



National American Indian & Alaska Native
ATTC Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Behavioral Health Series

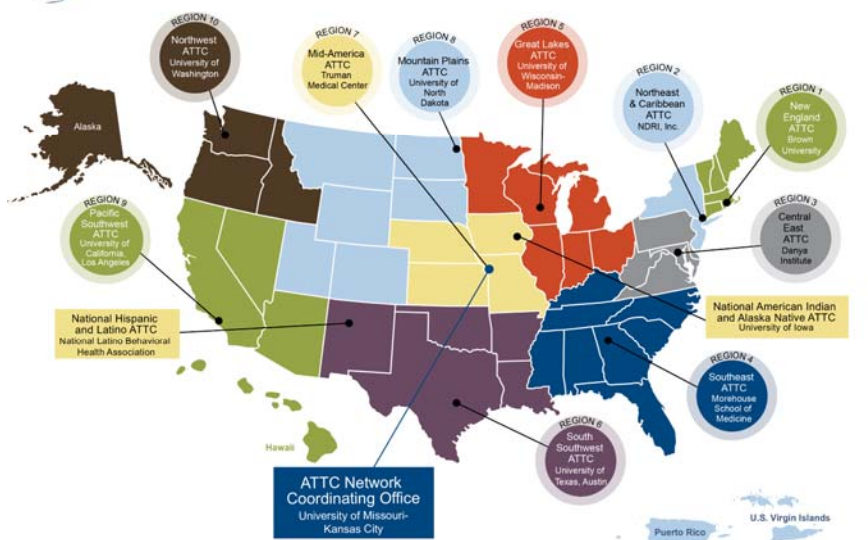
Culturally Adapted Clinical Supervision

Robert Rohret, MPH, and
Sean A. Bear I, BA, CADC, Meskwaki Tribal Nation



ATTC Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

U.S.-based ATTC Network



Behavioral Health webinar series

This webinar is provided by the National American Indian & Alaska Native ATTC, a program funded by the Substance Abuse and Mental Health Services Administration (SAMHSA).

Webinar follow-up

CEUs are available upon request for \$15 per session.

- This session has been approved for 1.0 CEU's by:
 - NAADAC: The National American Indian & Alaska Native ATTC is a NAADAC (The Association for Addiction Professionals) certified educational provider, and this webinar has been pre-approved for 1.0 CEU.
- To obtain CEUs for this session, submit a CEU Request Form and payment to the Prairielands ATTC. A request form is available for download in the "Files" pod in the webinar screen. If you choose to download a file, a new tab will be opened in your browser, and you will have to click on the webinar window to return to view the webinar.
- Participants are responsible for submitting state specific requests under the guidelines of their individual state.

Presentation handouts:

- A handout of this slideshow presentation is also available by download.

Webinar follow-up

Evaluation: SAMHSA's GPRA

This webinar is provided by the National American Indian & Alaska Native MHTTC, a program funded by the Substance Abuse and Mental Health Services Administration (SAMHSA).

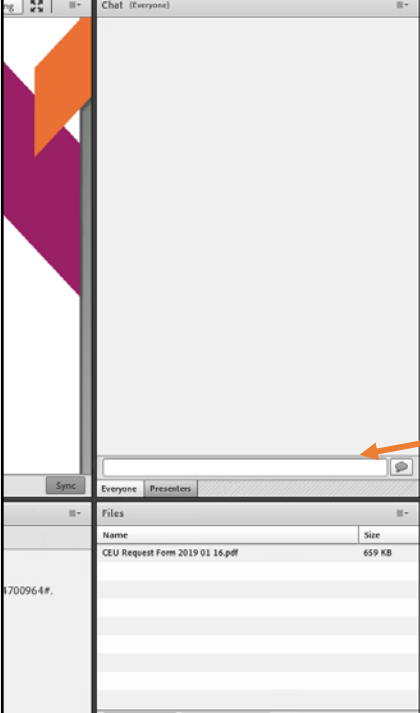
Participation in our evaluation lets SAMHSA know:

- How many people attended our webinar
- How satisfied you are with our webinar
- How useful our webinars are to you

You will find a link to the GPRA survey in the chat box. If you are not able to complete the GPRA directly following the webinar, we will send an email to you with the survey link. Please take a few minutes to give us your feedback on this webinar. You can skip any questions that you do not want to answer, and your participation in this survey is voluntary. Through the use of a coding system, your responses will be kept confidential and it will not be possible to link your responses to you.

