

Mentoring and Clinical Supervision Resources

Mentoring can be a very effective way to ensure core competencies are being met in the workplace. For example, an organization can link a more experienced employee to one learning a new skill or core competency. It can also be a very effective method to reduce stress and burnout. Following are a variety of resources to consider regarding mentoring and effective supervision.

Substance Abuse and Mental Health Services Administration has developed *A Provider's Guide on How to Use Core Competencies in Behavioral Health* to support the dissemination and implementation of competencies within the behavioral health field. This guide includes an online collection of resources, case studies, articles, bibliographies, and other materials to help behavioral health providers implement the use of competencies within their organization, county, or State.

[The Fundamentals of Workforce Competency: Implications for Behavioral Health](#) is an article that explores the growing recognition of the need to define, teach, and assess essential competencies for the providers who deliver mental health and substance use disorders treatment. Since attention to this issue in behavioral health is relatively recent, there is much to be gained by grounding this emerging work in the fundamental principles, definitions, and conceptual models of competency that have been developed in other fields. This article outlines the forces that are driving the current focus on competency of the healthcare workforce. Authors include Michael A. Hoge, Janis Tondora, and Anne F. Marrelli and commissioned by SAMHSA.

[Strategies for Developing Competency Models](#) presents a step-by-step process for developing a competency model. It provides an introductory overview of competencies, competency models, and legal implications of competency development as well as includes a description of the seven steps involved in creating a competency model for a specific function, role, or position. Written by Anne F. Marrelli, Janis Tondora, & Michael A. Hoge.

American Counselor Association (ACA) Annual Conference & Exhibition (held March 26-30, 2008, Honolulu, HI) presented a program entitled [Supervision Styles that are Perceived and Preferred by Supervisors and Supervisees: Case Studies](#).

[The Supervisory Relationship: It's Impact on Trainee Personal and Skills Development](#) is a published research study that discusses use of basic computer technology in counselor education with a focus on online or distance education. The examples given are easy to adapt to a variety of course topics and are useful in on-site classes as well as online courses.

ATTC Network is the nationwide, multidisciplinary resource for professionals in the addictions treatment and recovery services field. Knowledge of specific job duties and related core competencies is important to make appropriate mentoring matches. Several useful resources they provide related to developing an effective mentoring program include the following:

[History of TAP 21-A](#) includes background to the TAP 21 A and provides access to Competencies for Substance Abuse Treatment Clinical Supervisors, TAP 21-A.

[Competencies for Substance Abuse Treatment Clinical Supervisors CSAT's Technical Assistance Publication](#) (TAP 21-A). A major focus of workforce development is to improve the competencies of those in the field. This applies not only to counselors, but also to clinical supervisors.

[Supervision Definitions](#). This list is augmented by Term Master, which is a comprehensive collection of Websites compiled as a term and definition resource for professionals in the field of addiction treatment and recovery services as well as the general public.

[Supervisory Five Performance Domains](#). This provides descriptions of competencies for five performance domains, including 1) counselor development; 2) professional and ethical standards; 3) program development and quality assurance; 4) performance evaluation; and 5) administration.

[Supervisor Foundations](#). The five foundation areas that include: 1) theories, roles, and modalities of clinical supervision; 2) leadership; 3) supervisory alliance; 4) critical thinking; and 5) organizational management and administration are illustrated with corresponding competencies.

[Clinical Supervision Tools](#). This Web page includes information on clinical supervisory tools and links to other clinical supervision resources.

[Clinical Supervision Bibliographies](#). Web page that provides information on TAP 21-A and corresponding bibliography for clinical supervisors.

Stress and Burnout

Mentoring and clinical supervision can address a number of recognized contributors to stress and burnout. For instance, a mentor or clinical supervisor can help with issues such as:

- **Stressful events.** A mentor/clinical supervisor can provide assistance to develop coping strategies.

- **Role ambiguity.** A mentor/clinical supervisor can help clarify the roles and responsibilities of the job.
- **Career development.** A mentor/clinical supervisor can facilitate career progression by helping practitioners enhance clinical skills and experience and by providing (in some cases) the required credentials for registration with professional bodies.
- **Skill use.** Skill variety, task identity, task significance, and autonomy and feedback are recognized contributors to job satisfaction,ⁱ which in turn can impact worker well being. Clinical supervision and mentoring can help expand practitioners' repertoire of clinical and interpersonal skills.

The transient nature of the client population, high relapse rates, and a lack of follow-up opportunities can present challenges to workers' capacity to maintain a positive, enthusiastic, and engaged approach to their work. In this type of working environment, it is important to remember the importance of positive feedback and recognition.

Providing positive feedback, recognition, and rewards for workers' skills and abilities in providing services, independent of client outcomes, has been identified as an important preventive factor for stress and burnout in health and human service professionals.ⁱⁱ

National Centre for Education and Training on Addiction (NCETA), which is Australia's National Research Center on Alcohol and Other Drugs (AOD) Workforce Development, provides several useful resources that include:

- [*Stress and Burnout: A Prevention Handbook for the Alcohol and Other Drugs Workforce*](#) is a handbook designed to be a user-friendly and practical resource that identifies the key factors likely to impact on stress and burnout for AOD workers and describes practical strategies to prevent and alleviate stress and burnout in AOD workers.
- [*Workforce Development Tips Resource Kit*](#) provides straightforward and practical guidance, tools, and resources to support workforce development activities and initiatives in the AOD field. The Resource Kit comprises 14 chapters, including an introduction to workforce development and 13 workforce development topics relevant to the AOD field. Each chapter contains evidence-based strategies to address a particular workforce development issue, as well as resources and tools that can be used to implement the strategies. Specifically, see chapter [6 – Mentoring](#) from the Resource Kit on setting up a mentoring program.
- [*Mentoring: An Age-old Strategy for a Rapidly Expanding Field. A What, Why, and How Primer for the Alcohol and Other Drugs Field*](#) is a monograph, written by Joanne McDonald, which provides a practical and user friendly guide for setting up a mentoring program and developing a supportive mentoring culture. It maps out ways in which mentoring can be adapted for behavioral health organizations/workers in a cost effective and beneficial manner.

Related resources on the WDRC web portal include:

- [Seeking Out a Mentor](#)
- [Supervision Chapter](#)

ⁱ Sparks, K., Faragher, B., & Cooper, C. L. (2001). Well-being and occupational health in the 21st century workplace. *Journal of Occupational and Organizational Psychology*, *74*, 489-509.

ⁱⁱ Maslach, C., & Leiter, M. P. (1997). *The truth about burnout*. San Francisco: Jossey-Bass.