

Evaluation of Supervisory Skills and Adherence (ESSA) manual 2019

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The Evaluation of Supervisory Skills and Adherence (ESSA) manual, is a behavior-based coding system for evaluating supervisors' skills and adherence. ESSA has been developed as a tool for structured feedback to Motivational interviewing (MI) supervisors, and as a measure of supervision integrity in clinical MI-trials, both for group and individual supervision sessions. However, the manual can be used widely within all forms and types of supervision or tutoring activities.

ESSA assesses two dimensions of supervisors' skills and adherence:

(1) Specific Supervisor Behaviors

The Specific Supervisor Behaviors reflect the frequency of the supervisors' utterances, coded in eight different behavioral categories: Objective Monitoring; Educating; Prompting; Modeling Skills; Eliciting Skills or Potentials; Positive Feedback; Corrective Feedback; and Other Utterances.

(2) Global Supervisor Behaviors

The Global Supervisor Behaviors reflect the overall assessment of the supervisor's performance on a five-point scale in four different categories: Structures and Directs the Session; Specifies a Training Focus; Performs Active Training; and Promotes a Learning Environment.

Both the Specific Supervisor Behaviors and the Global Supervisor Behaviors are coded during a single review of a recorded supervision session. If the recording is 20-30 minutes long, the entire session should be coded. If the recording is longer, a maximum of 30 minutes of the session should be coded. The coded segment is specified in the protocol.

ESSA has been developed by Maria Beckman, PhD and Helena Lindqvist, PhD, at the Motivational Interviewing Quality Assurance (MIQA) group, Centre for Psychotherapy Education and Research, Centre for Psychiatry Research, Department of Clinical Neuroscience, Karolinska Institutet (KI). The manual is based on components included in the evidence- and competence-based frameworks for supervision that have emerged in recent years [1-7]. Anna-Maria Ahlgren, Carl Lovén and Linda Ljunggren, MI trainers and coders at MIQA, contributed with valuable feedback during the development of the manual. Additional contribution was provided by Amanda Persson, Ida Norberg, Nina Lindros and Sophie Dixelius, MI trainers and coders at MIQA. The conceptualization and development of ESSA was inspired by the MI coding instruments produced by the University of New Mexico Center on Alcoholism, Substance Abuse, and Addictions at The University of New Mexico <https://casaa.unm.edu/codinginst.html>. ESSA is an unpublished manual; at this writing, neither recommended proficiency thresholds nor psychometric properties have yet been established.

Both the ESSA manual and the ESSA protocol can be downloaded and used without cost at <https://www.miqagruppen.org>. For questions or comments about ESSA, please contact maria.beckman@ki.se or helena.lindqvist@ki.se

Specific Supervisor Behaviors

The Specific Supervisor Behaviors assess the frequency of the supervisor’s utterances coded in eight different behavioral categories: Objective Monitoring; Educating; Prompting; Modeling Skills; Eliciting Skills or Potentials; Positive Feedback; Corrective Feedback; and Other Utterances. Each utterance, except Objective Monitoring, Positive Feedback, and Corrective Feedback can be assigned only one behavioral code (see the decision hierarchy under each behavioral category).

In order to facilitate the calculation of the behavioral categories, all supervisor utterances are sorted into *continuous utterances*. A *continuous utterance* is a section of the dialogue where the supervisor speaks without being interrupted. The *continuous utterance* starts when the supervisor starts talking and ends when the supervisee starts talking. Facilitating comments from the supervisee, such as “hmm”, “yes”, or “no” that are not direct answers to questions, do not interrupt a *continuous utterance*.

A *continuous utterance* may contain several supervisor utterances, and may thus also be assigned several behavioral categories. However, with the exception of the categories Positive Feedback and Corrective Feedback, each *continuous utterance* can only be assigned one of each behavioral category. For example, even if the supervisor provides education about different subjects in the same *continuous utterance*, the category Educating is assigned only once during that *continuous utterance*. If, on the other hand, the supervisor provides feedback several times during the same *continuous utterance*, each area of proficiency or improvement mentioned by the supervisor should be coded during that *continuous utterance* (see examples for each category).

<p>Objective Monitoring</p>	<p><i>Objective Monitoring</i> is used each time the supervisor refers to the supervisor’s actual behavior in some form, for example by listening to an audio recording, viewing a coding protocol, or performing a role play together with the supervisee during the supervision session. Objective Monitoring is, along with Positive Feedback and Corrective Feedback, the only type of supervisor utterances that can be assigned more than one behavioral code.</p> <p><u>Examples</u></p> <p><i>“... I heard a lot of reflective listening in this role play, and all of your questions were open ...”</i> [Objective Monitoring, Positive Feedback, Positive Feedback]</p> <p><i>“... You said that you have difficulties performing complex reflections.”</i> [Other Utterances] <i>“But I heard several complex reflections in your recording. For example, you said ... and then you also said ...”</i> [Objective Monitoring, Positive Feedback] <i>“However, your complex reflections are a bit long and extensive ...”</i> [Corrective Feedback]</p> <p><i>“... As you can see in the coding protocol, it mostly contains simple reflections.”</i> [Objective Monitoring, Corrective Feedback] <i>“One way of practicing complex reflections, is to try capturing the essence of the client's feelings.”</i> [Educating] <i>“How about doing an exercise on that?”</i> [Other Utterances]</p>
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Educating	<p><i>Educating</i> is used each time the supervisor provides knowledge to the supervisee.</p> <p><u>Examples</u> <i>"... The MITI protocol contains both simple and complex reflections. What differentiates them is ..."</i> [Educating] <i>"... Change talk is expressed in all client statements that speak for change, even when the client expresses something negative about their current situation ..."</i> [Educating]</p> <p><u>Differentiation</u> When the supervisor actualizes, clarifies or reinforces knowledge that the supervisee has already expressed, it should be coded as <i>Prompting</i>. When the knowledge is part of a supervisor demonstration of skills, it should be coded as <i>Modeling Skills</i>. When the supervisor provides evaluative and/or explanatory knowledge directly linked to the supervisee's actual behavior, expressly in order to improve the supervisee's skills, it should be coded as <i>Positive Feedback</i> or <i>Corrective Feedback</i>.</p>
Prompting	<p><i>Prompting</i> is used each time the supervisor actualizes, clarifies, elicits and/or validates the supervisee's reflections, reasoning or expressed knowledge, in order to nudge the supervisee in the right direction. The most common form of prompting is when the supervisor, through a reflection or an affirmation, highlights and clarifies something that the supervisee just expressed regarding the method (i.e., knowledge), regarding when/how to use the method, or regarding specific learning techniques /methods.</p> <p><u>Examples</u> <i>"... Perfect! It sounds like you have a really clear and specific focus area for your future practice..."</i> [Prompting] <i>"... What I hear you say is that you put a great effort in letting your client stay in the evoking process, without rushing to a solution or a change plan."</i> [Prompting] <i>"Eliciting and reinforcing client change talk also affects the assessments of..."</i> [Educating]</p> <p><u>Differentiation</u> When the prompt is part of a supervisor demonstration of skills, it should be coded as <i>Modeling Skills</i>. Direct questions regarding supervisee skills and/or potential improvements should be coded as <i>Eliciting Skills</i> or <i>Potentials</i>. When the prompt includes evaluative and/or explanatory information directly linked to the supervisee's actual behavior as a basis for skills and/or adherence improvement, it should be coded as <i>Positive</i> or <i>Corrective Feedback</i>.</p>

