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

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Objectives

After attending this session, you will be able to:

1. Describe key aspects of the National Practice Guidelines for Peer Specialists and Supervisors
2. Identify the Five Critical Functions of Supervision and how they inform the supervision of peer specialists
3. Use these tools in supervisory self-assessment to enhance interactions with peer specialist staff

Warm Up: Core Values

Which value is most important to you?

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

Turn to your neighbor and briefly share:
- Which value you picked and why it matters to you
- What gets in the way of always living up to it
Values

• Our beliefs
• What’s important to us
• Things we cherish

Actions

• 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
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).

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

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.

Guideline #6: (Motto to Demo)
Peer Specialists are Agents of Change

<table>
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<tr>
<th>6) PEER SUPPORTERS FACILITATE CHANGE</th>
<th>PRACTICE: EDUCATE AND ADVOCATE</th>
<th>THE SUPERVISOR ROLE IS TO:</th>
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| Some of the worst human rights violations are experienced by people with psychiatric, trauma or substance use challenges. | - Peer supporters recognize and find appropriate ways to call attention to injustices.  
- Peer supporters strive to understand how injustices may affect people.  
- Peer supporters encourage, coach and inspire those they support to challenge and overcome injustices. | - Define and model **advocacy** for peer support specialists, including advocating for organizational changes.  
- Coach peer support specialists on how to respect the rights of individuals while helping individuals challenge and overcome injustice.  
- Build on lived experience, model recovery and advocate for peer support workers. |

Click here to access N.A.P.S. Supervision Guidelines
Putting These Guidelines into Practice

1. Share guidelines with employers/supervisors
2. Focus on putting one per week into practice
3. Use the guidelines in group supervision sessions
4. Share examples with the people you support
5. Debrief challenges with your colleagues

Guidelines are available on the N.A.P.S. website

SOURCE: NATIONAL PRACTICE GUIDELINES FOR PEER SUPPORTERS AND SUPERVISORS (2019)
Five Critical Functions of Supervision®

New Research on the Supervision of Peer Support Specialists

Describe Your Ideal Supervisor

Share a single word that describes your ideal 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

“Do you realize that this month you made 17 percent more trips to the water cooler?”
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 Relationship

- 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.
What We Can Learn from Peer Support Workers Supervised by Non-Peer Supervisors?

- 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.

The Key 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 is critical
- Role integration efforts are ongoing
- Trauma informed supervision is more nuanced
- Building supports in and outside
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.

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 myriad roles of supervisor
- Reflect on my tendency to be too stringent or too lenient when supervising
- Create a supervision model to also serve as an accountability tool
- Utilize said supervision model to organize tasks from recruitment and hiring through and including evaluation and professional development
Five Critical Functions of Supervision

- **ADMINISTRATE**
  - Hire staff who meet job qualifications
  - Orient staff to organizational structure
  - Help staff understand practices, policies, and procedures

- **SUPPORT**
  - Build rapport by providing constructive feedback
  - Inspire excellence and promote wellness and self-care
  - Utilize a strengths based and trauma-informed approach to help staff problem-solve

- **EDUCATE**
  - Explain the big picture; provide context and value of specific role in supporting the mission
  - Coach staff on methods for engaging and educating participants
  - Offer relevant training and conference attendance opportunities

- **ADVOCATE**
  - Foster good morale and a respectful work environment
  - Strengthen the practice of peer support by promoting its value
  - Negotiate reasonable work accommodations when appropriate

- **EVALUATE**
  - Communicate and manage expectations with respect to job performance
  - Conduct performance evaluations
  - Address areas needing improvement; progressive discipline

**SOURCE:** EDWARDS, J.P. (2016). THE CRITICAL FUNCTIONS OF SUPERVISING PEER SUPPORTERS
An Overview of Research Agenda
Presented by Dr. Amy Spagnolo

Research Agenda

- 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 (in progress)
- Competency Identification (Importance, Frequency, Criticality)
- Future Directions: Model Testing
Activity

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 Five Critical Functions of Supervision© in Practice how might you, as Timothy’s supervisor, consult with him around this issue?
Directions:

1) What would you do if you were the supervisor in this situation?
2) Watch the following role play to see one way in which a supervisor might address the situation.
3) You’ll have a chance to share your ideas afterward.

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**SOURCE:** EDWARDS, J.P. (2016). *THE CRITICAL FUNCTIONS OF SUPERVISING PEER SUPPORTERS*

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**Based on what you learned today, what quality would you look for in an ideal supervisor?**
Workforce Development and Supervision Workgroup

We gratefully acknowledge the contributions of our esteemed colleagues:

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Joanne Forbes, Rutgers University
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National Practice Guidelines for Supervisors of Peer Specialists. Released at the International Association of Peer Supporters (iNAPS) Annual Conference in San Diego, October 2019.

Daring to Supervise, Workshop on using the Practice Guidelines for Supervisors at the International Association of Peer Supporters Conference in San Diego, October 2019.
Want to Learn More?

Become a member.

https://www.peersupportworks.org/membership

Buy our Book!

This is a fundraiser for N.A.P.S. developed by our N.A.P.S. Workforce and Supervision Workgroup

You can preorder online.
National Practice Guidelines & The Five Critical Functions of Supervision: Values to Practice

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