

# **Supervision of Peer/Recovery Support Workforce**

**The Office of Individual & Family Affairs (OIFA)**

April, 2022



# Today's Learning Goals:

1. Describe the essential functions of a Supervisor
2. Understand the Principle & Practices of Peer Services
3. Apply recovery-oriented approaches to Peer Workforce Supervision
4. Learn two critical supervision skills
5. Accessing additional resources to improve Supervision Competency



Banner  
University Health Plans

# Essential Functions of a Supervisor



**SUPERVISION** is a professional and collaborative activity between a supervisor & a worker in which the supervisor provides guidance & support to the worker to promote competent & ethical delivery of services & supports through the continuing development of the worker's application of accepted professional peer work knowledge, skills, and values.

**Source: Substance Abuse and Mental Health Services Administration /Guidelines/Peer Supervision**

[https://www.samhsa.gov/sites/default/files/programs\\_campaigns/brss\\_tacs/guidelines-peer-supervision-4-ppt-cp5.pdf](https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tacs/guidelines-peer-supervision-4-ppt-cp5.pdf)

# Supervision Essentials:

- **Most Importantly** - - It happens!
- A priority for early-career Peer/Recovery Support Specialists
- ALL team member accessibility
- An INVESTMENT
- Benefits employees, employers & members



# Why the focus on Peer/Recovery Workforce Supervision?

Peer/Recovery Specialists fill unique roles in behavioral health care system

Supervisors may not understand peer support enough to provide high quality supervision

To align Organization's with Recovery-oriented Values

Leaders may lack experience with supervision of Peer Workforce

Organizational structure may be inadequate to support activities of supervision

Promotes good ethical practices

Supervisors play a KEY ROLE in the successful integration of Peer Workforce in all service settings

# Challenges facing non-Peer Supervisors for Peer Workforce

Lack of experience  
& working  
knowledge of peer  
practice

Clinical approach  
to service  
provision

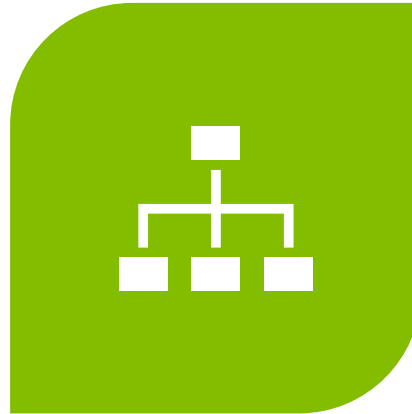
Lack of knowledge  
among non-peer  
staff on peer role,  
value & practice

Challenges with  
peer/recovery  
practice  
integration into  
treatment settings

# Challenges (cont.):



MAY LACK TRAINING &  
SUPERVISORY EXPERIENCE



LACK OF ORGANIZATIONAL  
ALIGNMENT WITH RECOVERY  
PRINCIPLE & PRACTICES



LACK OF CULTURE OF  
ACCOUNTABILITY



# Benefits of Supervision for Peer/Recovery Workforce



Opportunities to reflect on Peer/Recovery Support practice



Enhances outcomes through shared learning; exploring & discussing work and/or practice issues



Enhances problem solving skills



Improves clarity & objectivity in decision-making



Empowering, motivational & increases team member satisfaction



## **Benefits** (con't):

- **Serves as a tool to achieve organizational mission & objectives**
- **Improves performance & resource management**
- **Serves as a mediator & liaison between organization & team member**
- **Good Supervision = Increases Morale & Improves Retention!**

## Essential Functions of a Peer/Recovery Supervisor:



**Administrative**



**Educative**



**Supportive**

# Administrative Supervision:

*Administrative supervision tasks focus on the effective implementation of the organization's policies & procedures & the management of the Peer/Recovery Support Specialist's work performance.*



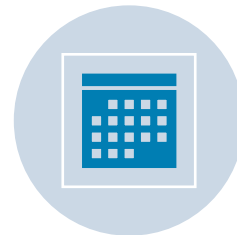
QUALITY OF WORK



WORKLOAD



LIAISON TO  
OPERATIONS-PAYROLL,  
HUMAN RESOURCES



USING PROGRAM  
RESOURCES, INCLUDING  
TIME, EFFECTIVELY



CONFORMANCE OR  
FIDELITY TO THE  
PROGRAM MODEL



RECORD KEEPING

# Educative Supervision:

*Educative supervision tasks focus on the professional development of the worker through training, modeling & structuring learning experiences.*