Modeling Skills	<p><i>Modeling Skills</i> is used each time the supervisor provides demonstrations of skills for the supervisee to monitor. If the supervisor demonstrates skills during a role play, it should also be coded as Modeling Skills.</p> <p><u>Examples</u> The supervisor demonstrates a short sequence of a client interaction, starting with the client's statements, and then providing examples of the practitioner's responses in the form of reflections instead of questions. [Modeling Skills]</p> <p>The supervisor, while referring to a recording, takes the practitioner role in a role play, and demonstrates simple and complex reflections to the supervisee, who plays the client role. [Objective Monitoring, Modeling Skills]</p>
Eliciting Skills or Potentials	<p><i>Eliciting Skills or Potentials</i> is used each time the supervisor poses questions to the supervisee in order to promote their self-reflections regarding areas of proficiency or improvement. The questions can be formulated to elicit reflection on both knowledge, skills, learning and practicing the method.</p> <p><u>Examples</u> "... Up until now, which MI skills have you primarily worked with?" [Eliciting Skills or Potentials]</p> <p>"... Which MI skills would you like to improve?" [Eliciting Skills or Potentials]</p> <p>"... What do you already know about how client statements, according to MI, can affect outcome?" [Eliciting Skills or Potentials]</p>
Positive Feedback	<p><i>Positive Feedback</i> is used each time the supervisor, as basis for improvement, affirms, validates or in any other way highlights any form of supervisee adherence, knowledge and/or skills. If the supervisor provides positive feedback several times during a <i>continuous utterance</i>, each separate area of proficiency mentioned by the supervisor should be coded for that <i>continuous utterance</i>. However, each separate area of proficiency should only be coded once during each <i>continuous utterance</i>.</p> <p><u>Examples</u> "... You really nailed it this time! You both affirmed the client through several complex reflections, and elicited change talk by your targeted open questions..." [Objective Monitoring, Positive Feedback, Positive Feedback]</p> <p>"... I also heard several collaborative statements in all your session, which encourages the clients to voice their own thoughts and ideas..." [Objective Monitoring, Positive Feedback, Educating]</p>

Corrective Feedback	<p><i>Corrective Feedback</i> is used each time the supervisor highlights behaviors that the supervisee can improve and/or further develop. If the supervisor provides corrective feedback several times during a <i>continuous utterance</i>, each separate area of possible change mentioned by the supervisor should be coded during that <i>continuous utterance</i>. However, each separate area of possible improvement should only be coded once during each <i>continuous utterance</i>.</p> <p><u>Examples</u></p> <p>"... <i>You gave several unsolicited pieces of advice in this session</i>". [Objective Monitoring, Corrective Feedback] "<i>Instead, try to use Elicit-Provide-Elicit in the next session.</i>" [Other Utterances]</p> <p>"... <i>As we have all heard in these role plays, reflections are often inadvertently transformed into questions by a raised tone of voice at the end of the sentence.</i>" [Objective Monitoring, Corrective Feedback] "<i>What could you have done instead?</i>" [Eliciting Skills or Potentials]</p> <p>"... <i>You talk quite a lot, and thus give less space for the client to formulate the situation by herself.</i>" [Objective Monitoring, Corrective Feedback] "<i>Try to give the client a little more space this time.</i>" [Other Utterances]</p>
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Other Utterances	<p><i>Other Utterances</i> is used for all supervisor utterances during the session that do not fall under any other categorie. Hence, Other Utterances can occur in the form of a statement, a question or a reflection. General information on, for example, session content, instructions before an exercise, and/or an agreement regarding an appointment, also falls under this category.</p> <p><u>Examples</u></p> <p>"... <i>The MITI protocol contains two parts, but in today's session, we'll only have time for the behavior counts part ...</i>" [Other Utterances]</p> <p>"... <i>We only have a few minutes left, so we'll have to save that part for the next session ...</i>" [Other Utterances]</p> <p>"... <i>I have some examples for you, if you're interested?</i>" [Other Utterances]</p> <p>"...<i>It would be good if you could also practice between sessions. In that way, you would gain the advantages of practicing in your own context ...</i>" [Other Utterances]</p> <p>"... <i>I remember when I learned MI. It was not at all easy, and I had to practice more than seemed reasonable ...</i>" [Other Utterances]</p> <p>"... <i>Is the volume loud enough for you?</i>" [Other Utterances]</p>
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Global Supervisor Behaviors

The four Global Supervisor Behaviors reflect the coder's overall assessment of the supervisor's performance on a five-point scale in four different categories: Structures and Directs the Session; Specifies a Training Focus; Performs Active Training; and Promotes a Learning Environment. In order to reach a certain point on the scale, the criteria must be clearly met. When in doubt, the supervisor should be assigned a lower score.

Structures and Directs the Session	
1	<p>The structure and/or content of the supervision session never clearly appears.</p> <p>The supervisor has not established/does not establish any agenda (form and content) for the supervision session, and the supervisee thereby never really knows what to expect from the session. The supervisor may also hand over the responsibility for the content and structure of the session to the supervisee.</p> <p>The supervisor hands over the responsibility of the distribution of time and session content to the supervisees.</p>
2	<p>The supervisor directs the session structure and content to some degree.</p> <p>The supervisor has established/establishes a middling agenda, and occasionally structures the session accordingly, but the supervisee may still have to handle most of the content and structure by him/herself.</p> <p>The supervisor hands over most of the responsibility of the distribution of time and session content to the supervisees.</p>
3	<p>The supervisor directs the session structure and content.</p> <p>The supervisor has established/establishes an agenda for the supervision session, and then broadly structures the supervision session accordingly.</p> <p>The supervisor makes clear attempts to structure and direct the content and distribution of time in the group supervision session.</p>
4	<p>The supervisor consistently directs the session structure and content.</p> <p>The supervisor has established/establishes an agenda with clear form and content, and then consistently structures the supervision session accordingly.</p> <p>The supervisor structures and directs the content and distribution of time in the group supervision session.</p>
5	<p>The supervisor consistently directs the session structure and content, and simultaneously requests and incorporates the supervisees' contributions to the session.</p> <p>The supervisor has established/establishes an agenda with clear form and content together with the supervisee, consistently structures the supervision session accordingly, and simultaneously queries and incorporates the supervisees' requests and contributions.</p> <p>The supervisor consistently directs the session structure and content, and simultaneously requests and incorporates the supervisees' contributions to the session.</p>