We appreciate your response and look forward to hearing from you.





Adobe Connect Overview

Participant overview:

- To alternate between full screen mode, please click on the full screen button on the top right of the presentation pod. (It looks like 4 arrows pointing out)
- To ask questions or share comments, please type them into the chat pod and hit "Enter."

Name	Size
CEU Request Form 2019 01 16.pdf	659 KB



Introduction

- This training is designed for supervisors in substance use disorder treatment and recovery settings and incorporates Native American values, beliefs, communication styles and learning styles unique to those communities.

Introduction

- This training was also developed as an addendum to TAP 21-A: Competencies for Substance Abuse Treatment Clinical Supervisors by SAMHSA:

- <https://store.samhsa.gov/product/sma13-4243>

Sean A. Bear, I, BA, CADC

Sean A. Bear earned his B.A. from Buena Vista University in 2002, majoring in psychology/human services. He is a member of the Meskwaki Tribe, in Tama, Iowa, and has worked as an administrator/ counselor in EAP and a counselor in adolescent behavioral health programs, substance abuse, and in-home family therapy in Native American communities for many years. He is an Army veteran of nine years, honorably discharged from the 82nd Airborne. His passion is to assist people in overcoming their substance use issues as well as other issues, and to return to the spiritual ways of their ancestors. It is his hope that, one day, people of all nations will co- exist and live in peace and harmony, not just with each other, but within themselves, as well as to come to the realization of what our ancestors of long ago already knew, “that we are all brothers and sisters under one Creator.”

Robert Rohret, MPH

Bob Rohret holds a Master of Public Health Degree from the University of Iowa with an emphasis on Community and Behavioral Health. His primary focus for the past 25 years has centered on the treatment of addictions and co-occurring mental health disorders. Bob has developed and managed a variety of services within diverse cultural settings, including work with Native American and Native Hawaiian communities. He is currently employed as an Administrative Manager with Hennepin County in Minneapolis. Bob also serves as a consultant and trainer for the American Indian and Alaska Native Addiction Technology Transfer Center.

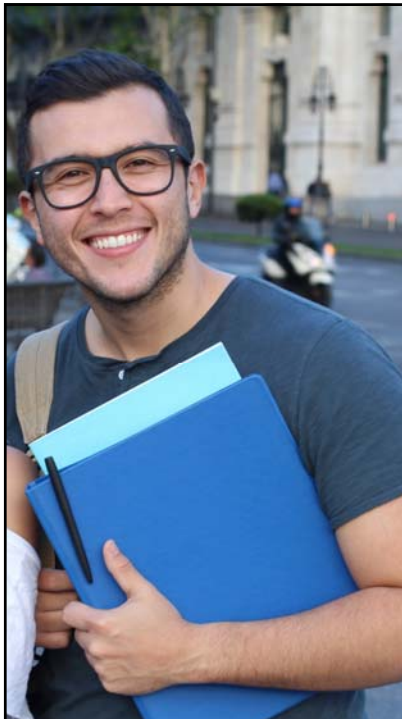
Funded by:

- The National American Indian and Alaska Native Addiction Technology Transfer Center is supported by a grant from SAMHSA/CSAT.
- The content of this publication does not necessarily reflect the views or policies of SAMHSA or HHS.



