National Practice Guidelines for Peer Specialists and Supervisors & The Five Critical Functions of Supervision

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Objectives

After attending this session, you will be able to:

• Describe key aspects of the National Practice Guidelines for Peer Specialists and Supervisors
• Recall findings from the research on Peer Support Specialists who are supervised by Non-Peer Supervisor
• Identify the Five Critical Functions of Supervision and how they inform the supervision of peer specialists
• Use these tools in supervisory self-assessment and to enhance interactions with peer specialist staff

Core Values Warm-up

Pick one peer support value that is most important to you:

1. Hopeful
2. Open minded
3. Empathetic
4. Respectful
5. Change agent
6. Honest and direct

In the Breakout room, briefly share:
• What value you picked and why it matters to you
• Something that gets in the way of living up to it
• Our beliefs
• What’s important to us
• Things we cherish

• Choices we make
• What we do
• How we act / react

Integrity is when our Values and our Actions are aligned
Lived Experience

- What we have learned after reflecting on an experience
- Lived experience offers a different kind of knowledge (wisdom) than academic knowledge
- When it is based on a common experience, it is what makes peer support "real"

Common Thread

- Mutual sharing is the common thread that makes peer support a genuine source of help.
Medicaid Funding

In 2007, CMS approved and provided three conditions for peer support services to be reimbursed by Medicaid.

- State approved training
- Care coordination
- Supervision by a competent mental health professional (as defined by the state)

While the funding led to many more opportunities for peer specialists, this development discontinued the apprenticeship model in favor of an “expert” without experience in the practice of mutual support.

There were no practice standards in 2007
National Practice Guidelines

National Association of Peer Supporters (N.A.P.S.) had already done much of the groundwork

- Member surveys
- Situational analysis (2010)
- Recovery to Practice (2011)
- Task force (2012)
- Focus groups (2012)
- National survey 98.8% agreement
- Guidelines issued (2013)

Core Values of Peer Support

Peer supporters are:
1. Hopeful
2. Open minded
3. Empathetic
4. Respectful
5. Agents of change
6. Honest and direct

Peer support is:
7. Voluntary (supports choice)
8. Mutual and reciprocal
9. Equally shared power
10. Strengths focused
11. Transparent
12. Person-driven
Challenges Peer Support Workers Face

What is done is sometimes at cross-purposes; peers are helping people find their own way (compass) while the rest of the system is focused on the most efficient and effective treatment (clock)

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Background on Supervision

- Mutual Support was the core business of Consumer Operated / Peer-Run Organizations that arose as Alternatives to the Mental Health System
- Based on studies of Consumer-Operated Service Programs in the 1990’s, peer support was named an “evidence-based practice.”
- Under this model, supervision was done as an apprenticeship – where an experienced peer provider guided the development of new practitioners.
National Practice Guidelines Updated


Based on reports of clinical practices that often contradicted or even violated the core values of peer support, additional guidance on the role of the supervisor in helping peers to remain true to their own practice was added to the guidelines in 2019.

SOURCE: NATIONAL PRACTICE GUIDELINES FOR PEER SUPPORTERS AND SUPERVISORS (2019)
Guidelines are available on the N.A.P.S. website

Putting these guidelines into practice:

- Share guidelines with employers / supervisors
- Focus on putting one per week into practice
- Use the guidelines in group supervision sessions
- Share examples with the people you support
- Debrief challenges with your colleagues
Research Study: What Peer Support Workers Tell Us
EXPERIENCES THEY’VE HAD IN SUPERVISION

Research Summary
What is the key ingredient to supervisory success?
The relationship between supervisor and supervisee
All supervision benefits from:

- Listening
- Availability
- Goal setting
- Transparency
- Responsibility
- Realism

What we learned...

- Preference for supervision by more experienced peer
- Supervisor attitude
- Role integration
- Trauma informed supervision
- Building supports
Supervisor’s Attitude is Critical

- Respect
- Positive non-judgmental regard
- Support for autonomous functioning

Role Integration

- Role clarity
- Role adaptation
Trauma-informed Techniques

- Support self-care
- Recognize compassion fatigue and moral injury
- Frequent debriefings

Building Supports

Facilitative Environment
- Addressing stigma

Opportunities for Networking
- Internal and external
Lived experience vs. academic credentials

Lived experience-based interventions differ from professional interventions as they involve dual relationships, personal self-disclosure; a focus on empowerment, and role modeling hope and recovery.

What we learned from peer support workers supervised by non-peers

- There is little research on the topic.
- The grey literature has anecdotal information about peer supervision both from the perspective of peers but also non-peers.
- A beginning step was to study qualitatively the experiences of peers in supervision by non-peers.
- The next step in progress to look at supervision functions, identify competencies and align them with peer values.
Five Critical Functions of Supervision©
NEW RESEARCH ON THE SUPERVISION OF PEER SPECIALISTS

Describe your favorite supervisor

Please share in the chat a single word that describes your favorite supervisor, past or present.
Why supervision?

- Emerging peer workforce in U.S. and internationally; recent studies estimate the number of CPS nationally to be >25,000
- Uptake in organizational interest and buy-in of peer support staff, both in MH and SUD programs
- Historical underutilization of established models guiding supervisory practice in human services

Supervision is not merely counting

- The number of clients seen during the day
- The number of forms completed
- The number of cases filed
Defining supervision

- Structured relationship with the goal to help the individual gain attitudes, skills and knowledge needed to be a responsible and effective worker.
- Rooted in the development of social work and casework; this is demonstrated in the concern for the various needs of clients/participants we assist.
- Encompasses administrative, support, educative, advocacy, and evaluative functions.

