



*Inspired Vision, LLC*

# Trauma-Informed Peer Supervisory Practice

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Alternatives 2015



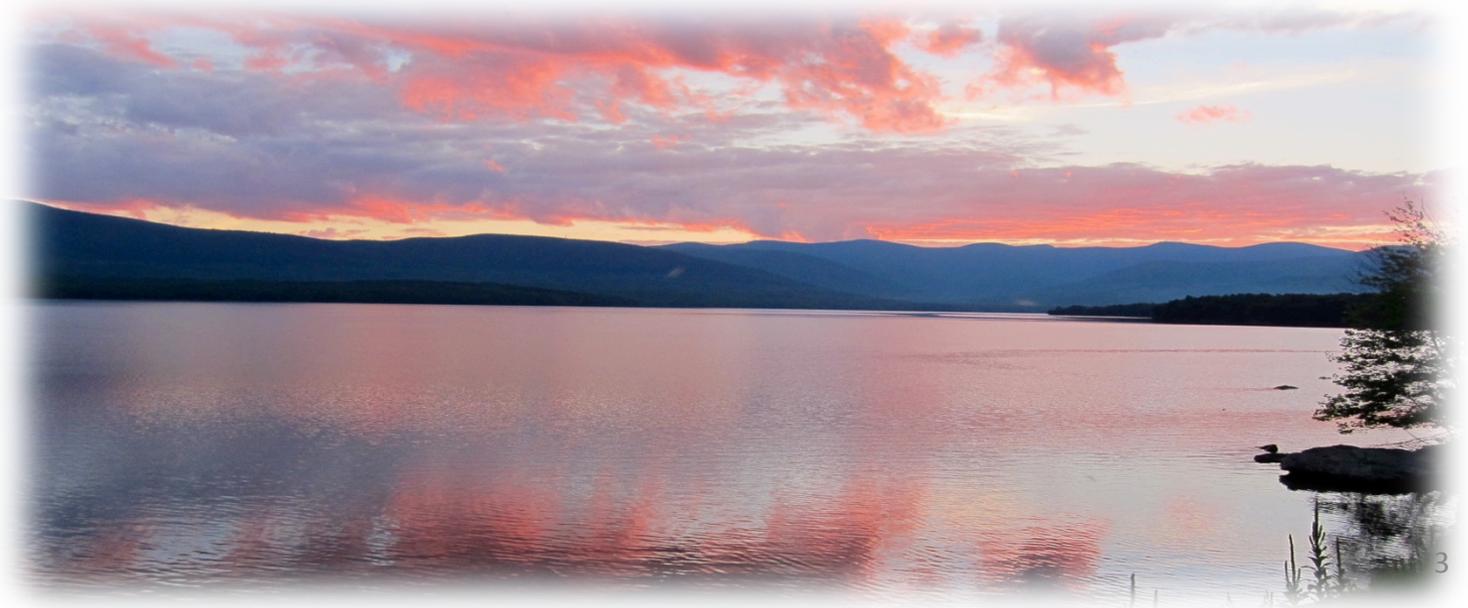
In the thick of this work we often forget about our own needs until they are so big we can no longer meet them in simple ways Shery Mead



# Self-Awareness

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## Self-Reflection and Self-Care





# Ingredients of Effective Supervisory Relationship in Peer Support

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- Peer Support Values



- Ethics

- Cultural Competence



- Trauma Informed

- Clear Expectations



- Modeling Competence

- Strength-based and Solution-focused



- Feedback

- Reflection



- Task Specific Developmental Process



# PEER SUPPORT VALUES and ETHICS



# Peer Support Values

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- Voluntary



- Autonomy



- Mutuality



- Non-judgmental



- Non Coercive - Equally Shared Power



- Strength-focused

- Transparent

- Person-driven

- Others???



# Peer Support

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Peer support is a system of giving and receiving help founded on key principles of respect, shared responsibility, and mutual agreement of what is helpful.

Shery Mead



# Ethics of Peer Support

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- We treat each other respectfully and kindly.



- We strive to understand and respect each person's definition of safety.



- we understand that we must offer each person we meet unconditional hope and honor their potential to grow.



