

Session Agenda



Welcome/Introduction	1
Icebreaker, Today's Agenda/Learning Goals, Group Agreements	1
Objectives: Orient to the session objectives.....	2
The Five Critical Functions of Supervision.....	2
Activity/Discussion #1: Paired Share	3
Activity/Discussion #2: Scenarios	3
Core Competencies	5
Putting it All Together	6
Activity/Discussion: Scenario – Group Work	6
Scenarios	6
Summarize this Session	8

All materials developed for the APS Specialization Track, online courses and in-person train-the-trainer materials, were funded by the New York State Office of Mental Health (NYSOMH) via the Specialty Training for Peer Workers and Supervisors contract awarded to Rutgers, the State University of New Jersey, Academy of Peer Services. Specialization Track materials are free of charge and are provided as open-source content for the sole purpose of training and workforce development. Materials should not be adapted, edited, or altered without the permission of Rutgers University and the NYS OMH. Additionally, Specialization Track materials cannot be distributed or used for training that results in financial gain.

SESSION 2

How is Supervision Performed?

2 Hours Total (120 mins)

KEY

Italicized statements/sentences:

what the facilitator can say.

Facilitator Tips:

recommendations to aid facilitation.

MATERIALS NEEDED:

- Name Tags
- Copies of Learner Manuals
- Pens
- Stop watch
- Large Poster Board Paper /Markers
- Laptop/projector for PowerPoint

Welcome/Introduction

20 min

Icebreaker, Today's Agenda/Learning Goals, Group Agreements

Welcome to session 2 of the Supervision for Peer Supporters training. Today's session is on how supervision is performed.

Ask: Before we start our discussion today, do we need to edit or alter anything from our group collaboration agreement? (Take a few minutes to edit/alter the agreement).

- *Session 1: Supervision – An Overview*
- **Session 2: Understanding and Applying Five Critical Supervision Functions**
- *Session 3: Supervision of Peer Support Specialists: Debunking Myths, Promoting Respect*
- *Session 4: Self-Care and Support: The Role of a Supervisor*
- *Session 5: Medical Model vs Strength based Approaches*
- *Session 6: Supervision Learning Collaborative Overview*

Goal of this session:

- *In this session we will explore & illustrate the practice of supervision using the Five Critical Functions of Supervision, as well as core competencies derived from National Association of Peer Supporters, and other research. We will also work to better understand the value of self-reflection as a supervisor.*
- Provide additional housekeeping items: e.g. if there are breaks, end time, etc.

Facilitator Notes

Icebreaker (5 min):

- **Ask:** *What are 1-2 take-aways from the last session that was either new, or felt meaningful to you regarding peer supervision (its values, challenges, etc.) Please say your name when you start – include your pronouns if you'd like.*

Facilitator Tips:

If individuals struggle with remembering and are silent, you can provide a few examples of topics covered to help provide a refresher.

- Most common purposes/outcomes of supervision, the CMS guidelines and other frameworks/ guidance for peer supervision, and how peer support supervision differs from other types.

Depending on the size of the class, you might need to have a time limit for answers or only have a certain amount of people share to stay within the 5 min allotment.

Session 2: Learning Objectives

5 mins

By the end of this session you will be able to:

- *Identify the Five Critical Functions of Supervision*
- *Reflect on supervision situations and identify corresponding competency statements*
- *Analyze vignettes using the Five Critical Functions of Supervision*

The Five Critical Functions of Supervision

15 mins

Didactic/Discussion:

Let's start with going over the 5 Critical Functions of Supervision that we oriented you to in session 1.

