THE FUTURE OF PEER SUPPORT SUPERVISION

Findings from Participatory Action Research

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Agenda

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Acknowledgements

Focus Group Participants | Peer Support Specialists | APS Staff

Engagement Question 1

Advocacy in Supervision

What comes to mind when you think about *Advocacy* as an element of supervision?

Please type your response in the chat.
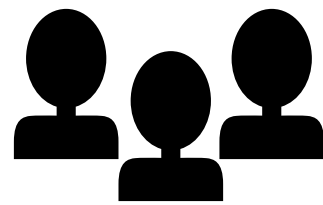
Engagement Question 2

Evaluation in Supervision

What comes to mind when you think about *Evaluation* as an element of supervision?

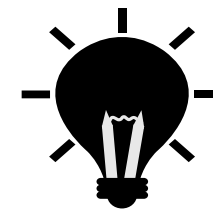*Please type your response in the chat.*

Learning Objectives

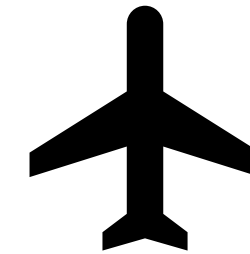**After attending this 75-minute workshop, participants will be able to:**

Objective # 1

Identify the Five Functions of Supervision
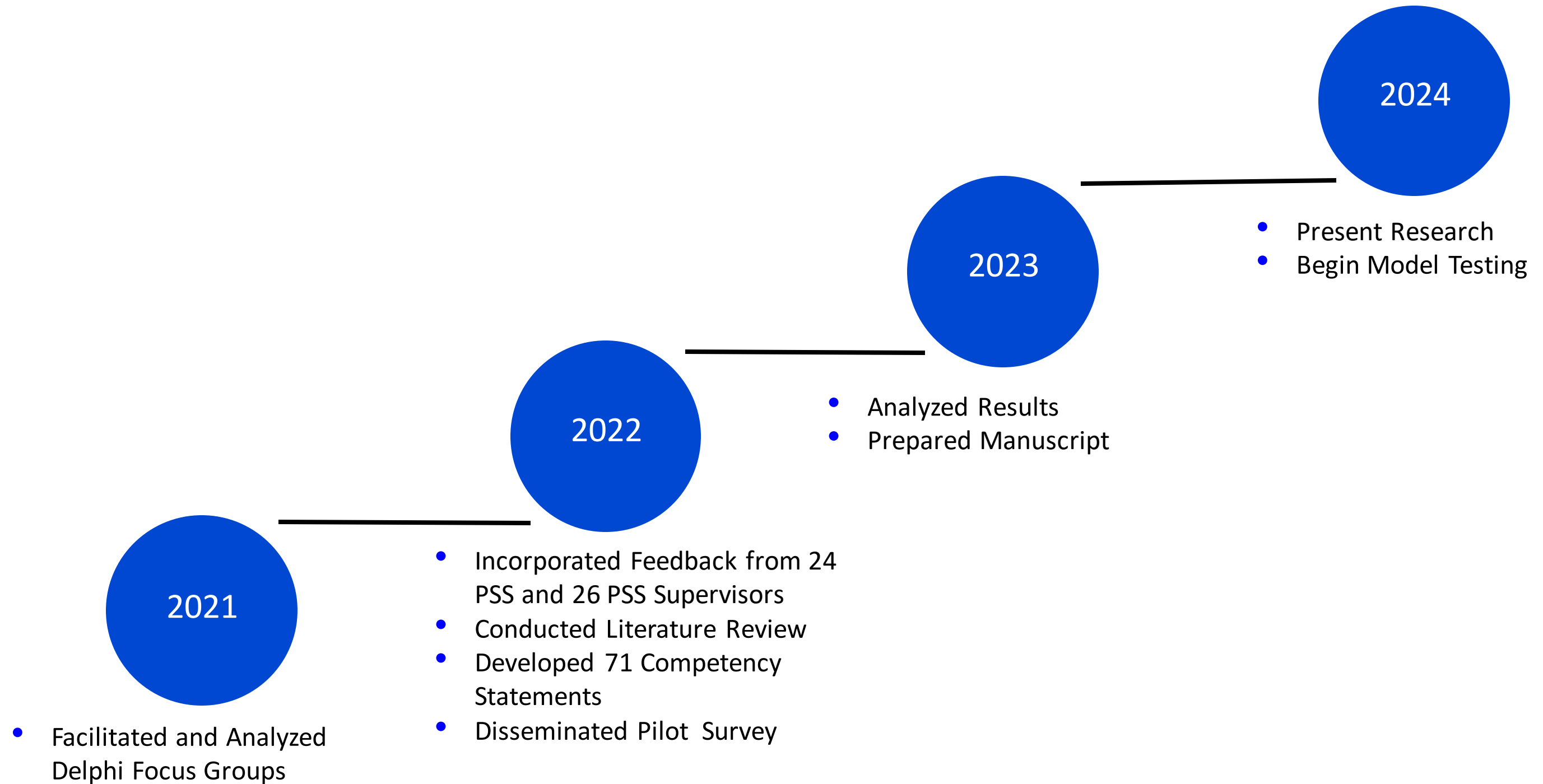
Objective # 2