Mental Health Empowerment Project





# Culture Matters

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Cultural Competence is the integration of cultural knowledge, information, and data in a way that transforms skills, practice, and approaches to be in line with the healthcare beliefs and values of people served in the community. (King Davis, PhD 1997)





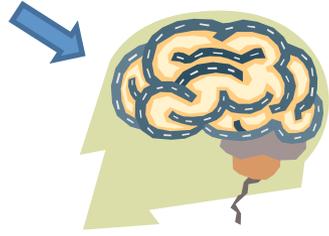
# TRAUMA



# We are wired for survival...



**Information  
from our  
senses and  
Internal state**



We may be aware or unaware.  
Our responses may be visible or invisible.





# We are continually healing

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Restoring a sense of Safety and Protection within a consistently nurturing and trustworthy relationship supports resilience.

**What is the Supervisor's role?**



# Trauma-Informed Supervision

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The ultimate goal of trauma-informed supervisory practice in peer support is to increase self-awareness, teach skills, motivate, navigate challenges, provide support while avoiding retraumatization and re-victimization.



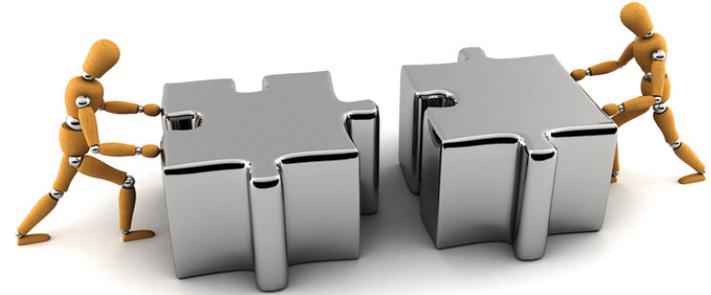
# Functions of Supervision

*Lorem ipsum*

Alfred Kadushin



Educative



Supportive



Administrative



# Clear Expectations

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Lived experience is essential but not exclusive to what is necessary for effectiveness.



- Clarity of Role
- Job Description
- Competencies
- Development Plan
- Preparation for Supervision
- Feedback





# Modeling Competence

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- It's not what you say but what you do that counts.
- Supervisors must model expected competencies on purpose.





# Strength-based and Solution-focused

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- We feel good, work harder and better when we are appreciated for what we do well, and supported to grow in areas where we need to develop.



- It is not a panacea for working with and motivating all supervisees or a cure for dealing with the most problematic staff.



- It does require a shift in thinking from a problem orientation to a solution focus, which can be challenging for many of us.





# Strength-based and Solution-focused

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## Some Tools



- Exception Finding Questions



- Scaling Questions



- Coping Questions



- Miracle Questions





# Competency-based Feedback

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## Giving

- Be attentive
- Start interaction pleasantly
- Describe situation
- Describe the Behavior
- Deliver the Impact - With Rationale
- Thank person for listening
- Follow up on any concerns



## Receiving

- Be attentive
- Ask clarifying questions
- Show concern
- Apologize with sincerity
- Avoid excuses or interruptions
- Discuss the situation
- Thank to person for sharing
- Request future feedback



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**what is important  
in life**

**is how we treat  
each other**



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# REFLECTIVE PRACTICE



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We don't see things as they are;  
We see things as we are.



Anais Nin



# Why reflection?

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- Cultivate self awareness



- Sustain and protect our empathy



- Create an intentional process to explore, learn and grow



- To strengthen capacity to consistently “begin within”





# Consider the importance of curiosity ...





# Benefits of Reflective Supervision - Individual

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- Supports Cross-Cultural Attunement