1

Provide time & space to reflect on peer practice

2

Focus on knowledge, skills & attributes

3

Provide individualized training & support

4

Provide support for Peer/Recovery Support Specialists Professional Development

# Supportive Supervision:

*Tasks focus on the person's morale & job satisfaction*



- Constructive feedback on work
- Discussion personal reactions to the work
- Validate & provide encouragement
- Promote self-care practices
- Advocate for Peer/Recovery workforce roles



Banner  
University Health Plans

# The Fundamentals

# Core Essentials for Supervision

- Understand the variety of Peer/Recovery Support roles
- Deep understanding of core competencies of Peer/Recovery workforce
- Understand specific Peer/Recovery Support Specialist roles under one's supervision
- Expand one's understanding of fundamentals through:
  - Trainings designed for Peer/Recovery Support workforce
  - Reading articles about Peer/Recovery-oriented practices
  - Following local, State and national best practices



# Recovery-oriented Orientation & Modeling of Practices



- Endorse & enact recovery-oriented practices & values
- Believe in the capacity of the Peer workforce to grow & develop, professionally
- Frame difficulties as learning opportunities & structure learning opportunities for growth
- Support development of individualized professional goals

# Recovery-Oriented Values

## HOPE

Inspiring the growth potential in all

## PERSON-CENTERED

Based on individual's aspirations

## STRENGTH-BASED

Focused on the unique gifts of each team member

## PERSONAL RESPONSIBILITY

Holding people accountable for their commitments

## INTERDEPENDENCE

A balance between teamwork, autonomy, & mutual support

## MODELING

Supervisors model values in their work

## OPERATIONALIZING VALUES

Infused in policies, procedures & practices

# Fostering the Development of Unique KSA's for Peer Workforce Practice

- Supervisors teach Peer Workforce knowledge & skills needed to perform work tasks
- Evaluate work performance through & in collaboration with the Peer Workforce:
  - Direct Observation
  - Co-working
  - Assessments
  - Reflection
- Structure learning opportunities to promote growth
- Ensure Peer Workforce participates in mandatory continuing education & ongoing learning opportunities



# Recognize Connections between BH, Trauma, Health Disparities & Social Inequity

- Supervisors take holistic view of team member; they are more than their diagnosis or the lived experience they bring to their work
- Recognize recovery involves more than symptom reduction & abstinence
- Recognize the interconnected nature of social categorizations & connection to discrimination or disadvantage:
  - Race
  - Class
  - Gender
- Support team members to address issues with social determinants of health, trauma & discrimination

# Use of Strengths-based Supervision

*A collaborative process between the Peer/Recovery Support Specialist & Supervisor enabling them to deliver quality services & supports that draws on the person's strengths & assets*



## Seek

Seek to discover & amplify Peer/Recovery Support Specialist's strengths & competencies

## Identify & amplify

Intentionally identify & amplify their success

## Encourage

Encourage learning & sharing responsibility for setting professional development & learning goals



# Strength-based Supervision in Action

- Focusing on strengths **DOES NOT** mean ignoring problems, rather means framing as learning opportunities
- Feedback & self-assessment are tools in the Supervisors Toolbox



# Create Space to Address Ethical & Boundary Issues

- Peer Workforce trained in ethics & follow a Code of Ethics established by the State of Arizona
- Supervisors review Agency/Organizational Code of Conduct for all team members under their supervision
- Peer/Recovery Workforce expected to follow both their Code of Ethics & Agency/Organization in which they work
- Nature of Peer Support means that boundary issues can be very nuanced & may require opportunities to reflect with a more experienced colleague

# Serve as Advocates for Peer Workforce Integration

Serve

Serve as educators across the Organization, educating others on the value, roles & practices

Create

Create opportunities for Peer Workforce to interact & be apart of multidisciplinary teams