Describe a Participatory Action Research (PAR) method to examine the Five Functions of Supervision

Objective # 3

Contribute to the development of a supervision practice tool

Project Milestones

2024

- Present Research
- Begin Model Testing

2023

- Analyzed Results
- Prepared Manuscript

2022

- Incorporated Feedback from 24 PSS and 26 PSS Supervisors
- Conducted Literature Review
- Developed 71 Competency Statements
- Disseminated Pilot Survey

2021

- Facilitated and Analyzed Delphi Focus Groups

Research Question and Specific Aims

What are the supervisory competencies identified by supervisors and peer support specialists?

Aim 1
Identify perspectives on supervision from both peer support specialists and supervisors

Aim 2
Investigate the breadth and depth of five supervision functions by identifying competencies associated with these functions

Aim 3
Determine the importance, criticality and frequency of supervision competencies

This research is informed by The Five Functions of Supervision (Edwards, 2016).

The Five Functions of Supervision

ADMINISTRATIVE	SUPPORTIVE	EDUCATIVE	ADVOCATIVE	EVALUATIVE
Hire staff who meet job qualifications	Build rapport by providing constructive feedback	Explain the big picture; provide context and value of specific role in supporting the mission	Foster good morale and a respectful work environment	Communicate and manage expectations with respect to job performance
Orient staff to organizational structure	Inspire excellence and promote wellness and self-care	Coach staff on methods for engaging and educating participants	Strengthen the practice of peer support by promoting its value	Conduct performance evaluations
Help staff understand practices, policies, and procedures	Utilize strengths-based and trauma-informed approaches to help staff problem-solve	Offer relevant training and conference attendance opportunities	Negotiate work accommodations when appropriate	Address areas needing improvement; progressive discipline

Source: Edwards, J.P. (2018). The Five Critical Functions of Supervising Peer Supporters. (Presentation Slide)

Literature Review

1. • Majority of guidance on peer support supervision is in the grey literature; academic literature focuses on challenges and barriers.

2. • Unanimous suggestion that supervision is necessary for addressing the needs of peer support specialists.

3. • Effective supervision is essential to address barriers that prevent full expression of the value peer support specialists can bring to the behavioral healthcare system.

4. • "Studies consistently show that peer support specialists are underutilized in formal mental health systems because of barriers and negative influences on the implementation of their role" (Mirbahaeddin & Chreim, 2022).

Themes Emerging from the Literature

Role confusion

(Alberta et al., 2012; Cabral et al., 2014)

Lack of understanding of the core values of peer support

(Foglesong et al., 2022; N.A.P.S., 2019; White et al., 2020)

Little or no time dedicated to supervision

(Foglesong et al., 2022)

Lack of understanding of the power of personal stories

(Mancini, 2019)

Lack of professional advancement within peer support services often necessitates considering other disciplines

(Bennetts et al., 2013)

Low salaries and lack of pay equity are often expressed concerns of PSS

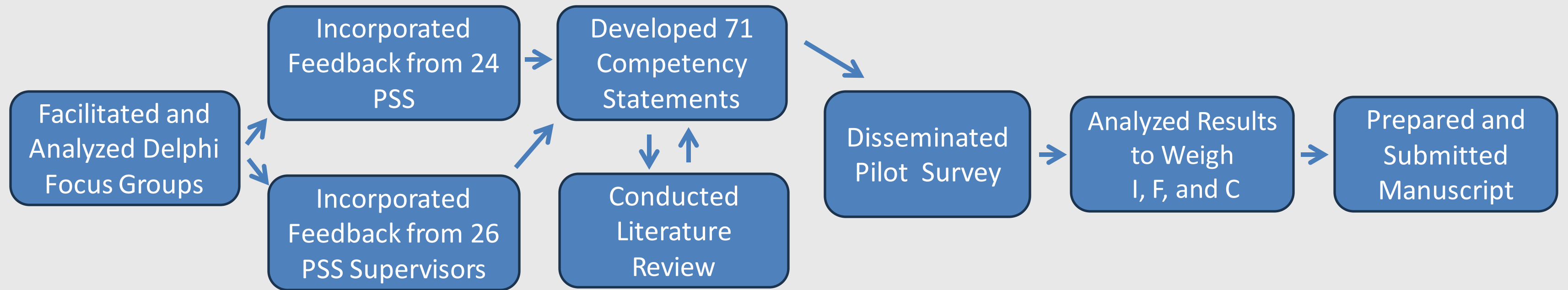(Cronise et al., 2016; Miyamoto & Sono, 2012; Mowbray et al., 1996)

