Peer Mentor Weekly Supervision Checklist

Supervisor: _______________________  Peer Mentor: _________________________

Peer Mentor’s professional goals from annual performance review:
1.  ______________________________________________________________________
2.  ______________________________________________________________________

Date of supervision:

☐ personal check in:  ☐ family/relationships  ☐ recovery
☐ mentor attended weekly recovery meeting  ☐ discussed personal goals  ☐ team dynamics
☐ self care  ☐ other: _________________________________  ______________________________________________________________________

☐ created a to do list  ☐ reviewed last week’s to do list  ☐ reviewed documentation or monthly contact hours

☐ mentor brought their charts, supervisor reviewed ct. charts
☐ discussed boundaries  ☐ discussed Stages of Change and MI Skills

☐ identified blind spots, countertransference or bias
☐ provided a coaching, teaching or skill development moment  ☐ Reviewed ct. IAP, Action Plan or DHS Safety Plan

☐ discussed closing a client  ☐ discussed annual review goals  ☐ job satisfaction

☐ identified under-engaging clients and developed a new plan
☐ requested feedback on supervision  ☐ scheduled next supervision date: _______________________

Performance Discussion:

☐ provided 5:1 positive to critical comments

Strengths: ___________________________________________  Areas for Growth: _________________________________

__________________________________________________________________________  _________________________________

__________________________________________________________________________  _________________________________

__________________________________________________________________________  _________________________________

__________________________________________________________________________  _________________________________

__________________________________________________________________________  Current Advocacy roles: _________________________________

__________________________________________________________________________  _________________________________

__________________________________________________________________________  _________________________________

Next Steps:

Supervisor  Peer

__________________________________________________________________________  __________________________________________

__________________________________________________________________________  __________________________________________

__________________________________________________________________________  __________________________________________

__________________________________________________________________________  __________________________________________

Parents Anonymous® of Oregon Parent Mentor Program 8/23/2019
**Essential Components of Peer Supervision**

**Develop a Trusting Relationship**
- **Show supervisee you care about them**
- Devote the first part of supervision to how the supervisee is doing
- Know their story/trauma history
- Check in after you know staff has done something difficult
- Prioritize supervisee’s wellness
- Provide personal and emotional support in addition to professional support
- Encourage and be flexible about self-care
- Continually monitor personal well-being
- Recognize positive steps taken
- Honestly validate effort
- Praise
- Be available
- A supervisor is *almost* always reachable by phone during working hours*
- In-the-moment coaching

**Empowerment**
- **Respect life experience as much as professional training**
- Defer to staff experience whenever possible
- Ask mentors how they would like to use their supervision time
- Provide opportunities for shared leadership
- Give staff a voice in how services are delivered
- Incorporate staff feedback and ideas into decision making
- Have staff participate in hiring of colleagues
- Educate staff about how to work through an ethical decision-making process

**Build Staff Competencies**
- **Help staff establish and adhere to professional boundaries**
- Provide workforce development opportunities (advisories, etc.)
- Coach staff on what is expected in certain settings (e.g., court, community meetings)
- Place value on staff being a cultural bridge between parents and the multiple systems they are involved in
- Monitor contact hours, attending to cases with high or low numbers
- Look for client issues that could trigger staff’s past trauma
- Assist supervisee in building their mentoring toolkit
- Model what you want them to do with clients
- Explore new tools to apply to challenging situations
- Allow staff to come up with their own solutions
- Ensure resources and support for ongoing training
Substance Use Disorder
Peer Supervision Competencies

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