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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
Ingredients of Effective Supervisory Relationship in Peer Support

- 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

- Voluntary
- Autonomy
- Mutuality
- Non-judgmental
- Non Coercive - Equally Shared Power
- Strength-focused
- Transparent
- Person-driven
- Others???
Peer Support

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

• 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
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.

Moss 2013, Cave, Johnan and Curley 2015
We are continually healing

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

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
Alfred Kadushin

Educative

Supportive

Administrative
Clear Expectations

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

- It’s not what you say but what you do that counts.
- Supervisors must model expected competencies on purpose.
Strength-based and Solution-focused

• 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

Some Tools

- Exception Finding Questions
- Scaling Questions
- Coping Questions
- Miracle Questions
Competency-based Feedback

**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

Hana Ivanhoe, age 15
REFLECTIVE PRACTICE
We don’t see things as they are;
We see things as we are.

Anais Nin
Why reflection?

• 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

- 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

Event or Experience

Explore Thoughts and Feelings

Partner for Solutions

Check Perspectives

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Reflective Process

- 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

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

- Supporting
- Coaching
- Delegating
- Directing
REFLECTIONS