Specifies a Training Focus	
1	<p>The supervisor never clarifies specific behaviors for the supervisees to practice.</p> <p>The supervisor can talk about adherence, knowledge and/or skill gaps in general terms, and can also request practice challenges from the supervisees. However, the supervisor never links these descriptions to specific behaviors for the supervisees to reflect on, or to any other suitable way work with, and/or further develop, during the supervision session.</p>
2	<p>The supervisor mentions supervisees' knowledge and/or skill gaps, but never clarifies specific supervisee practice areas that are reflected in the remaining session content.</p> <p>The supervisor identifies possible areas for supervisee improvement, but never provides opportunities for the supervisees to reflect on, or in any other suitable way work with and/or further develop these during the supervision session. The supervisor may also identify a large number of possible areas for supervisee improvement, making it difficult for the supervisees to understand what and/or how they can further develop.</p>
3	<p>The supervisor specifies practice areas for the supervisee, which is then largely reflected in the remaining supervision session content.</p> <p>The supervisor identifies and specifies possible knowledge and/or skill areas for supervisee improvement, and then provides opportunities for the supervisees to reflect on and further develop these areas by working with them in suitable ways during the supervision session.</p>
4	<p>The supervisor works consistently based on clearly specified practice areas for the supervisees.</p> <p>The supervisor identifies and specifies possible knowledge and/or skills areas for supervisee improvement, and then consistently provides opportunities for the supervisees to further develop these during the supervision session. Based on the supervision session content, the supervisor may also specify limited focus areas for the supervisees' additional practice between sessions.</p>
5	<p>In a collaborative fashion, the supervisor formulates clearly specified practice areas together with the supervisees, and these areas are then consistently reflected in the remaining supervision session content.</p> <p>The supervisor collaborates with the supervisees to identify and specify possible knowledge and/or skills areas for supervisee improvement, and then consistently provides opportunities for the supervisees to further develop these during the supervision session. Based on the supervision session content, in the same collaborative fashion, the supervisor may also specify limited focus areas for the supervisees' additional practice between sessions.</p>

Performs Active Training	
1	<p>The supervisor never provides role plays to enable the supervisees to practice skills during the supervision session.</p> <p>The supervisor does not perform role plays together with the supervisees to enable them to practice practitioner skills during the supervision session.</p>
2	<p>The supervisor makes attempts to initiate role plays for the supervisees to practice skills during the supervision session, but never manages to get the supervisees to participate.</p> <p>The supervisor tries to involve the supervisees in role plays that allows them to practice their skills as practitioners, but never succeeds in fully engaging the supervisees. Sometimes, the supervisor instead provides demonstrations of skills for the supervisee to monitor.</p>
3	<p>The supervisor performs role plays together with the supervisees during the supervision session.</p> <p>The supervisor provides role plays for the supervisees to practice practitioner skills during the supervision session.</p>
4	<p>The supervisor provides clearly defined and specified role plays to enable the supervisees to practice skills during the supervision session.</p> <p>The supervisor performs role plays together with the supervisees, allowing them to practice practitioner skills during the supervision session. The role plays, including roles, training context and skills areas for the supervisee to practice, are all clearly defined and precisely described.</p>
5	<p>The supervisor provides clearly defined and specified role plays for the supervisees to practice skills during the supervision session. The training activities are tailored to the supervisees' skill levels, and the supervisees are given opportunities for repeated training.</p> <p>The supervisor performs role plays together with the supervisee that provide them with the opportunity to practice practitioner skills during the supervision session. The supervisor collaborates with the supervisees to establish the roles, training contexts and practice skills during the role plays. All training activities are tailored to the supervisees' skill levels, clearly defined and precisely described to the supervisees. The supervisor also provides continuous feedback and, if needed, provides demonstrations of skills and opportunities for repeated training.</p>

Promotes a Learning Environment	
1	<p>The supervisor does not focus on reinforcing the supervisees' sense of competence, motivation to use the method, or intention to continually develop and improve.</p> <p>The level and content of the supervision session are not adapted to the supervisees' skill levels and/or context. The supervisor may also not actively work with the supervisees' ability to learn and use the method, and thus leave the supervisees with a feeling that the method is difficult to learn. Moreover, the supervisor may omit addressing the supervisees' ability to use the method in their respective context.</p>
2	<p>The supervisor has a partial focus on reinforcing the supervisees' sense of competence, intention to use the method, or aspiration to continuously develop and improve.</p> <p>The level and content of the supervision session are partly adapted to the supervisees' skill levels and/or context. The supervisor also makes a few attempts to reinforce the supervisees' ability to learn and use the method, and/or to use the method in their respective context.</p>
3	<p>The supervisor works with the supervisees' sense of competence, intention to use the method, or aspiration to continuously develop and improve.</p> <p>The level and content of the supervision sessions are to a fairly high degree adapted to the supervisees' skill levels and/or context. The supervisor also reinforces the supervisees' ability to learn and use the method, and/or to use the method in their respective context.</p>
4	<p>The supervisor works continuously and actively to strengthen the supervisees' sense of competence, intention to use the method, or aspiration to continuously develop and improve.</p> <p>To help the supervisees to further develop, the level and content of the supervision sessions are adapted to the supervisees' individual skill levels and/or contexts. The supervisor also repeatedly affirms the supervisees' current skill levels, and reinforces the supervisees' ability to learn and use the method, and/or to use the method in their respective context.</p>
5	<p>In collaboration with the supervisees, the supervisor works consistently and flexibly to strengthen the supervisees' sense of competence, intention to use the method, or aspiration to continuously develop and improve.</p> <p>The supervisor collaborates with the supervisees to help them find ways to further develop and the level and content of the supervision sessions are throughout adapted to the supervisees' individual skill levels and/or contexts. The supervisor also repeatedly affirms the supervisees' current skill levels, reinforces the supervisees' ability to learn and use the method, and/or to use the method in their respective context. In addition, the supervisor provides opportunities for the supervisees to reflect on their individual skill levels, learning methods and/or how to use the method in their respective context.</p>

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ESSA-19 protocol

Date: _____ **Supervisor:** _____ **Coded segment:** _____ **min**

Specific Supervisor Behaviors	Total amounts
Objective Monitoring	
Educating	
Prompting	
Modeling Skills	
Eliciting Skills or Potentials	
Positive Feedback	
Corrective Feedback	
Other Utterances	

Global Supervisor Behaviors	Ratings (1-5)
Structures and Directs the Session	
Specifies a Training Focus	
Performs Active Training	
Promotes a Learning Environment	
Comments	

Appendix 1: Additions and clarifications

Breaking down supervisor utterances

Each supervisor utterance, with the exception of Objective Monitoring, Positive Feedback, and Corrective Feedback, can be assigned only one behavioral code. If the coder is unsure whether or not to break down an utterance into two utterances, the decision rule is to make fewer splits. For example, the utterance *"Is there anything else that you thought worked well during the session, or do you want me to give you some feedback?"* should not be divided into two utterances, and thus should only be assigned one behavioral code (i.e., Eliciting Skills or Potentials), even though it also contains Other Utterances (see the decision hierarchy under each behavioral category). The utterance *"You made several complex reflections in this session, which affects the global score of empathy."* should also be classified as one, and is thus only assigned the behavioral codes Objective monitoring and Positive feedback, even though it also contains Educating (see the decision hierarchy under each behavioral category).