Ongoing role ambiguity and role conflict

(Foglesong et al., 2022; Forbes et al., 2022)

Attempts to maintain fidelity to peer values while trying to become part of a work culture that shares different values

(Chinman et al., 2014b; Moran et al, 2013)

Method


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Facilitated and
Analyzed Delphi
Focus Groups
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→
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Incorporated
Feedback from 24
PSS
```
```
Incorporated
Feedback from 26
PSS Supervisors
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→
```
Developed 71
Competency
Statements
```
```
Conducted
Literature
Review
```
→
```
Disseminated
Pilot Survey
```
→
```
Analyzed Results
to Weigh
I, F, and C
```
→
```
Prepared and
Submitted
Manuscript
```

Weighing the Competencies

COMPETENCY WEIGHING VARIABLES

VARIABLE	SYMBOL	RANGE FROM LOW TO HIGH	
Importance	I	Not performed	Very important
Criticality	C	Not necessary	Very high risk
Frequency	F	Never	Daily

COMPETENCY WEIGHING FORMULA

$$(I + C) \times F = \text{Impact Weight}$$

Supervision Checklist - DRAFT

FUNCTION	COMPETENCY	IN PRACTICE, SUPERVISORS CAN…	
ADMINISTRATE	Clarifies expectations of the PSS worker role	• Reinforce that PSS use shared lived and living experience, plus job skills, to foster hope and identification for people they support. • Help promote a recovery culture in the workplace.	☐ ☐
	Explains the role and tasks of the PSS worker in accordance with the job description	• Align specific actions, behaviors, and tasks with broader position description elements. • Clarify the difference between clinical tasks and PSS responsibilities.	☐ ☐
	Provides training for new staff	• Assess mandatory and practical training requirements; arrange PSS' schedule to accommodate fulfillment of training needs. • Convey agency as well as service setting policies and procedures.	☐ ☐
	Provides access to resources to maintain peer support skills	• Identify and evaluate quality and availability of professional development opportunities. • Ensure that PSS have scheduled educational time to take part in both didactic and self-directed learning.	☐ ☐
	Orients new staff to the organization culture and mission	• Review organization history, mission, vision, goals, and current priorities. • Explain how the role of the PSS fits into the larger picture .	☐ ☐
SUPPORT	Listens actively	• Check in with PSS to ensure understanding of their concerns and questions. • Be aware of the potential need to redirect PSS to appropriate resource and supports.	☐ ☐
	Discusses the importance of confidentiality	• Explain benefits and risks associated with confidentiality, on both individual and organization levels. • Review agency policies surrounding any need for in-house disclosure of information received by the PSS, and protocols for handling requests for confidentiality by those receiving support.	☐ ☐
	Builds trust through mutuality and transparency	• Share examples of your own experience including challenges and lessons learned. • Model appropriate disclosure of experience for the benefit of the recipient.	☐ ☐
EDUCATE	Models poise, listening, support and non-judgmental stance	• Demonstrate objectivity and open-mindedness when receiving information. • Communicate active listening skills by utilizing relevant techniques.	☐ ☐
ADVOCATE	Leads by example through empathy, curiosity and strengths focus	• Make thoughtful inquiry, be sensitive, and avoid making deficit-based assumptions. • Promote benefits of PSS and recovery culture with agency leadership.	☐ ☐
EVALUATE	Uses formal, informal and situational specific approaches to supervision	• Offer feedback based on multiple modes of performance (e.g., direct observation, written). • Share evaluation tool with PSS prior to evaluation period.	☐ ☐

[1]This supervision checklist is under development.

Polling Question 1

Do you find the competencies listed on the scale relevant to your work?

Please type your response in the chat.

Polling Question 2

If you would like to contribute further to the development of this research, please provide us with your name and email address.

