. So Amy, I can't thank you enough for your excitement around this particular topic and the fact that we been able to bring this to one of our episodes to explore it together.

Amy Shanahan: I could keep going and going as you know, Paul, on this and other topics, but this one for sure. So hopefully folks will write in, maybe they'll give us some scenarios that they'd like us to play around with and we could do some role plays and other conversations around supervision using an am I consistent approach. This has been awfully fun. Paul and I always, as always, learned so much from you.

Paul Warren: Well, thank you, Amy. The feeling is mutual and I'll look forward to our next episode.

Amy Shanahan: Me too. Bye Bye.

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