Utterances that are left uncoded

Each supervisor utterance is assigned a Specific Supervisor Behavior code, but, with the exception of Positive and Corrective Feedback, each *continuous utterance* can only contain one of each behavioral category. However, there are utterances that are left uncoded. For example, facilitating comments from the supervisor, such as "ok", "yes" or "no" that are not direct answers to the supervisees' questions, are not assigned a behavioral code. More extensive utterances can also be regarded as facilitating (e.g., "yeah, exactly", "that sounds good", or "that's right") if they have that function. In other words, the dialogue context determines whether the utterances should be considered as facilitating and thus left uncoded.

Other utterances that are left uncoded are interrupted utterances, unless the coder has sufficient information to be able to categorize the utterance. If sufficient information is available, the utterance should be coded in the category to which it belongs, even if the utterance is incomplete.

The supervisor's eventual repetitions/clarifications of previous utterances are also left uncoded. However, if the clarification changes the content and/or the meaning of the utterance, it should be coded in the category to which it belongs.

Finally, role plays during the supervision session are also left uncoded. However, any demonstration of skills from the supervisor should be coded as Modeling skills, both during the actual role play and during the role play introduction phase. All other supervisor utterances during the introduction and ending phase of the role play are also coded as usual, including feedback from the supervisor and/or eliciting questions, for example: (S = Supervisor, See = Supervisee):

S: Would it be ok to practice that in a role play, if I play your client?
[Other Utterances]

See: Okay.

S: Then I think we should start where you discuss the pros and cons with your client, where you can try reflections instead of questions. **[Other Utterances]** If, for example, the client says that it's useless, you can say "You know it's useless", instead of asking him a question, and see where it goes from there. **[Modeling skills]** Ok, I'll start. **[Other Utterances]** – I actually both feel and don't feel like quitting. I mean, I know it's not

healthy, but I gain a lot of weight every time I try to quit, and that's not directly healthy either. (Uncoded role play)

See: You know it's not healthy for you.

S: – Yeah, everyone knows that. But, you know, at the same time, I can't quit. Or I haven't succeeded yet anyway. (Uncoded role play)

See: You really would like to be able to quit.

S: Let's stop there. **[Other Utterances]** How did that feel? **[Eliciting Skills or Potentials]**

See: Quite alright actually. It wasn't that difficult.

S: It felt good. **[Prompt]** You even managed both a simple and a complex reflection. Good! **[Objective Monitoring, Positive Feedback, Positive Feedback]**

Positive and Corrective feedback in the same supervisor utterance

Sometimes, one utterance contains both Positive and Corrective Feedback, without referring to different skill or development areas. In these cases, the utterance should be coded according to the skill/development area to which the supervisor most clearly refers. For example, the utterance "Altogether, you did well in this session, I only have some minor comments." shows that the supervisor is generally positive to the supervisee's performance. The utterance should therefore be assigned the behavioral code (Objective monitoring and) Positive feedback. However, if the same supervisor utterance contains both Positive and Corrective feedback for distinctly different skill and development areas, the utterance should be assigned both behavioral codes. For example: "I heard a number of complex reflections in your session, but also two non-adherent statements." **[Objective Monitoring, Positive Feedback, Corrective Feedback]**

When an utterance should be assigned the behavioral code Prompt versus the code Positive feedback

The behavioral code Prompt is used each time the supervisor, usually through a reflective statement, elicits, affirms or confirms the supervisee's reflections and reasoning regarding, for example, the method itself, when and how to use the method, or applying a specific learning technique (e.g., "Yeah, exactly, it's important to find opportunities for continuous practice when learning a new method, great!").

Positive feedback, on the other hand, is used when the supervisor, as basis for improvement, confirms and highlights the supervisee's actual behavior (e.g., adherence, knowledge and/or skills) (e.g., "You worked really well with affirmations throughout the whole session, great!").

The number of Positive and Corrective Feedback codes

The behavioral codes Positive and Corrective Feedback can be used several times during both the same utterance and during the same *continuous utterance*. However, each area of proficiency can only be coded once during each *continuous utterance*. This implies that, if the supervisor expresses feedback regarding the same skill area, but in different ways, several times during the same *continuous utterance*, that *continuous utterance* will only be assigned one

behavioral code (e.g., Corrective Feedback). However, in the following *continuous utterance(s)*, feedback regarding that same skill area can be coded again, for example: (S = Supervisor, See = Supervisee):

S: I heard you make a lot of reflections in this session, which also was something that you were supposed to practice this week, good! **[Objective Monitoring, Positive Feedback]** But most of your reflections were simple, so I thought we could practice complex reflections today. **[Objective Monitoring, Corrective Feedback]** For example, when you talked about alternative behaviors with your client, all your reflections were simple. **[Objective Monitoring, Corrective Feedback]** What would it sound like if you turned them into complex reflections instead? **[Eliciting Skills or Potentials]**

See: Yeeah... I actually don't really know how to do it.

S: No, complex reflections are much more difficult. **[Prompt]** That's also evident in your session, that most of your reflections are simple. **[Objective Monitoring, Corrective Feedback]** Let's listen to a bit, and think about how you could rephrase your reflections to make them more complex. **[Other Utterances]**

Coherent and consistent with the method

During an ESSA coding, the coder assumes that the knowledge and/or skills that the supervisor imparts to the supervisee during the supervision session are consistent with the method to be learned. If it becomes obvious that this is not the case, the behavioral code Other Utterances should be assigned instead of the behavioral code that otherwise would be applied. For example, if the supervisor is obviously leading the supervisee in the wrong direction by eliciting or affirming methodically inconsistent knowledge, Other Utterances is assigned instead of Prompting, or if the supervisor lectures pure nonsense, Other Utterances is assigned instead of Educating. The same (i.e., Other Utterances instead of Educating) applies if the supervisor reasons aloud more than adds real knowledge to the supervisee (e.g., "Yeah, you could probably say that reflections works that way."). In order to assign a behavior code, the criteria must be clearly met. In case of doubt, the behavior code Other Utterances should instead be assigned.