1. *Administrate: Orient staff to organizational structure, help staff understand practices, policies, and procedures*
2. *Support: Build rapport by providing constructive feedback, utilize a strengths-based and trauma-informed approach to help staff problem-solve*
3. *Educate: Coach staff on methods for engaging participants, offer relevant training and conference attendance opportunities*
4. *Advocate: Strengthen the practice of peer support by promoting its value, support reasonable work accommodations as appropriate*
5. *Evaluate: Communicate and manage expectations with respect to job performance, address areas needing improvement, progressive discipline*

Facilitator Tips:

- There are examples of each function listed in the manual. Ask for a volunteer to read the subset listed under each function. Example: Under “Administrate” is listed: Builds and maintains relationships; Leverages Diversity and inclusion, etc.
- Ask if there are any initial clarifying questions and move forward when there is a consensus that the definitions of the functions and the examples provided are clear.
- If there is time, ask Learners for examples for each function they have experienced. This can be helpful to further understand the concepts presented.
- If there are tasks that seem to fall within more than one category (e.g. “foster good morale and a respectful work environment” may be seen as falling within both “support” and “advocate”), it is a good moment to emphasize that this categorization is meant to help understand supervision’s breadth of goals and skills, as opposed to focusing too much on exactly which function any particular activity/competency falls.

Activity/Discussion #1: Paired Share

15 mins

Instruct Learners to pair up with someone close by them. Each Learner will share five minutes on the following question:

What does it mean to you to participate in supervision that includes all 5 functions, as opposed to supervision that only operates from one or two of these functions?

Learners can bring up past experiences of supervision that failed to include each critical function, or if they haven’t worked yet in peer support/social service work, they might simply respond from what they imagine would be the benefits of this supervision model.

Facilitator Tips:

- Provide a 1-minute warning to help Learners begin to bring closure to their shares.
- Ask for a couple of Learners to share any new ideas they gained from the share, or anything they felt particularly strongly about sharing with the larger group.
- Thank and validate those who share.
- Wrap up the discussion by emphasizing the value of utilizing each of the critical functions of supervision, rather than simply relying on a subset of them.
- This is a segue into the next activity, where this concept is the functions are demonstrated within a specific scenario.

Activity/Discussion #2: Scenarios

25 mins

- **Step 1:** Break Learners up into 5 groups, one for each of the critical functions.

- **Step 2:** Provide everyone with the following scenario:
 - *You are in supervision with Brenda, a peer support worker who has been working with the agency for three months. She is a reliable and dedicated worker who frequently works beyond her scheduled work hours, though arrives late for work and to meetings. This has happened twice just this week.*
 - *Consider what a supervisor might do to work with Brenda in this situation. However, you can only utilize the one function you have been assigned to to effectively navigate this situation!*

Give the groups approximately 5 minutes to come up with a few examples of what they might do, emphasizing the need to stay within their area.

- Remind each group of the information that their manuals provide re: their assigned function.
- Ask each group to identify a reporter.
- Provide a 1-minute warning that the groups should begin to wind down, so they can bring closure to their discussion.

Facilitator Tips:

Use any or all these examples to clarify instructions:

For example:

- If a group is assigned "Administrate", they will be limited to things such as: reviewing practices, policies, procedures.
- If a group is assigned "Support", they will be limited to things such as: exploring barriers, and listening, validating, reviewing self-care resources, etc.
- If a group is assigned "Educate", they will be limited to things such as: coaching or training on time management.
- If a group is assigned "Advocate" they will be limited to things such as: advocate for accommodations, flexible schedules, etc.
- If a group is assigned "Evaluate", they will be limited to things such as: progressive discipline, communication around expectations, etc.

Large Group Processing (10 mins)

- **Ask:** *How did it feel to only use *one* function area to draw from?" Validate any frustrations they share!*
- Ask each group to share what they come up with. After each of the groups have gone, validate again the problems with using only one function area in response to supervisory needs and how much more effective a response to this scenario with Brenda is when the various critical functions can be utilized in concert.
- Emphasize: Sometimes supervisors limit their work to the specific function areas where they are most comfortable (e.g. one person might default to support, another to educate), and the value of going beyond our comfort zones if we tend towards a couple of functions only.
- Ask for any volunteers who may want to share their personal areas of strength, and areas to grow (even if they are not supervisors, this can be hypothetical based on what they imagine might be most comfortable/challenging).

