

SUPERVISION AND PEERS

Opportunity for Paradigm Shift

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Highlights

- Supervision and Peers: Overview
- The Critical Functions of Supervision
- Developmental Model in Supervision
- Group Activity: Applying the Developmental Model
- Report Out and Summary

Supervision and Peers: Overview

The peer support workforce is estimated to be more than 25,000. However, there seems to be a lack of supervision resources and supports for this rapidly emerging discipline in behavioral health. As with other helping professions, the scope of a peer supporter's work is often not clearly defined, leading to role ambiguity, cooptation, exploitation, and professional stagnation. Structured supervision that combines empathy, positive regard, respect, and constructive and timely feedback is the gold-standard. The **Developmental Model** raises the bar on supervision, which is often minimized to mere oversight of staff and the resources they potentially offer.

Learning Objectives

- Participants will be able to identify their current stage in the developmental model of supervision
- Participants will learn how to optimize their role and experience in supervision
- Participants will be able to utilize supervision to inform performance evaluation outcomes

Defining Supervision

- Structured relationship with the goal to help the supervisee 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 needs of clients
- Encompasses administrative, support, educative, advocacy, and evaluative functions



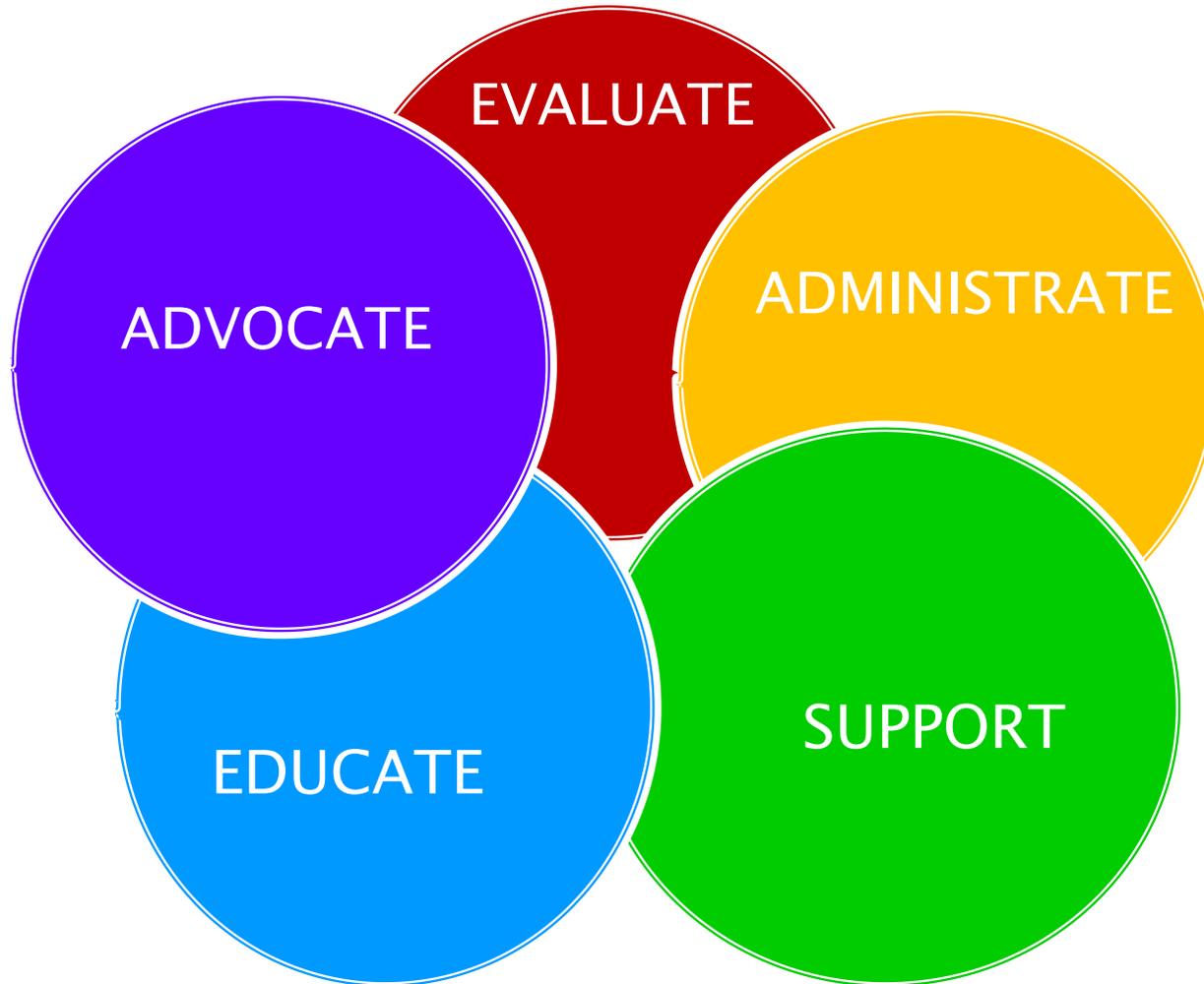
Supervision signifies an important *alliance* between two individuals, in *differing roles*, working towards a *common goal* :
Increasing and incorporating self-awareness in *service* of supporting others.

Supervision and Peers

Working peers are neither in the patient nor clinician role; therefore, a critical function of the supervisor will be to provide guidance and support that helps peer employees grow a meaningful identity, set appropriate boundaries with other staff, and minimize role ambiguity.