- Builds Initiative



- Builds Shared Understanding of Program Philosophy



- Facilitates Participation in Implementation of Administrative Requirements

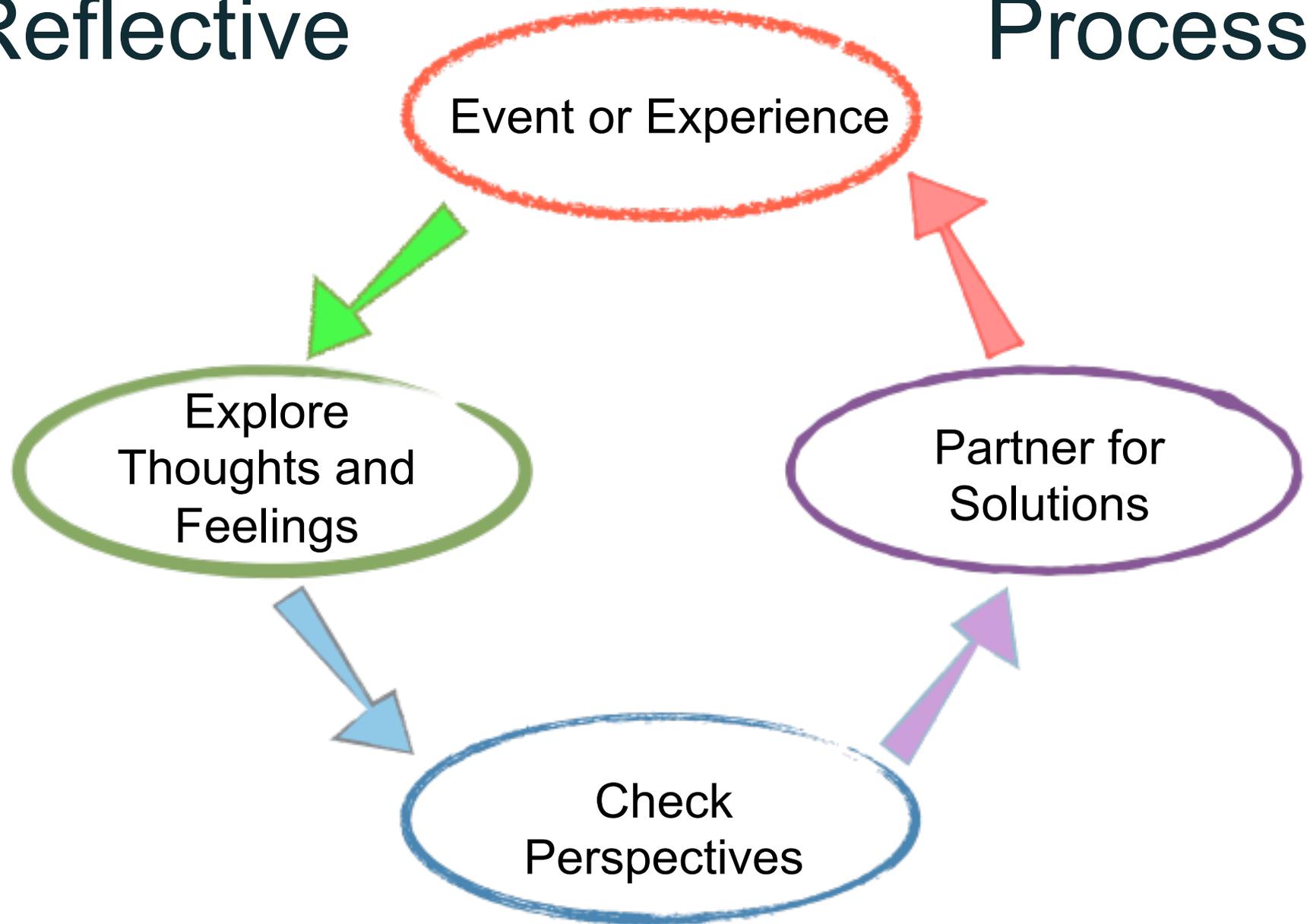


- Engages individual in Efforts to Improve Program Quality and Accountability



# Reflective

# Process





# Reflective Process

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- What happened?



- What were you thinking or feeling?



- What were you hoping for?



- How do you think others experienced this?

- Were there/Are there any alternatives?



- Were there any resources that were not considered?



- What future actions can you take?

- How would you change the situation if you could? (Next Time)

- What was helpful/unhelpful about this experience?



