

Peer Supervision – NYAPRS Conference, Ellenville, NY, September 13, 2018

PEER SUPERVISION: WHAT'S WORKING, HOW AND WHY?

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2 INTRODUCTIONS AND OBJECTIVES

Introductions

Learning Objectives

1. Participants will share successful peer supervision practices among peer workers and supervisors from diverse backgrounds and geographic locations to help generate peer supervision and career development options that can be implemented in their respective agencies
2. Participants will propose and discuss ideas for working toward implementation of effective peer supervision practices

3 SOURCES: FLORIDA PEER SERVICES HANDBOOK 2016 AND TRAUMA-INFORMED ORGANIZATIONS: A TOOL KIT

- Florida Department of Children and Families www.myflfamilies.com
- Authored by Dana Foglesong, now at Magellan Complete Care, FL
- <http://www.dcf.state.fl.us/programs/samh/publications/peer-services/DCF-Peer-Guidance.pdf> , especially pp. 19-21
- Also Trauma-Informed Supervision, in Trauma-Informed Organizations: A ToolKit, Institute for Health and Recovery, Cambridge, MA, 2014, especially pp. 48-59.
- <http://healthrecovery.org/publications/detail.php?p=30> scroll down to order Tool Kit

4 ESSENTIAL REQUIREMENTS OF SUPERVISION

Supervisors are

- Trained and skilled in supervision
- Understand and support the peer specialist role;
- Understand and promote recovery in their supervisory roles;
- Advocate for peer specialists and peer support services in the organization and community;
- Promote peer specialist professional and personal growth within established human resource standards

5 PEER SUPERVISORS WHO ARE AND ARE NOT PEERS

- Preferably, peer supervisors are peers themselves and familiar with peer support roles.
- Supervisors who are peers may benefit from training about organizational structure, culture and how change occurs.
- It is important for supervisors who are traditional clinicians or managers to be clear about peer worker values and roles.
- In circumstances with two supervisors – peer and non-peer – clear role definition for each and written understanding of roles and responsibilities among all three are strongly recommended.

6 ALL SUPERVISORS, WHETHER PEER OR NON-PEER NEED SUPERVISORY SKILLS INCLUDING

- Knowing and understanding supervisee's job description, responsibilities and role in the organization;
- Together with the supervisee, completing and periodically reviewing a supervision agreement defining and structuring the supervision process;
- Collaborative focus on and documentation of work performance and suggestions for improvement and further on-the-job development
- Attention to supervisee's self-care (**not** taking on a therapist role with the supervisee);
- Using trauma-informed principles and practices in supervision
- Attending to supervisee's career development
- Meeting regularly for supervision
- Promoting mutual trust and collaboration while focusing on needs and abilities of each supervisee.

7 TRAUMA-INFORMED SUPERVISION

- Goal is to create a safe and welcoming environment in which supervisor models a healthy, empowering relationship
- How and what supervisor says can affect relationship with supervisees
- Acknowledge culture: attitudes, beliefs, values, assumptions and behaviors learned as a result of origins, social group and history as well as impact on supervisor and supervisee
- In a supervision relationship, the supervisor has more power than the supervisee.
- The supervisor can encourage safety in the relationship by being respectful, honest, kind and fair.

8 TRAUMA-INFORMED SUPERVISION, CON'T.

- Build on strengths first before identifying areas for possible improvement.
- Be calm and calming; take time out if necessary before discussing triggering or charged topics.
- Ask questions to encourage self-reflection and emotional self-awareness.
- Empower others: help enhance supervisee skills by asking for suggested solutions and brainstorming – offer as much choice and control as possible.
- Promote self-care, including healthy living, work/life balance, setting boundaries with co-workers and peers with whom supervisees are offering support; obtaining support through self-help/mutual support groups in the community and/or focused on working peers.

9 POTENTIALLY CHALLENGING ASPECTS OF PEER SUPERVISION

- Understanding and supporting peer specialist's advocacy role
- Avoiding taking on a role as therapist
- Coaching and mentoring peer specialists on vicarious trauma, compassion fatigue, triggering interactions and how and when peer specialists can best use disclosure in peer relationships – this requires supervisor's understanding of peer support as a practice
- Helping peer workers navigate dual relationships ethically;
- Using strengths-based feedback and promoting self-determination in supervision
- Inherent tension in supervisor's role as a person in the middle within the agency

10 ADDITIONAL SUPPORTS FOR PEER WORKERS AND SUPERVISORS

- Peer co-learning groups to share experiences, support each other and brainstorm about creative approaches to difficulties
- Supervisor co-learning groups to share their experiences, support each other and brainstorm about creative approaches to difficulties

II DISCUSSION

- Which of these areas is of greatest concern to you? Why?
- What suggestions do you have to deal with these concerns?
- In small groups or full group, let's discuss challenges and suggested or actual solutions.

12 FEEDBACK: SMALL GROUPS AND/OR FULL GROUP

- Problem areas and/or challenges discussed and some suggested solutions that you've used or plan to try out in the future
- Additional comments/discussion/suggestions
- Information on next steps
- Wrap-up and thank you for coming
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