

TRANSITIONS TO ADULTHOOD CENTER FOR RESEARCH

**An Online Learning Community for
Supervisors of Young Adult Peer Mentors**

**(& Introduction to the Young Adult
Peer Mentor Supervision Guidebook)**

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January 2018



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Our mission is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at risk population to achieve this mission. Visit us at:

<http://www.umassmed.edu/TransitionsACR>

The contents of this presentation do not necessarily represent the policy of SPARC, Transitions to Adulthood Center for Research, University of Massachusetts Medical School, MA DMH, HHS, SAMHSA, and you should not assume endorsement by the Federal Government.



Introduction

- Clinical Social Worker with experience supervising Young Adult Peer Mentors
- At-risk Transition-Age Youth
- Translating practice to research & research to practice
- Real partner with real world providers
- Home base = Thresholds Youth & Young Adult Services
- UMASS Transitions to Adulthood Center for Research & other awesome partners



Intention for Today

- Today (& all the OLC's) are for you: Supervisors of YA PMs
- First, I will share **helpful content** that will make your supervision of Young Adult Peer Mentors successful (approx. 35 min)
 - 1) Embrace & reflect on new tool: A Supervision Guidebook
 - 2) Understand & embrace uniqueness of the Supervisor role
- Get us **reflecting & talking** as Supervisors of Young Adult Peer Mentors (approx. 35 min)
 - 1) Process real world supervision vignettes
 - 2) Share your personal experience & value of supervising YA PM & lessons learned

Upcoming Online Learning Communities

Wed, March 21, 2018 12PM-1:15PM EST

- 1) Navigate “relational boundaries” on the job & reflect on your role in this process
- 2) Building strong working alliances through collaboration & cultural responsiveness
- 3) Process a real world supervision case
- 4) Discuss lived experience navigating relational boundaries at work

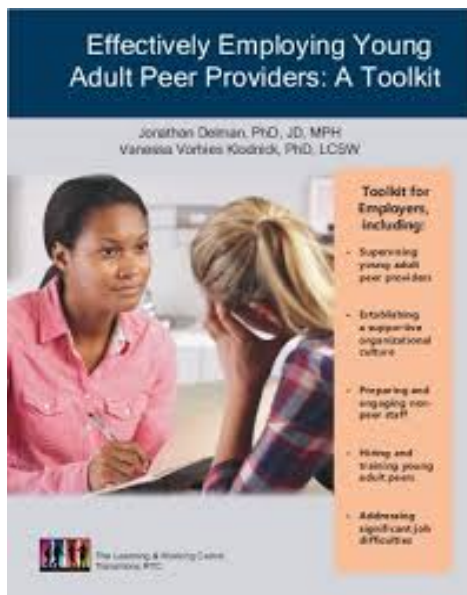
Wed, May 9, 2018 12PM-1:15PM EST

- 1) Supporting resiliency story sharing in strategic ways & being “role models”
- 2) Supporting self-care without it turning into therapy
- 3) How to use/encourage YA PM accommodations when necessary
- 4) Process a real world supervision case

Resources for You (& Your Agency!)

Website is up with all these resources!

- <http://www.cbhknowledge.center/young-adult-peer-mentoring-overview/>
 - Practice Profile!
 - Webinars & Activities
 - Toolkit for Effectively Employing YA Peers
 - Supervision Guidebook for YA Peers