Appendix 2: Individual telephone supervision

S = Supervisor, See = Supervisee

1. S: Okay, the usual structure for these sessions is to first look at the MITI-protocol and to answer any questions you might have regarding it. After that we talk about the session and discuss the parts that went well, but also areas for improvement. We will also have time for a role play – a chance for you to practice, and by the end of the session we will identify a training focus for you going forward. Lastly, we will evaluate the session together. How does that sound to you? [**Other Utterances**]
2. See: *It sounds good to me.*
3. S: Great. Do you want an update of the structure of the protocol? [**Other Utterances**]
4. See: *Sure. I think we discussed it briefly during the last part of the MI course I attended, but please do.*
5. S: Yeah okay, I know they usually talk briefly about the protocol during the course. Anyway, if you have the protocol in front of you, you'll see that it's split in two parts, global ratings and behavior counts. The global ratings evaluate the session as a whole on a scale from one to five, where one is lowest and five highest. They include both technical and relational components. Cultivating change talk is exactly as it sounds, the practitioner's ability to evoke and strengthen the clients change talk. Softening sustain talk evaluates the practitioner's ability to appropriately respond to, or dampen, all forms of sustain talk. Partnership evaluates the practitioner's ability to ensure that the session's time and focus are shared with the client, and empathy evaluates the practitioner's ability to show his or her efforts to understand the client. [**Educating**] Is that short explanation enough for you? [**Other Utterances**]
6. See: *Absolutely.*
7. S: As for the behavior counts, in that section all the clinician's utterances are coded in one of the categories, so all utterances get counted. [**Educating**] Is any category unclear to you? Do you want me to explain any of them? [**Eliciting Skills or Potentials**]
8. See: *No, I don't think so. It looks like questions was the only thing I did in this session... But no, nothing is unclear.*
9. S: Okay, just tell me if you have any questions. The whole idea is for you to get as much out of this supervision session as possible. [**Other Utterances**]
10. See: *Okay.*
11. S: Great. I'd like to know your thoughts of the session, for example what you think went well. I just heard you say that you think you asked a lot of questions. Are there any aspects of the session you think worked well? [**Eliciting Skills or Potentials**]

12. *See: Yeah, for starters I want so say that it was difficult because I was aware of what I was doing the whole time. It felt artificial and like I was just trying to squeeze in as many skills as possible. It didn't flow as smoothly as it usually does.*
13. S: Mm-hm, I understand what you mean. [**Other Utterances**]
14. *See: Yeah, that's why there were so many questions. When I listen that's pretty much the only thing I hear.*
15. S: I understand. Are there any parts of the session that you feel worked well?
[**Eliciting Skills or Potentials**]
16. *See: Yeah, I try, which I have noticed since the course, to affirm all positive aspects. I mean evoke change talk. To really focus on that and try to not comment or reflect on sustain talk. I don't know how it worked in this session, but I try to do that a lot more than before. I also try to use affirmations, that's something I try to remember to use in every session.*
17. S: I'm glad to hear that. [**Other Utterances**]
18. *See: Mhmm. I really try to refine my way of speaking. Maybe this session isn't one hundred percent MI, but I try to keep it in the back of my mind the whole time.*
19. S: It's great to hear that you find the method useful, and that you try to pick tools that fit the moment and that are applicable in your everyday work life. [**Prompting**]
20. *See: Yeah, I do that. And even if I've used some of it before, I'm more aware of it now. At least I try to think about it. And then the reflections, I completely buy that whole thing. Sometimes I feel like a ridiculous parrot, but I have had several clients telling me they appreciate when they hear their own words in a different way.*
21. S: And what do you think about that, about the fact that you use tools that sometimes feel repetitive or odd, that at the same time can give a positive response? [**Eliciting Skills or Potentials**]
22. *See: It feels good. But it's important to use them in the right situation. Sometimes it doesn't work at all, and sometimes, it works perfectly.*
23. S: You can see different situations where you can use certain tools. It's interesting to hear your thoughts on this, when you describe what you do, that you work towards evoking change talk and that you try to avoid sustain talk, while also affirming the client. [**Prompting**] In the recording, I also heard you using all the parts of OARS. [**Objective Monitoring, Positive Feedback**] Maybe you remember that acronym from the course? [**Eliciting Skills or Potentials**]
24. *See: Uh-huh.*
25. S: Open questions, affirmations, reflections and summaries. [**Educating**] You really succeeded in using all those techniques during the session. [**Objective Monitoring,**

Positive Feedback]

26. *See: Mm-hm.*
27. S: It's good to hear that we've picked up on the same things. [**Other Utterances]**
28. *See: That's good, yeah.*
29. S: It really is. I'd like to share a few more examples, if that's okay? [**Other Utterances]**
30. *See: Sure.*
31. S: Okay, first some examples of when you evoke change talk. For example, you ask the question "What are your three main reasons for making this change?". [**Objective Monitoring, Positive Feedback]** You also ask a scaling question about the importance of making a change, [**Positive feedback]** and after that you affirm the client's thoughts. [**Positive feedback]**
32. *See: Okay.*
33. S: We also talked about softening sustain talk, do you remember from the course that one way of doing that is to use selective or double-sided reflections? [**Eliciting Skills or Potentials]**
34. *See: Yeah, I think I remember double-sided reflections. First mentioning sustain talk, but also something positive, is that what you mean?*
35. S: Exactly, you start by bringing up sustain talk, and end with change talk. [**Prompting]** You did that in this session. You said, "It sounds like you want to start with some kind of physical activity, but you're not really sure how, but at the same time you talk about a period of two months when you were both running and biking almost every day". That's a perfect example of a double-sided reflection. [**Objective Monitoring, Positive Feedback]** You also use a selective reflection after the client describes her difficulties in getting started with a change because she's always so tired after work. You choose not to reflect on that, and instead say "But in spite of that, you still want to start doing some exercise". A reflection on change goals instead of sustain talk. You've really did well in avoiding reflection on sustain talk in this session. [**Positive Feedback]** Do you recognize this from the session? [**Eliciting Skills or Potentials]**
36. *See: Yeah, I think so, when you describe it. I don't have the session that fresh in my mind, but yeah. I try to use that when talking to clients, so I don't ignore what they're saying – you show that you've listened to everything, but still get that positive aspect.*
37. S: Exactly. That way of thinking is really MI-adherent, showing that you hear what the client is saying, using those techniques, and at the same time moving towards change. [**Prompting]** Great, it's those things that also increases the rating of both cultivating change talk and empathy, but also the rating of softening sustain talk. [**Educating]**

