

# Chapter 2

## Introduction

Your clinical supervision system needs to match the unique issues and contextual factors of your agency, and your agency needs to have a clear vision of what it wishes to accomplish with its clinical supervision system and actively determine and understand the processes by which it will get there. The tools presented in this chapter are designed to make the tasks associated with implementing a clinical supervision system easier. You will want to take advantage of the experience of well-established supervision programs and adapt the tools that have worked for them to suit the specific needs of your program.

The resources presented in this chapter are organized to be parallel to Part 2, chapter 1. These tools should be considered as prototypes and, in some cases, might even be used as is, provided they fit the context of your organization. These tools can be used by both clinical supervisors and administrators as part of a comprehensive clinical supervision system.

*The Change Book: A Blueprint for Technology Transfer* (Addiction Technology Transfer Center [ATTC] National Office, 2004) provides the basis for the organizational change process presented here. You may wish to consult with colleagues who have implemented a clinical supervision system for their organizations, especially if the agency is similar to yours. Managing organizational change is very similar to working with a client in a clinical setting. Your understanding of the recovery process and of the counselor's personal qualities and skills that facilitate recovery are invaluable resources as you apply the tools presented in this chapter.

## Assessing Organizational Readiness

You will need to determine the state of readiness of your organization and its personnel to implement a clinical supervision system. This assessment should include agency contextual variables, competence of supervisory staff, clinical competence of counseling staff and organizational integrity, motivation of personnel, the nature of your relationships with staff, environmental variables (such as current or recent organizational changes, financial issues, accreditation, and legislative mandates), and the best methods and techniques to be used (see Tool 1). Tool 2 will help in assessing organizational readiness to change and identifying and prioritizing barriers to change. Just as a clinician might assess a client's stage of readiness to change, these principles can be applied to implementing a clinical supervision system or other types of organizational change. Tool 3 will help you reach agreement with staff on the goals of supervision.

<b>Tool 1. Initial Organizational Assessment</b> Organizational Context					
<b>Conditions</b>	Not at All 1	A Little 2	Possibly 3	Very Likely 4	Definitely 5
Staff have a common set of goals. A goal of the organization is that clinical supervision is valued and should be provided.					
Administrators model a norm of collegiality. Although a supervisee's performance evaluation implies a hierarchy, the organization demonstrates an openness ensuring that each person will be respected and treated as a valuable member of the team.					
The organization promotes professional development. Continuous education and professional growth are promoted for supervisors as well as counselors.					
Progress toward goals is monitored actively and does not wait for outcome evaluation. Ongoing monitoring is valued. Obstacles are identified and handled as an organizational challenge, instead of allowing a situation to deteriorate and be judged as demonstrating a lack of competence of particular staff members.					
Support for clinical supervision is appropriately generous. Allotment of time and resources is critical.					
<b>Priority Focus</b> _____					
<b>Secondary Focus</b> _____					
<i>Source: Based on Bernard &amp; Goodyear, 1998; Adapted from Porter &amp; Gallon, 2006.</i>					

**Tool 2. Organizational Stage of Readiness To Change  
Implementing a Clinical Supervision Program in Your Agency**

Stages of Change

Precontemplation	Unaware of issue
Contemplation	Considering the issue
Preparation	Designing a plan of action
Action	Implementing the action plan
Maintenance	Maintaining the change

	Stage of Readiness	Incentives to Change	Obstacles to Change	Resources for Change
Board of Directors				
Administration				
Supervisors				
Direct Care Staff				
Support Staff				

Primary Group—Focus of Change

Expected Outcome and Timeframe

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Secondary Group—Focus of Change

Expected Outcome and Timeframe

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\_\_\_\_\_

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This part of Tool 2 is designed for use by administrators and supervisors to identify the current barriers in the organization to implementing a comprehensive supervision system. Administrators and supervisors should fill this out separately, and then discuss answers in an executive team meeting.

<b>Tool 2. Organizational Stage of Readiness To Change Implementing a Clinical Supervision Program in Your Agency</b>			
Current Barriers to Change			
<b>Organizational</b>	<b>Administrative</b>	<b>Clinical</b>	<b>Other</b>

List the most important barriers to address within the next 3 months.

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What would you like to have happen?

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Who do you need to help participate in the change?

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Source: Adapted from Porter & Gallon, 2006.

### Tool 3. Goals for Supervision

#### Organizational Context

How does the organization support counselors and supervisors in achieving the organization's mission statement? What steps are needed to gain consensus between administration and direct service personnel to achieve the mission statement? What are the specific steps we can take as administrators to achieve this goal of consensus regarding the philosophy of the organization and its relationship to clinical work?

GOAL: \_\_\_\_\_

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#### Cultural Competence

What cultural and contextual factors are unique to this agency? What factors need to be addressed in clinical supervision?

GOAL: \_\_\_\_\_

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#### Clinical Competence

What specific knowledge, skills, and attitudes do we expect from our counselors? How do we acknowledge and address the individual counselor's baseline competence and learning style?

GOAL: \_\_\_\_\_

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#### Motivation

How can we ensure that the clinical supervisor will help motivate counselors to participate in clinical supervision and perform clinical tasks?

GOAL: \_\_\_\_\_

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#### Supervisory Relationship

How can we support and validate the supervisory relationship both informally and formally?  
Do we believe that the supervisory relationship is an important variable in the supervisory process? How can we support and validate the supervisory relationship both informally and formally?

GOAL: \_\_\_\_\_

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#### Ethics and Professional Values

How much do we expect that clinical supervisors will proactively teach ethics and professional values?

GOAL: \_\_\_\_\_

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Source: Adapted from Mattel, 2007