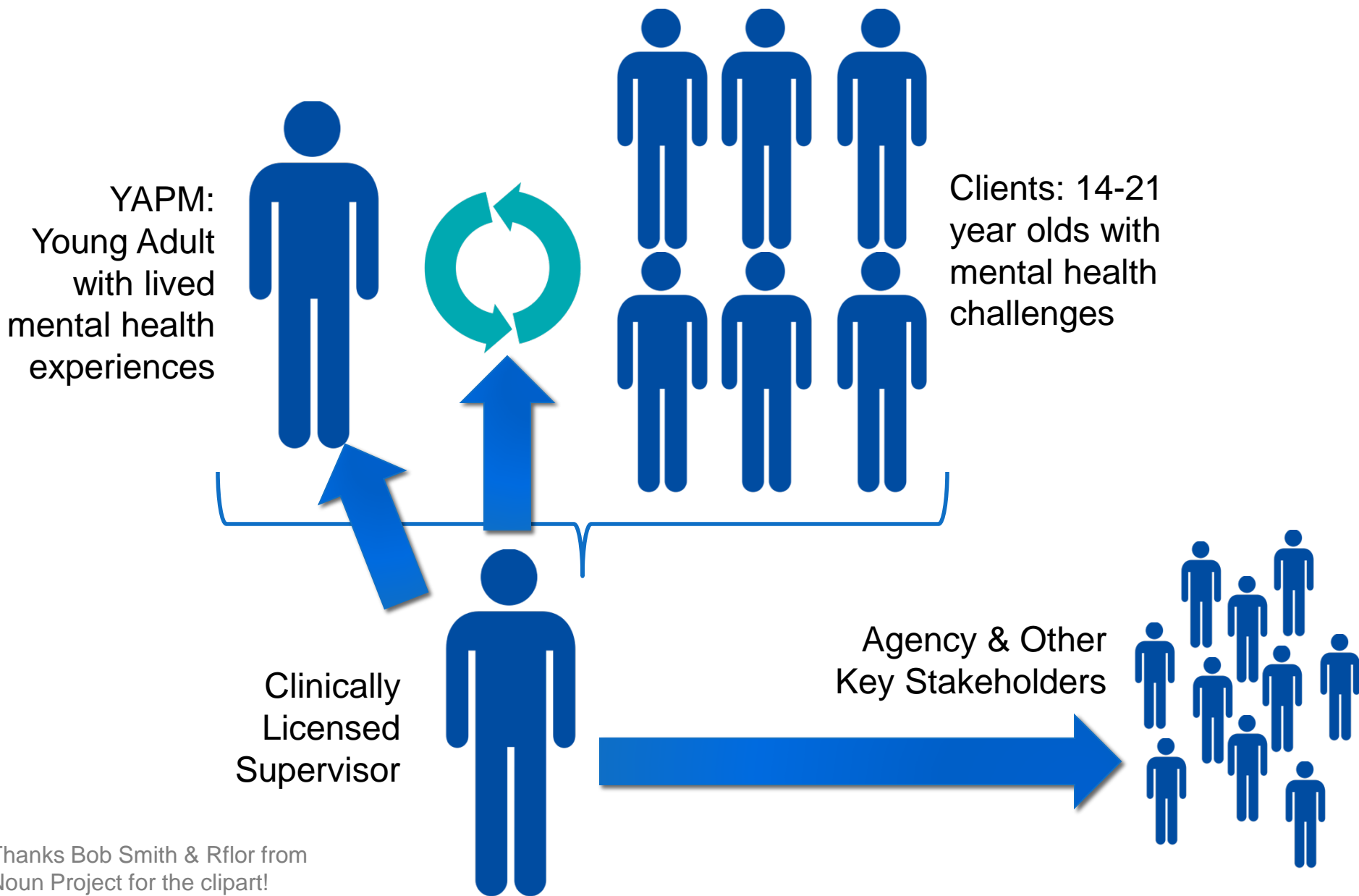
Toolkit on Effectively Integrating YA Peers

- **PDF Version:**
https://www.umassmed.edu/globalassets/transitionsrtc/publications/effectivelyemployingyoungadultpeerproviders_a_toolkit.pdf
- **Online Version:**
<https://www.umassmed.edu/TransitionsRTC/publication/effectively-employing-young-adult-peer-providers---a-toolkit/>