The Critical Functions of Supervision



- **Administrate:** Hire, orient, and help peer supporter understand practices, policies, and procedures
- **Support:** Build rapport, utilize strengths-based approach, and promote wellness and self-care
- **Educate:** Provide training, coaching, and context
- **Advocate:** Build morale, strengthen peer support discipline, and negotiate accommodations
- **Evaluate:** Conduct performance evaluations, manage expectations, and provide feedback

Supervising Peer Supporters: Recommended Practices

ADMINISTRATE	SUPPORT	EDUCATE	ADVOCATE	EVALUATE
Hire peer supporters who meet job qualifications	Build rapport by providing constructive feedback	Offer relevant training and conference attendance opportunities	Build good morale and a respectful work environment	Conduct performance evaluations
Orient peer supporter to organizational structure	Utilize a strengths based approach to help peer supporter problem-solve	Coach peer supporter on engaging service recipients	Strengthen the discipline of peer support	Manage expectations with respect to job performance
Help peer supporter understand practices, policies, and procedures	Promote wellness and self-care	Explain the big picture, put things in perspective and provide context	Negotiate reasonable work accommodations	Address areas needing improvement; progressive discipline

Developmental Model in Supervision

- Supervisees increase competence as they move through qualitatively different stages and phases of development
- Competence and needs change over time
- Optimal supervision requires supervisors to attune themselves to the appropriate developmental stage of the supervisee

(NYC Health and Hospitals Corporation, 2013)

Developmental Model in Supervision

- Awareness pertains to the peer supporter's expansion from awareness of only the self to include awareness of person being served
- Motivation refers to moving through levels of confidence in skills application and role definition
- Autonomy describes the transition from dependency on the supervisor to a consultative relationship

Stages of the Developmental Model

- Three developmental stages
 - Level I
 - Level II
 - Level III
- Three concepts
 - Awareness
 - Motivation
 - Autonomy
- Nine possible scenarios



(Stoltenberg, C. D., & McNeill, B. W., 2011)

Integrative Developmental Model

LEVEL	SELF-OTHER AWARENESS	MOTIVATION	AUTONOMY
I	Limited self-awareness Focus on self Learns from outside sources Difficulty seeing strengths and weaknesses	High motivation High anxiety Focus on skills acquisition	Dependent on supervisor Needs structure, positive feedback, minimal confrontation
↓	<i>Focus shifts to client and away from self</i>	<i>May reduce for new learning</i>	<i>May desire more autonomy than warranted</i>
II	Can focus more on client May become too enmeshed to be effective Issue is balance	More confident but can be shaken by complexity Result may be confusion, vacillation	Dependency/ autonomy conflict May be more assertive Functions independently with exceptions
↓	<i>More reactions of self to client</i>	<i>Desire to personalize orientation</i>	<i>More conditionally autonomous</i>
III	Accepts strengths and weaknesses High empathy/understanding Can focus more on client	Stable Doubts not disabling Concerned with professional identity and role	Firm belief in own autonomy Senses when consultation is necessary

(Stoltenberg & McNeill, 1997)

Developmental Model in Supervision

Developmental Stage

Concept

Awareness

Motivation

Autonomy

	LEVEL I	Transitioning	LEVEL II	Transitioning	LEVEL III
	1.0	1.5	2.0	2.5	3.0
Awareness	Limited self-awareness	<i>Focus shifts to client and away from self</i>	May become too enmeshed to be effective Issue is balance	<i>More reactions of self to client</i>	Accepts strengths and weaknesses
Motivation	High motivation and anxiety	<i>May reduce for new learning</i>	More confident but can be shaken by complexity	<i>Desire to personalize orientation</i>	Concerned with professional identity and role
Autonomy	Dependent on supervisor and needs structure	<i>May desire more autonomy than warranted</i>	Dependency/ Autonomy conflict	<i>More conditionally autonomous</i>	Firm belief in own autonomy Senses when consultation is necessary

Readiness tool developed by Jonathan Edwards and Gita Enders based on Stoltenberg & McNeill, 2011

As we have established, there are three levels of development along three modalities:
awareness, motivation, and autonomy.
Today we will identify our current stage in the developmental model of supervision.

Guidelines for Activity

Instructions

- Form small groups of 4–5 participants
- Develop a case scenario based on one of the topics provided in order to create a role play that demonstrates how the developmental model might be used in strengthening supervision and facilitating greater equity for the peer specialist
- Present your role play

Topics for Case Scenarios/Role Plays

1. Discussing boundaries in supervision
2. Addressing stigma in the workplace
3. Requesting reasonable accommodation
4. Giving and receiving feedback regarding performance
5. Dealing with conflict among co-workers
6. Using time management strategies

Report Out and Questions



Supervision Situations and Solutions

	Situation / Challenge	Solution/Recommended Practice
1	Lacking formal supervision structure	<ul style="list-style-type: none">• Establish formal supervision guidelines• Establish a clear agenda• Clarify tasks and expectations
2	Distinguishing supportive supervision from therapy	<ul style="list-style-type: none">• Establish clear and professional boundaries• Redirect or identify appropriate support
3	Understanding and respecting the peer specialist's role	<ul style="list-style-type: none">• Discuss the value of peer support• Clarify tasks, competencies, and expectations
4	Resolving interpersonal conflicts	<ul style="list-style-type: none">• Listen to all parties involved• Facilitate mutual respect and agreement
5	Evaluating performance	<ul style="list-style-type: none">• Document regularly• Provide feedback, guidance, and support• Implement progressive discipline

References

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