Foundation Area 1: Theories, Roles, and Modalities of Clinical Supervision

Clinical Supervision Foundations



Foundation Area 1: Theories, Roles, and Modalities of Clinical Supervision

- Native American clinical supervisors, or non-native supervisors working with Native Communities, should be familiar with a variety of theoretical models of clinical supervision

Foundation Area 1: Theories, Roles, and Modalities of Clinical Supervision

- Clinical Supervisors (especially non-Native supervisors) may benefit from a cultural orientation process. This might include thorough participation in:
 - Community cultural events
 - Meetings with Tribal Elders
 - Establishing a relationship with the community as a whole



Foundation Area 1: Theories, Roles, and Modalities of Clinical Supervision

- Being invited to participate in community and cultural events is a privilege
- Protocols and Ceremonies surrounding culturally-specific events and/or meetings with elders should be carefully researched and discussed with tribal members

Foundation Area 1: Theories, Roles, and Modalities of Clinical Supervision

- Native American cultural norms fit well with motivational or strengths-based approaches.
- European models of supervision are often perceived as being more confrontational in nature, may conflict with traditional Native American forms of communication and teaching styles.
- Resource for Motivational Interviewing adapted to Native American Culture:
http://www.integration.samhsa.gov/clinical-practice/Native_American_MI_Manual.pdf

Foundation Area 1: Theories, Roles, and Modalities of Clinical Supervision

- The following competencies denote special consideration when working within Native American provider settings:
 - Understanding the multiple roles of the clinical supervisor
 - Familiarity with learning strategies
 - Recognizing the importance of a productive, healthy learning alliance
 - Understanding and reinforcing the complementary roles of members on a multidisciplinary team
 - The ability to articulate one's model of supervision



Imagery and Storytelling

- Storytelling and use of imagery
- Knowledge of specific Tribal culture and stories related to those cultures
- Using metaphors as examples
- Development of storytelling skills

Scenario

Paul, a 34 years old, Native American male, who came to your clinic because of alcohol use. He is recently unemployed and expressed a lot of concerns about his future. He feels disconnected from his family, friends and culture

- What kind of extra contextual information would you like to obtain?
- How would you empower Paul through use of storytelling and imagery?
- What would you do similarly and/or differently in a Western culture versus a Native American culture?
- What are some of the limitations using storytelling and imagery?

Foundation Area 2: Leadership

Clinical Supervision Foundations



Foundation Area 2: Leadership

- Clinical supervisors represent the organization for which they work
- Leaders in Native American communities represent their organization and larger community interests

Foundation Area 2: Leadership

Native American values important to leadership

- Respect (self, others, Elders)
- Humility
- Honesty
- Love
- Wisdom
- Bravery
- Truth
- Avoidance of conflict
- Responsibility to Tribe
- Cooperation
- Humor
- Spirituality
- Hard work
- Sharing
- Generosity

Foundation Area 3: Supervisory Alliance

Clinical Supervision Foundations

Foundation Area 3: Supervisory Alliance

- Maintaining appropriate boundaries
- Avoiding dual relationships
- Keen awareness of Transference and Counter-Transference

- Achieving these guidelines can be difficult due to the intimate nature of Tribal communities and geographical and cultural isolation which can lead to difficulties in separating personal and professional responsibilities

Foundation Area 4: Critical Thinking

Clinical Supervision Foundations

Foundation Area 4: Critical Thinking

<i>Native American Communication Styles</i>	<i>Western Communication Styles</i>
<i>Non-interference, silence is valued</i>	<i>Giving advice, directing a conversation</i>
<i>Storytelling as a teaching tool</i>	<i>Direct criticism, immediate feedback</i>
<i>Emotional control, contemplation</i>	<i>Action, direct questioning, confrontation</i>
<i>Patience, group consensus for decision</i>	<i>Rapid responses and quick decision-making</i>
<i>Eye contact can be a sign of aggression</i>	<i>Eye contact a sign of respect</i>
<i>Light handshake, if at all</i>	<i>Firm handshake a common greeting</i>
<i>Behave according to what feels right</i>	<i>Behave based on logical argument</i>
<i>Emotional control, time for contemplation</i>	<i>Action instead of inaction, confrontation</i>

(Source: <https://scholarworks.umt.edu/etd/826/>)



Foundation Area 5: Organizational Management and Administration



Foundation Area 5: Organizational Management and Administration

- Management: the process of working with and through others to achieve organizational objectives in an efficient, legal, and ethical manner
- Administration: the day-to-day implementation of the organization's policies, procedures & traditions

Foundation Area 5: Organizational Management and Administration

- Tribal governments have powers to:
 - Determine Tribal membership
 - Establish government suited to the cultural and/or religious needs of their members and that is practical for their people
 - Legislate and/or adopt civil and criminal laws
 - Maintain law and order through Tribal courts
 - Exclude persons from their reservations or Tribal land
 - Charter business organizations



Any questions or comments?