# Preparing for Supervision

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## Be Transparent:



- Provide orientation to Situational Leadership and Reflective Practice to all staff



- Teach staff how to prepare themselves for supervision



- Be ready to share experiences, thoughts, and feelings



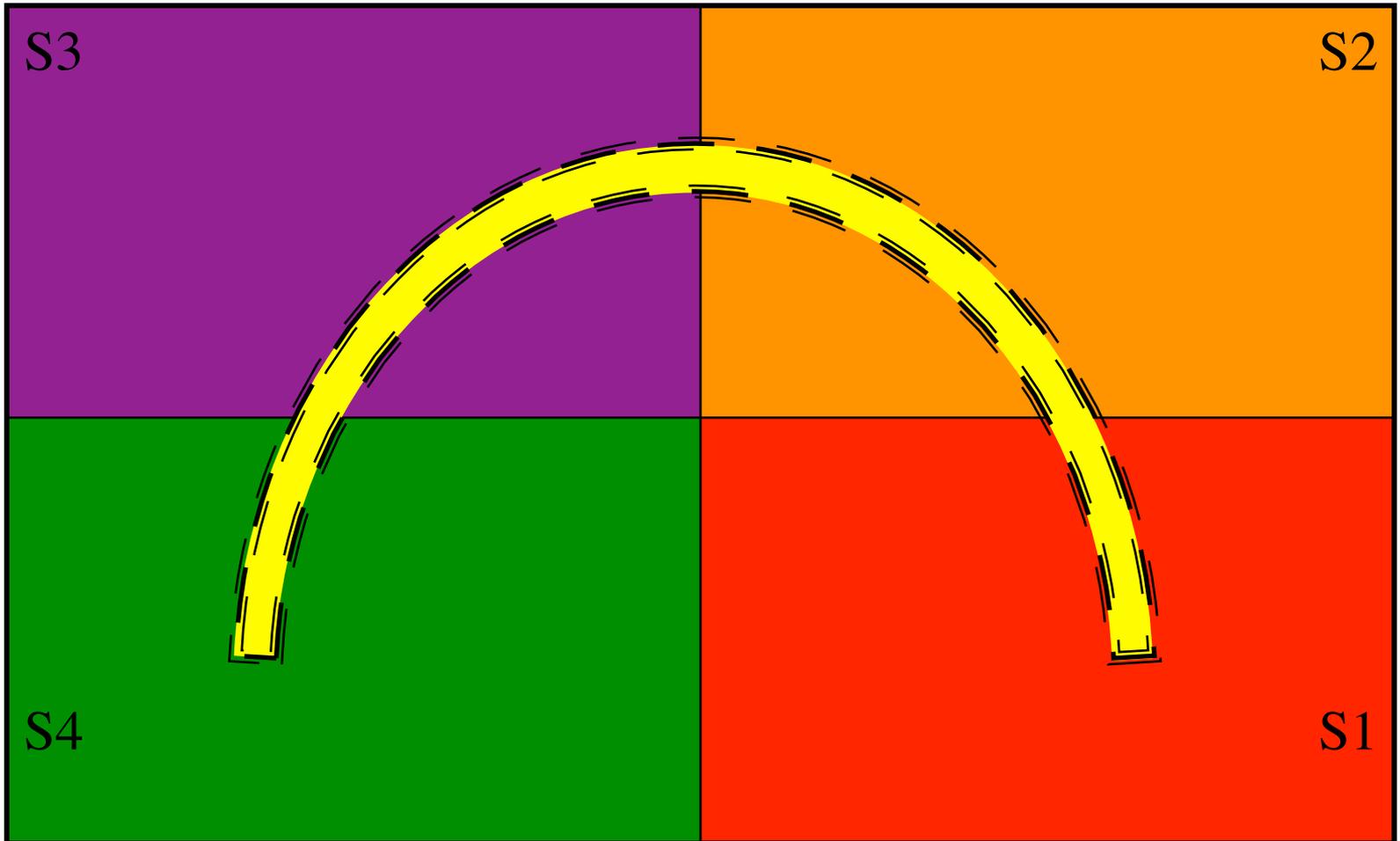
- Don't just complain; come with at least one good idea for a solution