Please type your response in the chat and send directly to Jonathan P. Edwards

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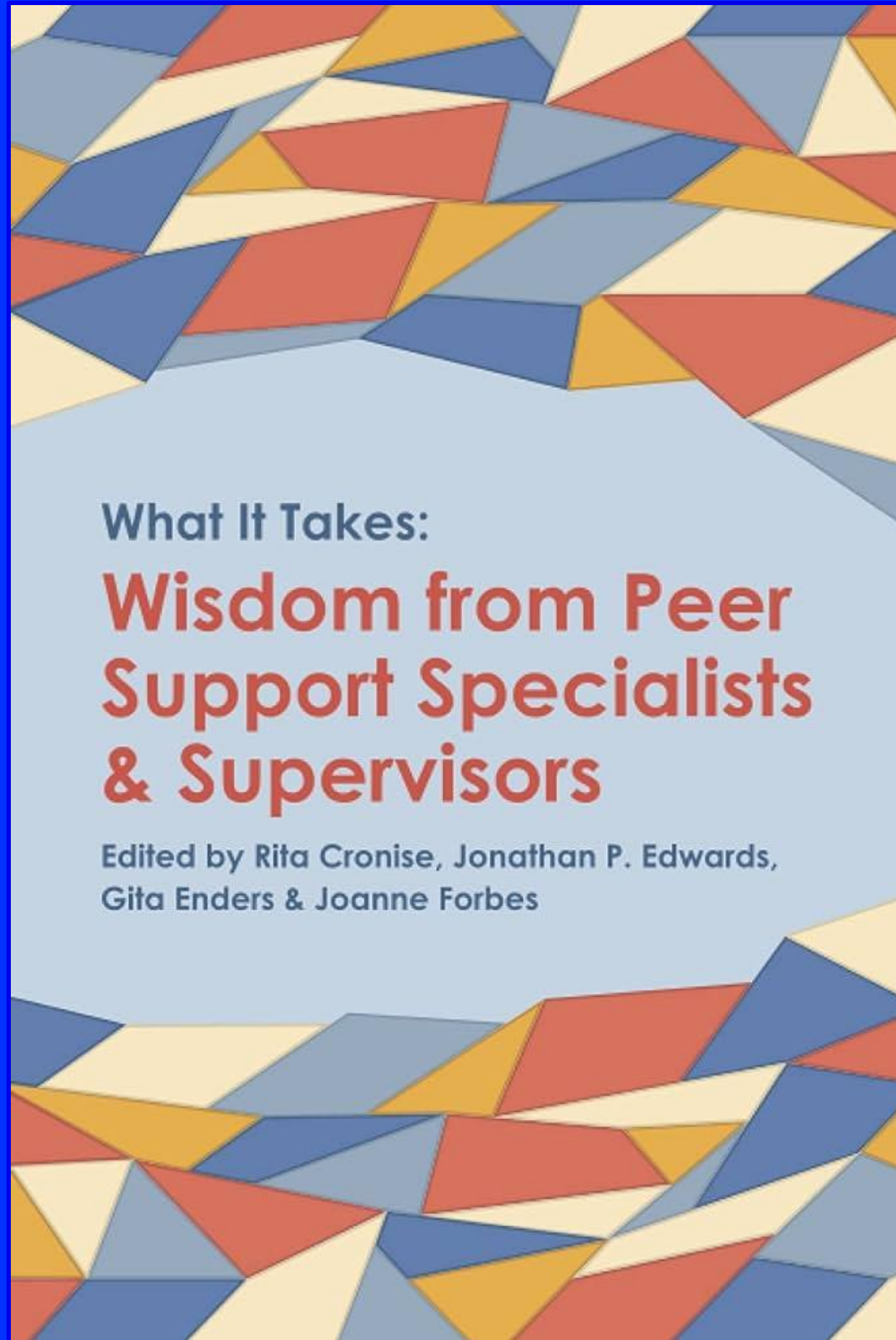
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Another Resource

What It Takes:
Wisdom from Peer Support Specialists & Supervisors

Edited by Rita Cronise, Jonathan P. Edwards, Gita Enders & Joanne Forbes

- 4 Co-Editors | National Workforce and Supervision Workgroup

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Cronise, R., Edwards, J.P., Enders, G. & Forbes, J. (2023). What it Takes: Wisdom from Peer Support Specialists and Supervisors. https://www.amazon.com/What-Takes-Support-Specialists-Supervisors/dp/B0BRM1VBSM

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Discussion