**Performance Domain 1:
Counselor Development**



Performance Domain 1: Counselor Development

- The continuous development of staff clinical skills is key to the delivery of high quality client care

Performance Domain 1: Counselor Development

- Recruitment, retention and leadership development are of primary concern in Native Communities:
 - Workforce shortages
 - Focus on entry-level staff
 - Focus recruitment efforts on Tribal health and wellbeing
 - Organizational development and career ladders

Performance Domain 1: Counselor Development

- Recruiting of professionals can be difficult for the following reasons:
 - Salary disparities
 - Lack of candidates with advanced degrees
 - Lack of those with advanced degrees with adequate understanding of Native American culture and/or of substance use disorders
 - Credentialing and Licensing requirement of behavioral health providers and funders



Performance Domain 1: Counselor Development

- The following are suggested ways to recruit and promote counselor development:
 - Provide “Career Ladder” options
 - Recruit entry-level level professionals with experiential and cultural knowledge

Performance Domain 1: Counselor Development

- Utilizing Native American core values to connect professionals with the community :
 - Outreach and media campaigns designed to build community investment
 - Concern for issues pertaining to substance use and its effects on Tribal health
 - Community support adds a sense of importance to the work being done while removing stigma, increasing the value of that work

Performance Domain 2: Professional & Ethical Standards



Performance Domain 2: Professional & Ethical Standards

- One particular ethical issue, somewhat unique to Native American communities, is that close social ties among community members and geographical isolation can create challenges associated with anonymity

Performance Domain 2: Professional & Ethical Standards

- Ethical Decision-Making Model (Corey et al., 1998)
 - Step 1: Identify the problem.
 - Step 2: Identify the potential issues involved.
 - Step 3: Review relevant ethical guidelines.
 - Step 4: Know relevant laws and regulations.
 - Step 5: Obtain Consultation.
 - Step 6: Consider possible and probable courses of action.
 - Step 7: List the consequences of the probable courses of action.
 - Step 8: Decide on what appears to be the best course of action.

Discussion

- What is the Federal confidentiality law that addiction treatment professionals must adhere to?
- What are exceptions to the confidentiality law?
- What ethical dilemmas can arise surrounding this law and client care? How would you (as a supervisor) approach these dilemmas?

**Performance Domain 3:
Program Development & Quality Assurance**

Performance Domain 3: Program Development & Quality Assurance

- Mission statements assist in defining the organization (who we are, what we do)
- Vision statements clearly define where the organization is going (what we hope to achieve- overall purpose)
- Strategic planning and organizational development are best served by involving community members in the process



Performance Domain 3: Program Development & Quality Assurance

- Clinical supervisors:
 - Build organizational culture
 - Facilitate individual and organizational growth and change
 - Foster a culturally-sensitive service delivery system
 - Consistently advocate for high-quality clinical care for consumers

Performance Domain 4: Performance Evaluation

Performance Domain 4: Performance Evaluation

- Performance Evaluations:
 - Utilize quantitative and qualitative measures
 - Evaluations should take into account Native American learning styles and motivations for working in the behavioral health field



Performance Domain 4: Performance Evaluation

- Fidelity measures ensure supervisees are reliably implementing culturally-based and evidenced-based protocols

Performance Domain 5: Administration

Performance Domain 5: Administration

- Documentation
- Policy and procedure compliance
- Following schedules and guidelines within the spirit of cultural norms
- Program development, implementation and evaluation (is what we're doing making a difference? If not, re-evaluate)



Performance Domain 5: Administration

- Integration of Evidenced-Based Models with Native American cultural norms and communication styles



Questions or Comments?

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