38. *See: Yeah.*
39. S: Great. If we look at it from a different angle, are there things you wish you had done in the session that you didn't do, or something you wish you had done differently?
[Eliciting Skills or Potentials]
40. *See: Well, maybe the goal isn't to get anywhere, but I felt we were just treading water... like we weren't getting anywhere at all. I know you shouldn't stress things... but I don't know. It's difficult to know how to move the session forward.*
41. S: Okay, what are your thoughts on that? **[Eliciting Skills or Potentials]** At the end of the session you discussed routines, that they're helpful. You also asked questions about the client's diet. **[Objective Monitoring]** Do you have any thoughts on how to move forward from there?
42. *See: Considering that she said that certain routines were helpful, of course I wish she could return to those. But I also know that she said that she couldn't affect her routines, so we got stuck there, we really did. And she was also really focused on her work, and that she didn't have any time for exercise. I also think it's difficult to summarize the session in the end. That's something I really need to practice, that's a really good way to end a session.*
43. S: Okay, so summaries are something you wish you could improve. **[Prompting]**
44. *See: I guess so.*
45. S: That's an area of improvement. **[Prompting]**
46. *See: Mm-hm.*
47. S: Okay, do you want to hear my thoughts on that? **[Other Utterances]**
48. *See: Sure.*
49. S: I think you do use summaries here and there. They may be shorter summaries, more like short reflections, but it's still a kind of summaries. **[Objective Monitoring, Positive Feedback]** Summaries don't always have to be that long. To continuously work with reflections works fine as well. It can be difficult to summarize long utterances. One example is when you use the reflection "You say that things worked best when you had routines". You simply summarize her story in a short reflection. **[Educating]**
50. *See: Sometimes I feel ridiculous when I do reflections, if the client becomes silent, then I just ask a new question. Reflections can feel a bit forced. But anyway, I guess it's about learning to use them at the right time. And with the right client.*
51. S: Reflections sometimes work for you, even if they occasionally feel forced, but they work better when the opportunity is right. **[Prompting]**

52. *See: I think so.*
53. S: So that's an area of improvement. Both summaries and using reflections.
[Prompting]
54. *See: Yeah.*
55. S: To use reflections when appropriate. **[Prompting]**
56. *See: Mm-hm.*
57. S: Do you have any other thoughts regarding MI that we haven't discussed so far?
[Eliciting Skills or Potentials]
58. *See: No, but with certain clients I don't know how I would even use MI. Unmotivated clients and clients who almost completely lack resources. In situations like that it's difficult to find things to work with. My clients are often like that.*
59. S: Okay, do you see any tools you could use in those situations? **[Eliciting Skills or Potentials]**
60. *See: Absolutely, and I think I do. I mean, with some clients, it's positive just showing up for treatment, so I try to at least affirm that. I try to, but like I mentioned, it's difficult to move the session forward to create a process, that can feel almost impossible with many of my clients. But sure, I use some of the skills all the time.*
61. S: Yeah, exactly. Sometimes you can affirm something they've done, for example that it's an achievement just showing up for treatment. That is really MI-adherent.
[Prompting]
62. *See: Yeah.*
63. S: Is there any specific area you would like us to work on improving today? **[Eliciting Skills or Potentials]**
64. *See: Hmm. I don't think so... or wait, what was the question again?*
65. S: I'm thinking... if there's anything special you would like us to work with, do you have any thoughts on that? **[Eliciting Skills or Potentials]**
66. *See: Hmm. Not that I can think of right now. I'm looking at the comment section on the coding-protocol. On the second page, the section that says "other comments". It says that "'A lower sugar consumption' is a goal, and this has been changed to 'To lower the sugar consumption'". Could you say that "to" in front of the change goal, that that's something you do... this is difficult for me...*
67. S: To see the difference? **[Other Utterances]**

68. *See: I think so.*
69. S: We always adjust change goals that are formulated as the goal itself, the point the client wants to reach, to behaviors that the client can actually do themselves. For example, increasing or lowering something, using verbs instead of nouns. So, in this case, I just changed the form of the words. **[Educating]**
70. *See: Oh, okay, I think it's hard to distinguish sometimes.*
71. S: That's pretty common. It's harder than you think to formulate a change goal, so it's not just you. **[Other Utterances]** Do you have any other questions? Or is there anything specific you'd like to focus on until next time, besides the things we've already discussed? **[Eliciting Skills or Potentials]**
72. *See: No... I think we've said most of it. To use more reflections and to try to... I actually find it really difficult to affirm the client, to describe strengths based on what I see. I'm working on that. I have a list with words that I can use.*
73. S: Okay. Good strategy to have words written down. So, your training focus is to work with your reflections and affirmations, techniques you'd like to use more often. **[Prompting]** Great. As I mentioned I think you did very well. It was nice to see you working with OARS throughout the session. **[Objective Monitoring, Positive Feedback]**
74. *See: I didn't think so, ha-ha.*
75. S: No... it can be really tough listening to yourself sometimes, I also think that's difficult. **[Other Utterances]** Great. Do you have any remaining questions? **[Eliciting Skills or Potentials]**
76. *See: No, I don't think so right now. I will try to actively keep thinking about what I'm doing in my sessions.*
77. S: That sound good. Good luck! **[Other Utterances]**
78. *See: Thanks! Thank you so much!*
79. S: Thanks. **[Other Utterances]**

Specific Supervisor Behaviors	Total amounts
Objective Monitoring	7
Educating	6
Prompting	11
Modeling Skills	0
Eliciting Skills or Potentials	15
Positive Feedback	9
Corrective Feedback	0
Other Utterances	14

Global Supervisor Behaviors	Ratings (1-5)
Structures and Directs the Session	3
Specifies a Training Focus	2
Performs Active Training	1
Promotes a Learning Environment	4