- Be ready to give and receive feedback

# Task Centered Developmental Process

## Situational Leadership Ken Blanchard



# Situational Leadership

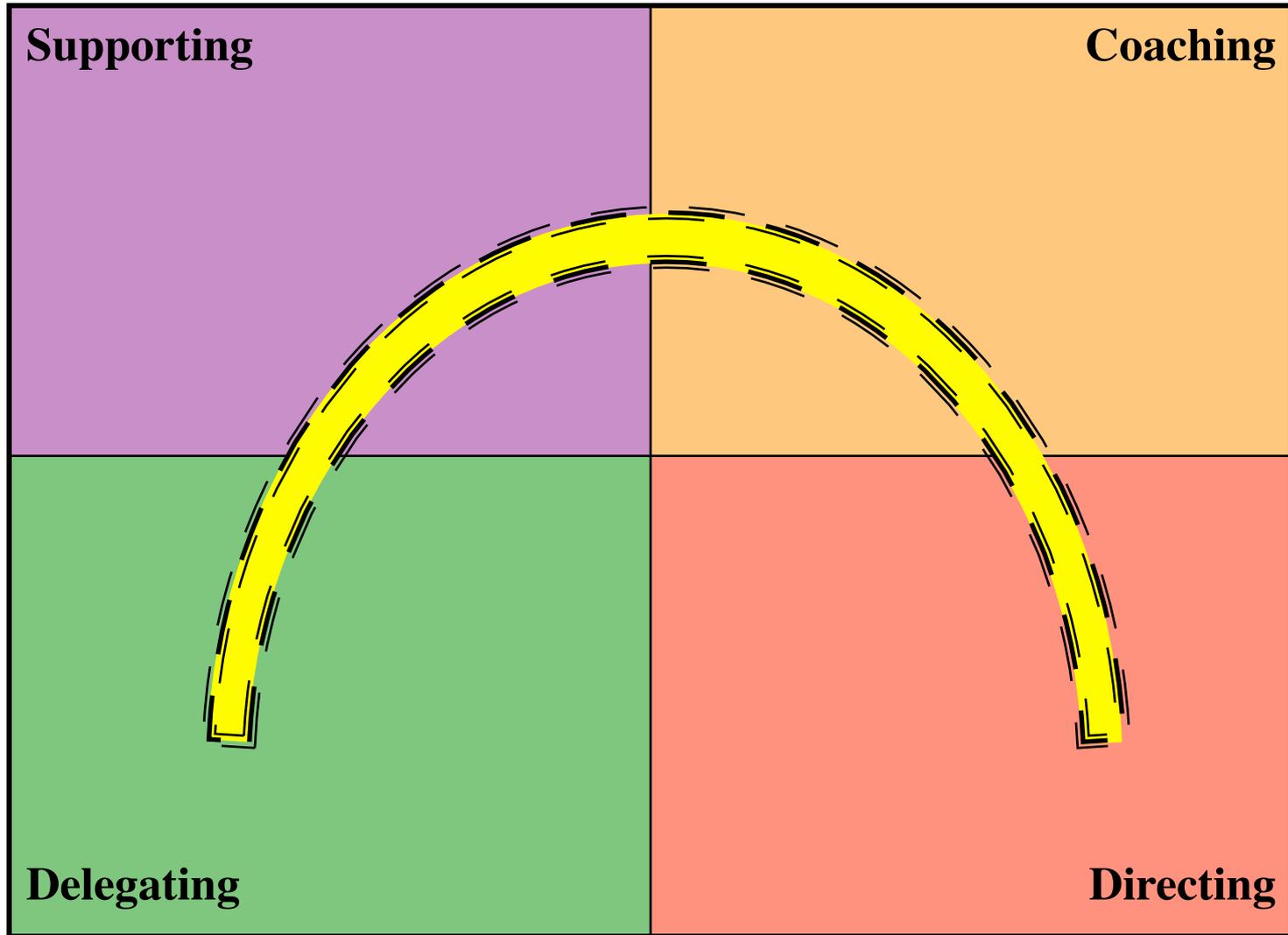
Situational leadership is a model for developing people, over time, so they can reach their highest level of performance on a specific goal or task.

It is a process for helping people become self-motivated and self directed.

Situational leadership is based on a relationship between the individual's level of competence and commitment on a specific goal or task and the amount of direction and support the leader provides.

Effective leadership lies in matching the appropriate leadership style to the individual's development level.

# Situational Leadership Model





# REFLECTIONS