Work

Work with leadership to create optimal working conditions for Peer Workforce





Banner  
University Health Plans

# Supervision Formats

# Supervision Formats

Individual

Group

Co-supervision

# Individual Supervision

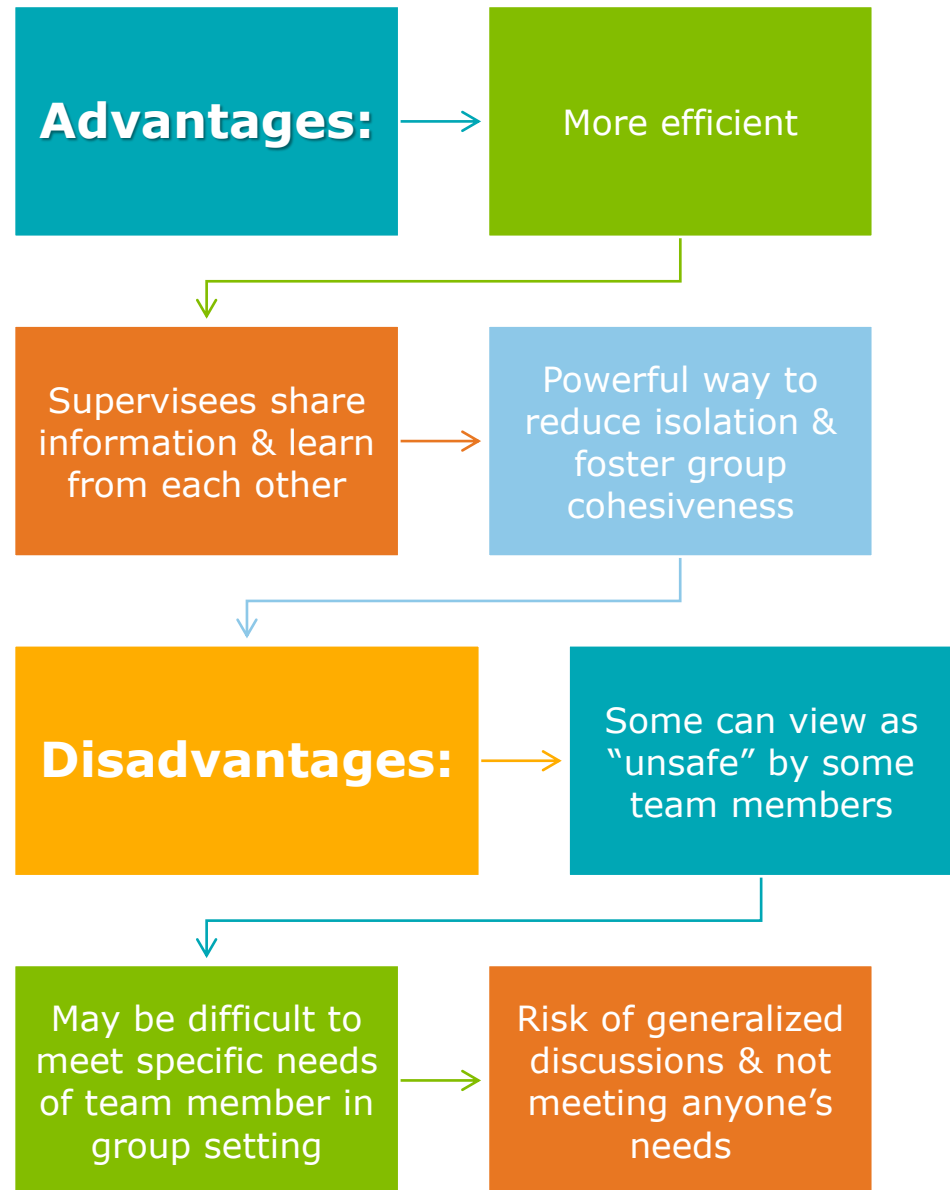
## Advantages

- Exclusive attention
- Often experienced as “safer” by team member
  - More confidential

## Disadvantages

- Dependence can develop
  - Limiting perspective
- Lost learning opportunities from colleagues

# Group Supervision



# Co- supervision

## What is it?

- The provision of supervision by more than one supervisor

## How is it used?

- Used when the organization does not have supervisors who are Peer/Recovery Support Specialists