The supervisory partnership

- Supervision represents a significant alliance between two individuals in differing roles working towards many common goals.
- Teamwork, communication, mutual respect and professional development are paramount in the supervisory partnership.
Wearing many hats: The genesis of a five-function supervision model

Affirmed and encouraged by my supervisor in 2009 to take stock of the myriad functions and tasks embedded in my role as a director and supervisor of nearly 30 peer specialists, I sought to:

- Identify the layers and tasks embedded in roles
- Reflect on my tendency to be too stringent or too lenient
- Create a supervision model that also serves as an accountability tool
- Utilize the supervision model to organize tasks beginning with recruitment and hiring through and including evaluation and professional development

Five Critical Functions of Supervision

- ADVOCATE
- EDUCATE
- EVALUATE
- ADMINISTRATE
- SUPPORT
### Five Critical Functions of Supervision

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<td>Hire staff who meet job qualifications</td>
<td>Build rapport by providing constructive feedback</td>
<td>Explain the big picture; provide context and value of specific role in supporting the mission</td>
<td>Foster good morale and a respectful work environment</td>
<td>Communicate and manage expectations with respect to job performance</td>
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<td>Orient staff to organizational structure</td>
<td>Inspire excellence and promote wellness and self-care</td>
<td>Coach staff on methods for engaging and educating participants</td>
<td>Strengthen the practice of peer support by promoting its value</td>
<td>Conduct performance evaluations</td>
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<td>Help staff understand practices, policies, and procedures</td>
<td>Utilize a strengths based and trauma-informed approach to help staff problem-solve</td>
<td>Offer relevant training and conference attendance opportunities</td>
<td>Negotiate reasonable work accommodations when appropriate</td>
<td>Address areas needing improvement; progressive discipline</td>
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### Applying the Delphi Method

- Five Functions of Supervision
- Focus Groups: Delphi Method for Survey Construction
- Rounds 1-3: Competency Statement Review
- Literature Review: Extant Supervision Research and Grey Literature
- Survey Development
- Model Testing and Competency Identification (Importance, Criticality, Frequency)
Forum Discussion

After a volunteer reads the supervision situation, participants will utilize *The Five Critical Functions of Supervision in Practice*® to respond to the question that follows the situation.

*The Five Critical Functions of Supervision in Practice*® provides examples of each function that we can use to inform a response to various situations that come up in supervision.

Supervision Situation for Discussion

Providing supervision with a peer specialist addressing boundary issues while providing services in the community

Timothy is a peer navigator for a well-known, community-based organization. Delores, one of the people he supports, overheard Timothy talking about the wonderful and enlightening church service he attended last week. Seeking to find a church family and wanting a sense of belonging, Delores approached Timothy to ask if she could attend service with him on the following Sunday. Unsure of how to respond, Timothy asks Delores if he can get back to her later and then contacts his supervisor to discuss the matter.

Using one or more examples from *The Critical Functions of Supervision in Practice*, how might you, as Timothy’s supervisor, consult with him around this issue?
# Five Critical Functions of Supervision in practice

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## Questions

![Questions Image]

7/21/22
N.A.P.S. Peer Support Workforce Development
Project Timeline: History in the Making

- Convene small workgroup to conduct needs assessment of resources to inform the field on supervision of peer support staff
- Identify, review and index supervision resources for repository to reside on the iNAPS website
- Develop and deliver sneak peek presentations of the Practice Guidelines for Supervisors of Peer Support Specialists at NYAPRS and NAMI
- Conduct needs analysis, draft Guidelines for Supervisors, hold focus groups and a consensus survey with supervisors and peer specialists
- Revisit process for creating 2013 National Practice Guidelines for Peer Supporters to create a framework for developing Guidelines for Supervisors
- Research Department of Labor process for establishing a Standard Occupational Classification for the peer support title
- Present “Daring to Supervise” workshop series and supervision caucus at the iNAPS 13th Annual Conference
- Expand workgroup to collaborate with iNAPS on peer support workforce development projects

Workforce Development and Supervision Work Group

We gratefully acknowledge the contributions of our esteemed colleagues:

- Dana Foglesong, Magellan Health
- Kelsey Knowles, Consultant
- Jessica Wolf, Decision Solutions and Yale University
- Jonathan P. Edwards, NYC DOHMH
- Rita Cronise, Rutgers University
- Joanne Forbes, Consultant
- Gita Enders, NYC Health + Hospitals
- Ian Winter, National Association of Peer Supporters (N.A.P.S.)
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[https://inaps.memberclicks.net/assets/docs/nationalguidelines_updated.pdf](https://inaps.memberclicks.net/assets/docs/nationalguidelines_updated.pdf)

**National Practice Guidelines for Supervisors of Peer Specialists. (2019)**  

**National Practice Guidelines for Peer Supporters webinar**, presented by Andy Bernstein, Steve Harrington, and Rita Cronise [International Association of Peer Supporters, recorded August 3, 2018, 60:00 min.  
[https://www.inaops.org/past-webinars](https://www.inaops.org/past-webinars)

**National Association of Peer Supporters (N.A.P.S.)**  
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## References (cont.)

**The Clock and the Compass**, from the book: *First Things First* by Stephen Covey, p. 16

**Consumers and Survivors**, from the book: *Our Own: Patient Controlled Alternatives to the Mental Health System*, by Judi Chamberlin.

**Eight Dimensions of Wellness poster**:  
[https://store.samhsa.gov/product/Learn-the-Eight-Dimensions-of-Wellness-Poster/-SMA16-4953](https://store.samhsa.gov/product/Learn-the-Eight-Dimensions-of-Wellness-Poster/-SMA16-4953)

**Wellness Inventory**:  
[https://alcoholstudies.rutgers.edu/wellness-in-recovery/quiz/](https://alcoholstudies.rutgers.edu/wellness-in-recovery/quiz/)