Appendix 3: Group supervision

S = Supervisor, See1–4 = Supervisee one to four

1. [The group is listening to an audio recording]
2. S: Okay then! Tell us Sara, you've marked a paragraph in the printout that you are satisfied with. **[Objective Monitoring, Eliciting Skills or Potentials]**
3. See1: *Well, I have to admit that it's really difficult, looking at the text and these sentences. It's hard for me to see what you see, but I'm thinking... this must be an... affirmation.*
4. S: Yeah, great! I would also mark this paragraph any day of the week. It's a clear affirmation of the client's engagement. **[Prompting]** It's good that you highlight the client's feeling of competence so early in the session. Really nice. "You came here anyway, and it shows that it's important for you to quit smoking". Great, excellent! **[Objective Monitoring, Positive Feedback]** And where in the session are you right now? If we look at the processes, where are you now? **[Eliciting Skills or Potentials]**
5. See1: *Hmm, where are we located so far... Somewhere between Engaging and Focusing? Or... I don't know... Focusing?*
6. S: I think you're completely right, that's exactly where you are. **[Prompting]** It's important to always be aware of where in the process you are. "Have I clarified the change goal and started working to evoke change talk yet?" Which you haven't done at this point, so you are here. **[Educating]** But I think it will change if we keep listening to the session. Let's keep listening. **[Other Utterances]**
7. [The group is listening to an audio recording]
8. S: Okay, good! Tell us, you've marked this as a section you are satisfied with? **[Objective Monitoring, Eliciting Skills or Potentials]**
9. See1: *No... now that I'm listening and reading the script... I don't think I'm focusing on quitting smoking... I don't think I'm focusing on change talk here.*
10. S: You mean Evoking? **[Prompting]**
11. See1: *Yeah that's right, Evoking. I think I'm still in the Focusing phase.... I don't know... I feel like there isn't a clear... what should I say...?*
12. S: I actually think you've reached the evoking process here, because now you start to talk about the client's motives, the reasons for making a change. **[Educating]** Maybe, what makes it less clear, which we discussed earlier, is that it's better if you connect the client's utterances more clearly to the change goal. You say, "What are your reasons for prioritizing *this* right now?", and later, "How important is it to change *these* habits...?", in other words you're talking around the change goal. **[Objective Monitoring, Corrective Feedback]**

13. See1: *Exactly, a bit more focus on the subject would be better.*
14. S: Right. Imaging if you would replace it like this: “What are your reasons for prioritizing *quitting smoking* right now?” or “How important is it for you to *quit smoking...?*”. **[Modeling skills]** You have reached the evoking process, but it would be clearer if you explicitly made connections to the change goal through the session. **[Objective Monitoring, Corrective Feedback]**
15. See1: *Yeah, that’s what I’m thinking as well, when some clients have difficulties accepting certain things, to be extra clear.*
16. S: That’s right, things that are obvious to us might not be obvious for everyone. **[Prompting]**
17. See2: *...And it might not be perfectly clear for the client at that time.*
18. S: No, the door is really open for misunderstandings. Exactly what are we talking about, which habits? In MI, we gain a lot by always being precise, because we never know how someone might interpret the things we say. **[Prompting]** Good! Let’s move on to the section you are less satisfied with, can you reflect a bit on that part? **[Objective Monitoring, Eliciting Skills or Potentials]**
19. See1: *Yeah, I wish I would have asked, to make it more positive, asked why she didn’t choose a lower number, and what she can do to make it higher.*
20. S: I see. You’d have liked to follow up the scaling question with some questions. **[Objective Monitoring, Prompting]**
21. See1: *Yes, I thought of that when reading the script.*
22. S: Right, you thought of it when you were reading. **[Other Utterances]** If we look at the importance ruler, a bit earlier in the printout. She chose a very high number. It might be easy to think, which I understand, that “This isn’t the problem, let’s move on”. But if you instead stay there a while, instead of moving on. **[Objective Monitoring, Corrective Feedback]** When a client chooses a number this high on the importance ruler, if we think of our task as collecting motives, we are motive collectors. What can we do to collect even more motives when she answers a ten? **[Eliciting Skills or Potentials]**
23. See3: *Yeah... I’m thinking, what potential benefits does she see of making a change?*
24. S: That’s right. Why is the change so important for her that she chooses a ten? Just saying “This is really important for you” can be too abstract. Instead, zeroing in on the reasons behind that ten, and then letting the client work with that during the rest of the session. **[Prompting]** In that way you can give something back, instead of saying, for example “It’s going to be tough, but you do it because it’s important to you”. **[Objective Monitoring, Corrective Feedback]** That doesn’t really hit as hard as “But your health is more important to you than smoking that cigarette, and you also hate to

smell bad”. In other words, this might reach the client’s heart, which also might be just the thing that causes the motivation to tip over on the right side. This little, important difference. **[Modeling skills]** So, if we want to understand the components behind that ten, what questions can we ask? **[Eliciting Skills or Potentials]**

25. [Inaudible mumbling from the group]

26. S: Exactly! **[Prompting]** No need to make it more difficult than simply asking “You say ten. Tell me, what made you choose a ten? Why is this that important to you?” **[Modeling skills]** Just asking it, straight out, “Why is this so important?” **[Educating]**

27. See1: *Yeah, that’s right. It almost felt a bit negative when I asked “Are you sure you will succeed?”. It was almost like I was putting her down.*

28. S: No... I don’t think so... **[Objective Monitoring, Other Utterances]**

29. See1: *But you get a completely different understanding if you, instead, like you mentioned...*

30. S: ...If you encourage it. **[Prompting]** But I really think you used the strategies we practiced last time to elicit the client’s motivation. It’s all about practice you know, and consequently refining your practice. Which I really think you’re doing. **[Objective Monitoring, Positive feedback]** You don’t skip the evoking process, which is a common mistake among beginners, to just ignore it. Just listening with half an ear and moving on. Great Sara! **[Positive Feedback]** And well done. One clear affirmation, and you also saw possibilities for deepening and extending your evoking. Good. **[Positive Feedback]** Thank you so much! Does anyone else in the group have anything to add before we move on? **[Other Utterances]**

31. See2: *I think it’s impressive that you nailed the change goal so fast. Speaking from my own experience, I spend a lot of time asking and exploring and just... That’s not what we’re supposed to do. I think you’re excellent at focusing.*

32. S: Great! Thank you. **[Other Utterances]** Last, I want to ask for your training focus for your next recording? **[Eliciting Skills or Potentials]**

33. See1: *Oh, that’s a difficult question. I wish you could give me an answer.*

34. S: I can if you’d like. **[Other Utterances]**

35. See1: *Yes please.*

36. S: I think you could focus on your notes on the parts you were less satisfied with, deepening the exploration of the motivation. **[Corrective Feedback]** Right now you use tools for that, which is great. **[Objective Monitoring, Positive feedback]** As a beginner, it’s a good idea to use the scaling questions to deepen the exploration. **[Educating]**

37. See1: *When recording this session, I also thought “Oh god, what should I say next!?”. My mind was completely blank.*