Facilitator Tips:

- If nobody shares, be prepared to share one area you feel particularly comfortable, and any areas that you are not as naturally inclined towards.

Core Competencies

30 mins (including the activity)

Didactic/Discussion (10 min):

Core Competencies are the capacity to easily perform a role or function. They are often described as clusters of knowledge, skills, and attitudes a person needs to have to successfully perform a role or job. Training, mentoring, and supervision can help people develop core competencies (SAMHSA, 2018).

For example: a cashier may need to be able to have knowledge of addition and subtraction to make change, be able to have the skill to address customer complaints respectfully, etc.

Ask: *Can anyone else offer another example of a core competency? (Chose 1-2 volunteers to provide examples and move on)*

There is a general consensus as to some of the main competencies needed for peer support supervisors, that come from research, along with peer organizations such as National Association of Peer Supporters (NAPS).

Facilitation Tips:

- Refer Learners to their manuals to look at the competencies list and how they are organized. Provide an example or two from each of the critical function areas (e.g., administrate, educate, etc.) to help orient the group to the connection between the competencies and those areas.

Activity (10 min)

- **Step 1:** Have Learners work independently to review the competencies and take note of a few competencies from each function area that they see are their strengths, and a few areas that they could improve. Provide about 5-7 minutes.
- **Step 2:** Have Learners get into groups of 2-4 (depending on the total size of group and room) to share and discuss their own self-assessments/reflections.
- **Step 3:** *Ask Learners: Focus on sharing about how your strengths improve the supervision you provide (or hope to provide one day), and how you might grow yourself in the areas you feel less strong?*
- Be sure to keep time and provide reminders about how much time is left intermittently, encouraging them to ensure that all members of the group have an opportunity to share.

Large Group Processing (10 minutes)

- Ask for a few volunteers to share what they got from reflecting on their own competencies, and hearing the similarities/differences within their groups.
- **Emphasize:** *The ability to self-assess as a supervisor is invaluable!, Nobody is born with supervisory skills, we learn and grow into them! Therefore, being*

Facilitator Notes

able to engage in this self-reflective practice – consider our areas of strength, and areas to grow into - is an ongoing process, and key to effective peer support supervision.

Facilitator Notes

Putting it All Together

30 mins

Activity/Discussion: Scenario – Group Work

This final group activity will combine putting into practice the 5 critical components of supervision, along with the competencies of peer support supervision.

Step 1: Divide class into groups

You can use some or all the group scenarios, so if there are 20 Learners, you can divide them into 4 groups of 5, with each group having a unique scenario. (There are 4 scenarios total provided in the Learner manual).

Step 2: Instructions:

Each group will be assigned a different scenario. Go through your scenario and answer the corresponding question. You are encouraged to read the scenario together first. Make sure everyone understands the situation being presented. Then proceed with identifying the competencies.

Each group will have 10 minutes to come up with the competencies. If you have time within that 10 mins, you can discuss the second bullet point (bringing in the values that should be utilized while utilizing the competencies.)

Each group should identify a reporter who will share with the larger group.

Step 3: Ask: What did you discover in your small group discussion?

Facilitator Tips:

- Time the 10 minutes and provide a 2-minute warning.

After each group shares:

- Validate the work of the group in some specific way based on what they share;
- Ask if there were any challenges in identifying the competencies, or additional shares about the process/outcome of their group work;
- Ask if anyone from outside the group has any questions or thoughts;
- Ask everyone to applaud the work of the group!

After all the groups go, if there is time, review the ways in which they either already discussed key peer support supervisory values they would use in their scenarios, or bring up one scenario for everyone together to work on, to help connect some of the learning from Module/Session 1 to Module/Session 2.