## Benefits:

- Enhances the development of one's peer practice when primary supervisor does not have peer/recovery expertise

## How to operationalize:

- **Typically** – one supervisor provides more administrative supervision & other provides more education
- **Ideally** – both provide support

# Co- Supervision: Advantages & Disadvantages

## **Advantages:**

- Team members benefit from guidance from more than one person
- Team members can develop their competencies through mentoring/coaching from a skilled Peer/Recovery Support Specialist

## **Disadvantages:**

- Resource restrictions: limited staffing capacity
- Communication challenges and/or differences in leadership style amongst supervisors
- Co-supervisors may not share same expectations



Banner  
University Health Plans

# Supervisor Competencies



# What are Competencies?



The combination of observable & measurable knowledge, skills & attitudes that contribute to enhanced performance & ultimately in organizational & member success!



**Beliefs/Attitudes**



**Knowledge**



**Skills**



# Beliefs & Attitudes



## **HOPE**

BELIEF IN THE  
POSSIBILITY OF  
RECOVERY



## **PERSON- CENTERED**

DIRECTED BY THE  
PERSON'S OWN  
GOALS



## **RESPECT**

FOR MULTIPLE  
PATHWAYS OF  
RECOVERY FOR ALL




## **GROWTH-ORIENTED**

A FOCUS ON PERSONAL &  
PROFESSIONAL DEVELOPMENT

# Knowledge

- **MUST have:** Peer Workforce principle & practice knowledge to provide effective supervision & improve utilization of Peer Workforce & their role in member care
- Supervisors **MUST** have clear understanding of Peer Workforces' job duties & responsibilities
- Navigating Organization's administrative processes is **KEY!**
- Supervisors need to be familiar with the Americans with Disabilities Act (ADA) to ensure they can enable team members with differences achieve success through reasonable accommodations.

Knowledge  
is power 





# Skills

- Dozens of skills that supervisors need for success in their roles
- Many sources of published skills & competencies:
  - **Substance Abuse & Mental Health Services Administration (SAMHSA)**
    - <https://www.samhsa.gov/brss-tacs/recovery-support-tools/peers>
  - **Mental Health America, Center for Peer Support**
    - (<https://mhanational.org/center-peer-support>)
- **TWO CRITICAL SKILLS:**
  1. Giving Strengths-based affirmations
  2. Giving feedback



# Giving Strengths-based Affirmations



- Shine a light on all the good things that team members are doing
- Contribute to the increase in motivation for professional development
- Different from general praise in that they are specific to team members personal/professional attributes or work task

# Giving Strengths-based Affirmations

**Definition:** Expressing a genuine & positive acknowledgement of a specific work task or attribute

**Benefits:**

- Helps team members discover their strengths
- Builds confidence
- Demonstrates supervisors' support of the Peer/Recovery Specialist

**Steps:**

- Recognize Peer/Recovery Support Specialist's strength
- Select opportunities to share affirmations
- State the affirmation

**Condition:** Give strengths-based affirmation when you want to increase a Peer/Recovery Specialist's recognition of their strengths



# Strengths-based Affirmations: Examples

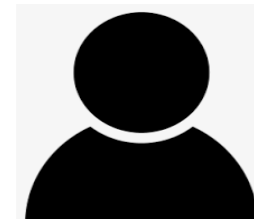
*"You showed a lot of courage when you reminded the team that Nathan has a right to make an informed choice about which peer run he wants to go to."*



*"I like the way you welcome people & help them feel comfortable here!"*



*"The recovery plan you developed with Ian showed that you really understand how to do person-centered planning"*



# Giving Feedback



Like affirming strengths in that it provides the Peer/Recovery Specialist with information needed to develop their practice

**ALWAYS** framed as a learning opportunity

**STRENGTHENS** a person's ability to reflect on their own performance

# Characteristics of Good Feedback

**SPECIFIC**

**OBJECTIVE**

**TIMELY**

**INDIVIDUALIZED**

**GENUINE**

**ACTIONABLE**



# Giving Feedback



## DEFINITION

Communicating your objective appraisal of the Peer/Recovery Specialist's performance on a work task and/or attribute