38. S: You'll get there. Practice, practice, practice. In the beginning, it's so technical. But that's going to change. **[Educating]** Thanks! Let's move on. Let's listen a bit to your recording, Anders. Is there anything you'd like to introduce before we start? **[Other Utterances]**
39. See4: *Yeah, this client wants to smoke less, or to at least start that process, that's the idea.*
40. S: Good. The change goal is to smoke fewer cigarettes. **[Prompting]**
41. See4: *Mmhm, that's right.*
42. S: Let's listen. **[Other Utterances]**
43. [The group is listening to an audio recording]
44. S: Good! In this part, what are you most satisfied with? **[Objective Monitoring, Eliciting Skills or Potentials]**
45. See4: *I guess I think I was successful in affirming the client in his experiences and thoughts about reducing his smoking, as well as, well, success factors in getting started, that his friends could support him for example.*
46. S: Yeah, that's right, you were successful in picking up on his motives for doing this. **[Prompting]**
47. See4: *Yes.*
48. S: That's right! I would say that we've listened to a very nice job with the evoking process. You jump right to it, and start increasing the strength of the client's motivation. **[Objective Monitoring, Positive feedback]** In what ways? What did you do to increase his motivation? **[Eliciting Skills or Potentials]**
49. See4: *Well, partly I give feedback on what he says. I also try to elicit his success factors.*
50. S: Yeah, and you also use the scaling questions, how important it is for him to smoke less. **[Objective Monitoring, Positive feedback]** You also ask a follow-up question, where you compare with a lower number "Okay, why six-seven, and not two-three?". Great! **[Positive feedback]** You also do what we talked about before, using simple reflections when you hear change talk. Good! **[Positive feedback]**
51. See3: *I think you get a lot out of the client in such a short time, you really get far.*
52. See2: *You quickly get to what he wants and why.*

53. S: Great! I think you really practiced on the essential parts of the method. You elicit his motivation and then strengthen it. **[Objective Monitoring, Positive feedback]** That's our main task in MI, and it's something you get better and better at with practice. Finding motives and helping the client be aware of them. Often, we are unable to see the consequences of our behaviors in the short and long term. **[Educating]** Very well done! **[Positive feedback]** And what's your training focus for next session? What will you work with? **[Eliciting Skills or Potentials]**
54. See4: *Yeah, what do I need to practice? I'd written down some question, and sometimes it all gets too technical. I guess I just need to ease in to the method, making it more natural, and capture what's going on in the moment. Of course, it's all about practice.*
55. S: Practice. That's right. Making the sessions more natural. To formulate a focus and then move on to the Evoking phase. Using the whole process. **[Prompting]**
56. See4: *Yeah, exactly. I don't want to risk sitting there just wondering how I should ask my next question. I want to have the ability to listen to my clients and reflect on what they are saying.*
57. S: Yeah, very good. I think that's exactly it, keep on doing what you demonstrated so nicely today, and build on that. **[Objective Monitoring, Positive feedback]** I also think that every one of you, no matter how much you are already are doing it, can improve your short clarifying summaries. **[Corrective Feedback]** You can just bluntly say it, "So your motives for doing this are x, y, z". **[Modeling skills]** That's something you all can add to your cheat sheet. Good. Thank you, Anders! **[Other Utterances]**
58. S: Well then, Anna. We still have your session to listen to. **[Other Utterances]** What parts of it are you most satisfied with? **[Objective Monitoring, Eliciting Skills or Potentials]**
59. See2: *I don't know...it's hard for me to feel pleased with any part of it...*
60. S: Okay, let's look at it from another angle then, is there any part you think went less well, and if so, we can listen to it and discuss how you could have done it differently, maybe that's easier. **[Objective Monitoring, Eliciting Skills or Potentials]**
61. See3: *But on this page you say "There are some tricks, things you can think about. Is it okay if I give you some examples?". That's great!*
62. S: That's right, you ask for permission. **[Objective Monitoring, Prompting]**
63. See2: *Okay, we can listen to that.*
64. S: Good, let's do that. **[Other Utterances]**
65. [The group is listening to an audio recording]

66. S: Let's stop there. **[Other Utterances]** What a nice framing in that last reflection! "It sounds like it's important and also like you are ready to try it. You chose a very high number, so it looks like you are ready to try." Beautiful. **[Objective Monitoring, Positive feedback]** What are your own thoughts after hearing that? **[Eliciting Skills or Potentials]**
67. See2: *I guess I feel like I could have talked more about the client's motives, I don't think I did that, so that's something I think I can improve.*
68. S: That's right, because you did use the strategy to elicit the motives, and he responds by saying that he's tired. **[Objective Monitoring, Positive feedback]**
69. See2: *Yeah, I shouldn't have addressed the difficulties he brought up earlier, better to just skip that completely. I also think I could avoid saying "Mm" all the time. Try to be quiet and reflect instead.*
70. S: Yeah that's right, just adding reflections. **[Prompting]** I didn't notice that you were saying Mm a lot. I can imagine something like that being enhanced when you make a transcript. **[Other Utterances]**
71. See2: *Sure, but I think I could be more relaxed and just listen, not acting like I have to drag the client through the session.*
72. S: You have a lot of reflections after listening. Good! **[Other Utterances]** You mentioned that you would have liked to talk more about your client's motives. Can you elaborate, in what way? **[Eliciting Skills or Potentials]**
73. See2: *Hm... I think what we talked about earlier, eliciting all positive consequences of the behavior. And asking why he wants to change as well.*
74. S: Brilliant! Excellent examples on how to find the client's motives. Asking for the possible benefits of a change. **[Prompting]** Anything else you wish you had done differently? **[Eliciting Skills or Potentials]**
75. See2: *Well... One thing I thought about when I heard the session today, maybe because we previously discussed it, was the scaling questions. I ask about the importance of change. But when he answers seven, I just drop it, and well... I could have followed up on it, and asked why he chose such a high number.*
76. S: Excellent! A follow-up question that we just discussed. **[Prompting]** Saying "Why did you pick a seven instead of a four?" is one way of eliciting motives. If you make sure to formulate the question like that, "Why did you pick a higher number instead of a lower number?" you only elicit change talk. **[Modeling skills]** Could that be your training focus for the next session? **[Eliciting Skills or Potentials]**
77. See2: *That's right. To focus on strengthening the motivation and to avoid asking for information all the time.*

78. S: I see. You reflect a lot on your practice. **[Other Utterances]** Earlier, you mentioned that you think you jump around a lot during your sessions. That's okay, it's common. What's important is that you always bring the conversation back to the client's change goal. That's what's important. Clients jump around all the time; they have no idea of the various processes in MI. That's why it's such an important task for us practitioners to bring the conversation back. **[Educating]** Good. I'd also like to mention that you used information very well in the session. You didn't just start giving advice and information from nowhere, you actually asked for permission beforehand. **[Objective Monitoring, Positive feedback]**

79. See2: *Mm.*

80. S: *Great, thank you! ... [Other Utterances]*

Specific Supervisor Behaviors	Total amounts
Objective Monitoring	23
Educating	7
Prompting	16
Modeling Skills	5
Eliciting Skills or Potentials	15
Positive Feedback	16
Corrective Feedback	6
Other Utterances	16

Global Supervisor Behaviors	Ratings (1-5)
Structures and Directs the Session	3
Specifies a Training Focus	5
Performs Active Training	1
Promotes a Learning Environment	4