Scenarios

SCENARIO 1:

Sammy just got hired last month to work in a clubhouse doing peer support work. They have never provided peer support before. They express to Hilaria, their

supervisor, that they are feeling uncertain as to the ways in which they are supposed to navigate relationships with the members. When Hilaria asks Sammy to elaborate, and to provide some examples, Sammy shares that they have already given out their personal number to a member who asked for it, and now they are receiving texts when they are not at the clubhouse from that member. They also share that they don't know how much to share about their own lived experience, since sometimes members ask for information about their mental health history that they would rather not share. If you are Hilaria:

- What are some competencies/tasks of peer support supervision that you will utilize with Sammy? Share between 7-10 competencies. There should be at least one competency from each of the 5 functions.
- If your group has time, consider some of the values/principles (that were covered in Session 1) that will be important to keep in mind as you proceed.

SCENARIO 2:

Tania is providing peer support in a crisis respite center. Her supervisor, Malcolm, while reviewing training records for the last quarter, realizes that Tania has not completed any of the online mandatory training modules that each worker is assigned (e.g. sexual harassment prevention, HIPAA, etc.). In supervision, Malcolm raises this concern with Tania, and asks her if there are any barriers or challenges she is facing, since these trainings are critical to complete. Tania shares that she has not been able to figure out the computer technology associated with the training platform, and she says she feels it is her right to an accommodation where Malcolm provides her the trainings verbally 1 on 1 since she says she is "too old to learn computers".

If you are Malcolm:

- What are some competencies/tasks of peer support supervision that you will utilize with Tania? Share between 7-10 competencies. There should be at least one competency from each of the 5 functions.
- If your group has time, consider some of the values/principles (that were covered in Session 1) that will be important to keep in mind

SCENARIO 3:

Alberto has been a peer support worker on an IMT team for almost a year, and has been effective, helpful and thriving in all aspects of his role. He has identified one area of concern around the program overall, which is that some of his co-workers, those with clinical degrees, have made disparaging comments about peer support and sometimes are working in opposition to what he is seeking to accomplish, using peer support values. He is meeting with his supervisor Mel today, to ask for how to address this concern, and to understand what Mel feels can be done because he says it is beginning to cause him to feel demoralized and uncertain if he wants to remain on the team.

If you are Mel:

- What are some competencies/tasks of peer support supervision that you will utilize with Tania? Share between 7-10 competencies. There should be at least one competency from each of the 5 functions.
- If your group has time, consider some of the values/principles (that were covered in Session 1) that will be important to keep in mind

Facilitator Notes

SCENARIO 4:

Kim works in a supportive housing program as a peer specialist, and has been contributing new ideas, activities and skills to the entire team. She is the only peer specialist on the team, and brings to supervision with her direct supervisor, Christina, that she is feeling uncertain about her ability to grow, as the organization doesn't have any supervisory positions to aspire to, that focus on peer support (and that doesn't necessitate having a clinical degree).

If you are Christina:

- What are some competencies/tasks of peer support supervision that you will utilize with Tania? Share between 7-10 competencies. There should be at least one competency from each of the 5 functions.
- If your group has time, consider some of the values/principles (that were covered in Session 1) that will be important to keep in mind

Large Group Processing (10 minutes)

- Ask for a few volunteers to share what they got from reflecting on the scenario within their groups.

Summarize this Session

15 min

Review and confirm that the learning objectives were achieved:

- Understand, and illustrate the practice of supervision using the Five Critical Functions of Supervision
- Become familiar with peer supervision core competencies, and how they connect to the five critical functions of supervision
- Understand the value of utilizing self-reflection as a supervisor as a tool of growth

Preview the topics for the next session, including exploring/debunking common myths of supervision of peer support workers, unpacking workplace issues that can arise, and more

- Session 1: Supervision – An Overview
- Session 2: Understanding and Applying Five Critical Supervision Functions
- **Session 3: Supervision of Peer Support Specialists: Debunking Myths, Promoting Respect**
- Session 4: Self-Care and Support: The Role of a Supervisor
- Session 5: Medical Model vs Strength based Approaches

-
- Session 6: Supervision Learning Collaborative Overview

Thank the group for their presence and contributions during this session!