

# FIVE CRITICAL FUNCTIONS OF SUPERVISION<sup>®</sup>

## NEW RESEARCH ON THE SUPERVISION OF PEER SPECIALISTS

SELF-HELP AND RECOVERY EXCHANGE (SHARE!)  
SUPERVISION OF PEERS WORKFORCE CONFERENCE

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## WHO'S IN THE ROOM?



Please tell us in the chat box:  
are you a...

- Supervisor
- Peer Support Worker
- Service Recipient
- Family Member
- Non-Peer Service Provider
- Other

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## DESCRIBE YOUR FAVORITE SUPERVISOR

Please share in the chat a single word that describes your favorite supervisor, past or present.



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## WHY SUPERVISION?

- ❑ Emerging peer workforce in U.S. and internationally; recent studies estimate the number of CPS nationally to be >25,000
- ❑ Uptake in organizational interest and buy-in of peer support staff, both in MH and SUD programs
- ❑ Historical underutilization of established models guiding supervisory practice in human services

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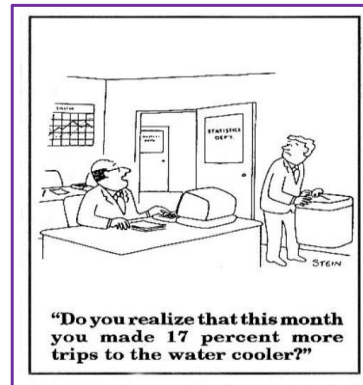
## LEARNING OBJECTIVES

By the end of this workshop, participants will be able to:

- ❑ Define the “Five Critical Functions of Supervision”
- ❑ Describe how the Core Competencies for each Function were identified
- ❑ Discuss using the Five Critical Functions in the practice of supervision
- ❑ Participate in research on the Five Critical Functions

## SUPERVISION IS NOT MERELY COUNTING

- ❑ The number of clients seen during the day
- ❑ The number of forms completed
- ❑ The number of cases filed



## DEFINING SUPERVISION

- ❑ Structured relationship with the goal to help the individual 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 various needs of clients/participants we assist
- ❑ Encompasses administrative, support, educative, advocacy, and evaluative functions



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## THE SUPERVISORY PARTNERSHIP

- ❑ Supervision represents a significant alliance between two individuals in differing roles working towards many common goals.
- ❑ Teamwork, communication, mutual respect and professional development are paramount in the supervisory partnership.



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## WHAT WE LEARNED...



What's important to peers in supervision:

- ❑ Supervisor's attitude/mutual learning
- ❑ Help with Role Integration
- ❑ Trauma informed supervision
- ❑ Facilitating building supports

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## SUPERVISION BY PEERS

Peers want to learn from others who have done the same exact job and have more experience



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## WHAT WE CAN LEARN FROM PEER SUPPORT WORKERS SUPERVISED BY NON-PEERS

- ❑ There is little research on the topic.
- ❑ The grey literature has anecdotal information about peer supervision both from the perspective of peers but also non-peers
- ❑ A beginning step was to study qualitatively the experiences of peers in supervision by non-peers
- ❑ The next step in progress to look at supervision functions, identify competencies and align them with peer values

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## LIVED EXPERIENCE VS. ACADEMIC CREDENTIALS



Lived experience-based interventions differ from professional interventions as they involve dual relationships, personal self-disclosure; a focus on empowerment, and role modeling hope and recovery

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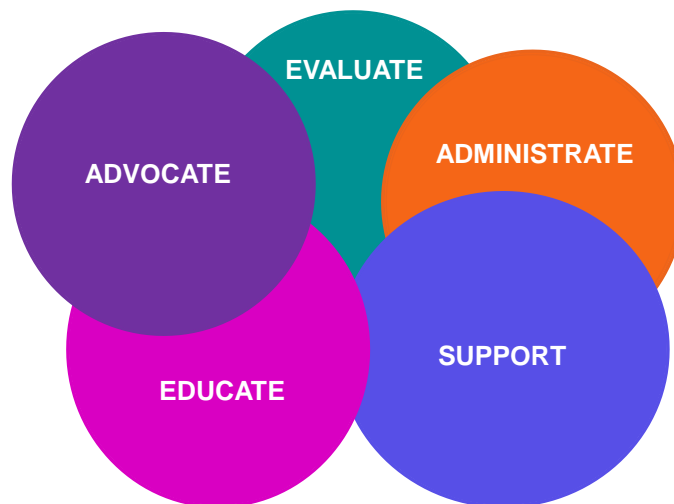
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## WEARING MANY HATS: THE GENESIS OF A FIVE-FUNCTION SUPERVISION MODEL

Affirmed and encouraged by my supervisor in 2009 to take stock of the myriad functions and tasks embedded in my role as a director and supervisor of nearly 30 peer specialists, I sought to:

- ❑ Identify the layers and tasks embedded in roles
- ❑ Reflect on my tendency to be too stringent or too lenient
- ❑ Create a supervision model that also serves as an accountability tool
- ❑ Utilize the supervision model to organize tasks beginning with recruitment and hiring through and including evaluation and professional development

## FIVE CRITICAL FUNCTIONS OF SUPERVISION ©





## FIVE CRITICAL FUNCTIONS OF SUPERVISION IN PRACTICE<sup>©</sup>

ADMINISTRATE	SUPPORT	EDUCATE	ADVOCATE	EVALUATE
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 a strengths based and trauma-informed approach to help staff problem-solve	Offer relevant training and conference attendance opportunities	Negotiate reasonable work accommodations when appropriate	Address areas needing improvement; progressive discipline

Source: Edwards, J.P. (2016). The Critical Functions of Supervising Peer Supporters. (Presentation Slide)

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## APPLYING THE DELPHI METHOD

- ❑ Five Functions of Supervision
- ❑ Focus Groups: Delphi Method for Survey Construction
- ❑ Rounds 1-3: Competency Statement Review
- ❑ Literature Review: Extant Supervision Research and Grey Literature
- ❑ Survey Development (in progress)
- ❑ Model Testing and Competency Identification (Importance, Criticality, Frequency)

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## FORUM DISCUSSION

After a volunteer reads the supervision situation, participants will utilize **The Five Critical Functions of Supervision in Practice**® to respond to the question that follows the situation.

**The Five Critical Functions of Supervision in Practice**® provides examples of each function that we can use to inform a response to various situations that come up in supervision.

## SUPERVISION SITUATION FOR DISCUSSION

Providing supervision with a peer specialist addressing boundary issues while providing services in the community

Timothy is a peer navigator for a well-known, community-based organization. Delores, one of the people he supports, overheard Timothy talking about the wonderful and enlightening church service he attended last week. Seeking to find a church family and wanting a sense of belonging, Delores approached Timothy to ask if she could attend service with him on the following Sunday. Unsure of how to respond, Timothy asks Delores if he can get back to her later and then contacts his supervisor to discuss the matter.

Using one or more examples from The Critical Functions of Supervision in Practice, how might you, as Timothy's supervisor, consult with him around this issue?

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## QUESTIONS



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# THANK YOU!

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