Supervision in Peer-Based Recovery Support Services
Learning Objectives

• Describe the differences between the role of a peer and role of other service providers
• Learn the types and functions of supervision
• Identify a framework for Peer Supervision
• Distinguish boundary setting strategies for peers
• Discuss confidentiality and boundaries in peer support services
• Learn how to advocate for peer services and peer professionals
Who are we?
What made you choose this session?

What are you hoping to know?
Peer-Based Recovery Support Services

- Emotional support
- Informational support
- Instrumental support
- Affiliation support

Source: Kaplan, L., The Role of Recovery Support Services in Recovery-Oriented Systems of Care.
Peer-Based Recovery Support Services

- Pre-Recovery
- Recovery Initiation
- Recovery Maintenance
- Enhanced Quality of Personal & Family Life in Long-term Recovery
- Breaking Intergenerational Cycles
Benefits of Peer-Based Recovery Support

• Reduces the number of admissions and days spent in hospitals and increased time in the community
• Reduces use of acute services (e.g., emergency rooms, detoxification centers)
• Increases engagement in outpatient treatment
• Increases active involvement in care planning and self-care
• Improves social functioning
• Increased hope, quality of life, and satisfaction with life
• Reduces substance use
• Reduces depression and demoralization
• Improves chances for long-term recovery
• Increases rates of family reunification
• Reduces average service costs per person

Source: Equipping Behavioral Health Systems & Authorities To Promote Peer Specialist/Peer Recovery Coaching Services (SAMHSA, 2012)
Key Considerations

- Environment/Culture of the Organization
- Program and Services
- Staffing and Supervision
- Advancement of Profession
Case Study with NUWAY

Philadelphia Toolkit

NIATx
NUWAY

• Focus groups - Staff & Clients
• Address concerns
• Training on PBRSS and Core Competencies for Peer Workers
• Identify team members working with peer staff, including supervisors
• Opportunities for integration
NIATx on a Napkin

Source: https://youtu.be/Te3FV1YoE-4
Change Leader Academy
Framework for Supervision

• Administrative, Formative, Supportive
• Group, Peer, Co-Supervision
• Benefits of Team Approach
• Creating a Team Structure
Types and Functions for Peer Supervision

**Administrative Supervision**

- Orienting and placing staff
- Planning, assigning, and delegating work
- Monitoring, reviewing, and evaluating work
- Coordinating work
- Sharing information
- Explaining administrative functions
- Liaising with community
- Assisting with time management

Types and Functions for Peer Supervision

Formative Supervision

• Assessing strengths and growth opportunities
• Identifying the knowledge and skills necessary to do the work
• Providing teaching, training, and learning resources, including professional and leadership development
• Using learning opportunities that arise when reviewing individuals who are receiving support
• Educating other staff on the role of peer support

Types and Functions for Peer Supervision

Supportive Supervision

• Advocating
• Reassuring
• Encouraging
• Recognizing efforts
• Providing opportunities to “vent”
• Giving perspective
• Encouraging self-care
• Creating opportunities for connecting with other peer staff

Types and Functions for Peer Supervision

- Individual Supervision
- Group Supervision
- Co-Supervision
Individual Supervision

- Performance
- Education/Growth
- Relationships
- Management issues
- Personal Wellness

Group Supervision

- Always have an agenda and stick to time frames
- Encourage participation and creativity
- Respect opinions and ideas
- Encourage punctuality and reward promptness
- Encourage problem solving- no fixing
- Keep to the agenda and avoid going down a ‘rabbit hole’

Co-Supervision

- Where and how often the group will meet?
- How long will sessions last?
- How will the time be structured?
- What will be discussed during the sessions?

Addressing Concerns

• Is this concern important to us?
• How might we prevent this concern from defining our experience?
• What would we need to do differently?
• What might we need to do more or less of?
• What additional supports or opportunities might we need?
• Is there anything specific that the leadership team can do to ensure that we address or prevent the concerns we’ve discussed today?

Are we really stuck?

Source: https://youtu.be/VQVnx2KERvw
The most important part of supervision is that it happens.
## An Intimacy Continuum

<table>
<thead>
<tr>
<th>Behavior of Recovery Coach in Recovery Support Relationship</th>
<th>Zone of Safety (Always Okay)</th>
<th>Zone of Vulnerability (Sometimes okay; Sometimes not okay)</th>
<th>Zone of Abuse (Never Okay)</th>
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</thead>
<tbody>
<tr>
<td>Giving gift</td>
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<tr>
<td>Accepting gift</td>
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<td>Giving a hug</td>
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<td>“You’re a special person&quot;</td>
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<td>“You’re a special person to me”</td>
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<td>Giving a cell phone number</td>
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<td>Invitation to holiday dinner</td>
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<td>Using profanity</td>
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<tr>
<td>Hiring person to do work at your home.</td>
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</tbody>
</table>

Advocate

Listen
Share
Encourage