## BENEFITS

- Helps Peer Workforce discover areas needing development
- Contribute to development culture
- Demonstrates supervisor's interest s to growth & in helping in growth



## STEPS

1. Ask Peer Worker to give themselves feedback on specific tasks/attributes
2. Share objective appraisal of Peer Worker's performance; start with strengths & move to areas needing improvement
3. Check in with Peer Worker about reactions to feedback
4. Collaborate with Peer Worker to develop activities for learning



## CONDITION

Give feedback when Peer Worker is ready to hear it & always in private

# Scenario: Giving Feedback

*Nancy, a supervisor and Noah, a Peer/Recovery Support Specialist who works alongside a clinical team in a behavioral health home meet for supervision. Earlier in the day, Nancy observed Noah interacting with a member who had recently been hospitalized for an overdose and overhead Noah say, "well, I hope your next overdose doesn't kill you" and walk away.*

Nancy

*Noah, tell me about your interaction with Ms. Brown this morning.*

*Oh man, that was frustrating! I couldn't get anywhere with her. She wasn't having any of what I could offer. Thought that maybe she would go to treatment this time. I thought we had a good connection too.*

Noah

Nancy

*You were surprised that she wasn't interested in what you were offering today?*

*Yeah, I guess I got let-down, you know?*

Noah

## Scenario: Giving Feedback (con't.)

Nancy

*If it's okay with you, I'd like to share my perspective but first I'd like to hear from you about what you think you did well & what you'd like to do better time time.*

*Well, I don't know what I did well, it wasn't my best work.*

Noah

Nancy

*Well, start with one thing that you did well.*

*Well, I did well just starting the conversation with her. I was able to introduce myself & talk to her about what happened to her last night.*

Noah

Nancy

*So, initiating contact has become a strength for you. What do you think you need to improve?*

*I'm not sure what I could have done differently. I wasn't expecting her to reject my offer & I just reacted.*

Noah

## Scenario: Giving Feedback (con't.)

Nancy

*What would you have liked to have done instead of having the reaction you had?*

*I don't know. I should have not reacted like I did. Maybe I should have just walked away.*

Noah

Nancy

*You wish you had not broken the connection you had with her.*

*Yes. I was kind of mad.*

Noah

Nancy

*I'd like to give you some feedback on what I thought you could do differently next time.*

*Yes, that would be very helpful.*

Noah

## Scenario: Giving Feedback (con't.)

Nancy

*I observed that you rushed in & offered a treatment bed without first asking her what she thinks she needs. Getting the person to start thinking about possible solutions can be empowering & the person feels less pressured.*

*That sounds right.*

Noah

Nancy

*We can review & practice some pieces of motivational interviewing, especially rolling with resistance. These skills take a lot of practice & you're making progress & we can work together to help you move forward.*

*Sometimes I feel that I won't ever get it.*

Noah

Nancy


*You feel discouraged because it can be so hard to use these skills when you need to. But I've seen you work hard to get better at other skills & I believe that you'll develop these skills too.*

## Summary: Supervisory Competency's

Giving strength-based affirmations & giving feedback are two critical skills of supervision



These skills both work to help people increase their ability to assess their own performance of work skills



These skills also work to help people to get & achieve professional goals



# The Value of Peer Workforce Integration

- **Excel** in outreach, engagement & effecting the reduction in inpatient & emergency services
- **Engaging & retaining** people in mental health or treatment services
- **Empowering** members to play active roles in their treatment
- **Lowering** hospital readmission rates
- **Reducing** crisis utilization and emergency room visits
- **Increasing** overall member satisfaction
- **Assisting** in community connections
- **Improving** social determinants of health (i.e., housing, employment, food insecurity, finances)
- **Increase** quality of life, social, emotional and coping skills
- **Assist** in member voice & choice; increasing communication across care continuum
- **Reducing relapse** & initiating recovery engagement when setbacks occur

Thank you  
for your continued partnership  
in caring for those we serve

***Please reach out to the BUHP OIFA Team with any questions regarding  
Provider expectations with Peer Workforce Supervision***

We can be reached at: [OIFATeam@bannerhealth.com](mailto:OIFATeam@bannerhealth.com)