

# MINT 2017 Pre-Forum Workshop Proposal

- **Title of workshop**

How to Train/Facilitate a Motivational Interviewing Principles of Supervision/Coaching Workshop - Let's do it together...

“With compassion in our heart, every thought, word and deed can bring about a miracle”

- **Brief Description**

This will be a highly experiential, do, tell, and show workshop. We will focus on what we say and how we say it and watching how it lands on the person we are coaching. We will look at the essential spirit, skills, and structure of the conversation creating a parallel process of coaching and training using motivational interviewing. We place a special emphasis on noticing and being mindful of our "righting reflex" working with the trainees.

Motivational interviewing fits as well in working with supervisors & coaching as it does with clients, patients, and people we serve<sup>1</sup>. This workshop will teach a respectful, compassionate model of coaching. We will use real play and role-play so that we can be reflective and analyze and redesign our own plan for coaching others. We will define supervision as a process in which a worker is given the responsibility to work with another person in order to achieve certain personal, professional, and organizational goals.

Supervision/coaching must be supportive and educational and have some quality accountability to protect the welfare of clients, patients, and people we serve. We will explore seven practices: self responsibility, presence, authenticity, state shifting, empathy, appropriate boundaries, and skillful communication.

- **Learning Objectives**

- Distinguish how different Motivational Interviewing based coaching/supervision is from training a worker in Motivational Interviewing
- Differentiate the role of the coach/supervisor from that of the practitioner
- Identify “ethical” issues that are the responsibility of the coach/supervisor
- Understand the way that shame and uncertainty of the practitioner can affect the process of coaching/supervision
- Demonstrate a beginning understanding of ways to address the “righting reflex” in the practitioner’s engagement with clients
- Look at our own history of supervision and coaching. What works? What did not work?
- How to utilize the Eight Stages of Learning Motivational Interviewing<sup>2</sup>
- Predict possible difficulties in working with practitioners who are transfers from another

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<sup>1</sup> Michael B. Madson et al, “Supervising Substance Abuse Treatment: Specific Issues and a Motivational Interviewing Model” in *Psychotherapy Supervision: Theory, Research, and Practice* ed. Alan K. Hess, Kathryn D. Hess, and Tanya H. Hess, 340 - 357 (Hoboken, New Jersey: John Wiley & Sons, 2008).

<sup>2</sup> William R. Miller and Theresa B. Moyers, “Eight Stages in Learning Motivational Interviewing,” *Journal of Teaching in the Addictions* 5 (2006):

supervisor/coach

- Explain the parallel process as it occurs in the coaching relationship
- Demonstrate a model of coaching that reduces shame and criticism
- Each participant will design a learning plan for coaching motivational interviewing

- **Duration**

One full day

- **Presenter**

Stephen R. Andrew LCSW, LADC, CCS, CGP has been a member of MINT since 2003 and is a MIA:STEP (Motivational Interviewing Assessment: Supervisory Tools for Enhancing Productivity) trainer for ATTC (Addiction Technology Transfer Center) New England since 2007. He presents over 150 days each year on Motivational Interviewing: Basics & Advancing the Practice, Principles of Supervision Using Motivational Interviewing, The Power of Groups Using Motivational Interviewing, and Teaching Motivational Interviewing in universities and nonprofits. Stephen has presented in 17 different countries for criminal justice, social service providers, healthcare professionals, and for alcohol and other drug counselors.