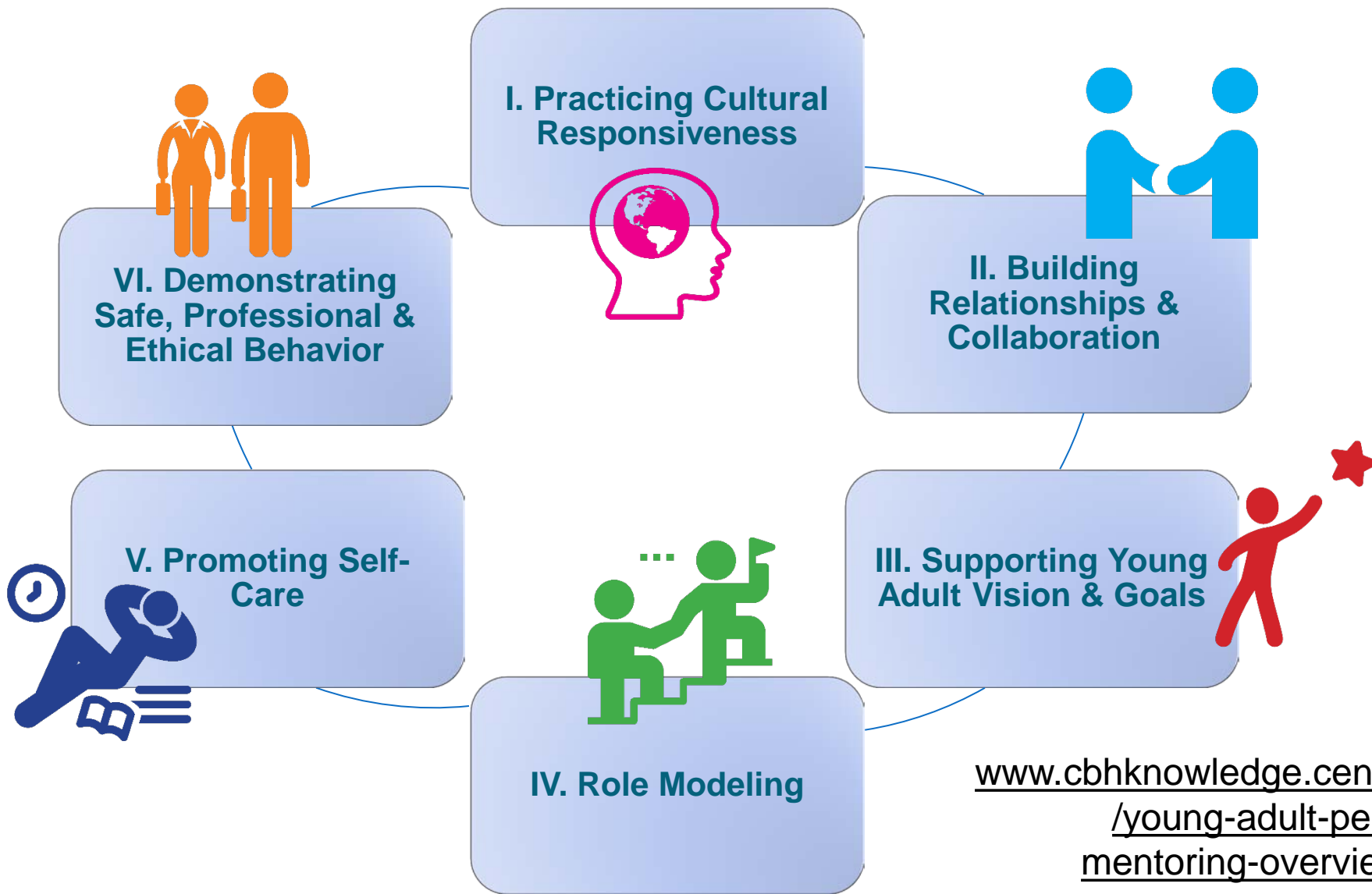


UNIQUE ROLES

Demand Unique Support

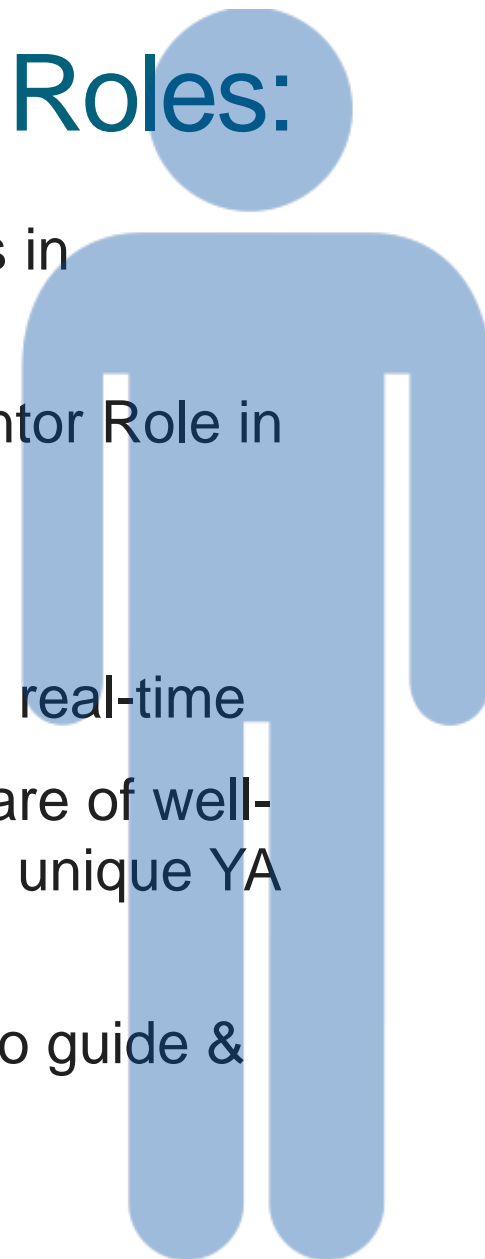


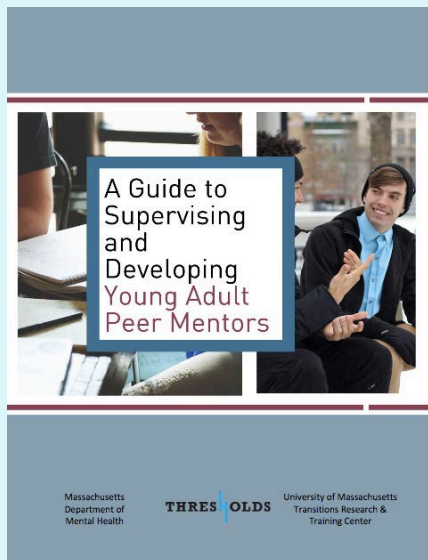
Young Adult Peer Mentor Role



YA Peer Mentor **Supervisor** Roles:

- **Facilitator & Supporter** of YA Peer Mentors in developing skills & awareness on-the-job
- **Champion & Advocate** for the YA Peer Mentor Role in your context
- **Partner!** On many many levels!
- **Role Model & Coach** of YA Peer Mentors in real-time
- **Attuned to YA Peers Mentors:** Remain aware of well-being as with any employee – but attuned to unique YA Peer Mentor challenges
- **Employs Reflective Supervision** practice to guide & support YA Peer Mentors.

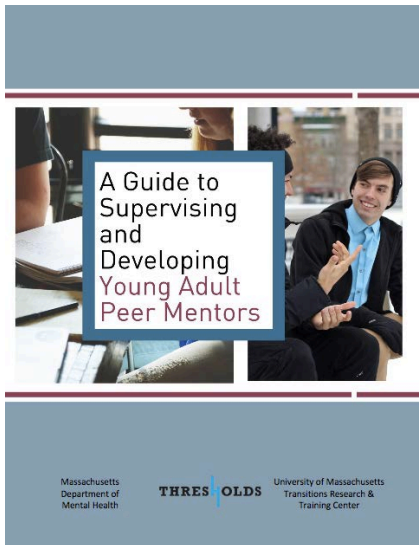




INTRODUCING

...the Supervision Guidebook

What is the Supervision Guidebook?



The Guidebook is designed to help supervisors support YA Peer Mentors to develop awareness, skills, relationships, etc. in order to:

- Experience on-the-job success
- Reach IDEAL practice across YA Peer Mentor Practice Profile Domains

What informed the Supervision Guidebook?

- In short, you! This is a live document that I will continue to expand as I learn from Supervisors of Young Adult Peer Mentors in Massachusetts
- Consultation with experts in supervision & peer support
- Response to need for “tools” & “activities” to guide supervision practice

How can I access the Supervision Guidebook?

- Download it directly here:

https://static1.squarespace.com/static/545cdfce4b0a64725b9f65a/t/5a4f88e353450ac4a922b85a/1515161837654/Supervision+Guide+for+YA+Peers_v7+with+PP+icons_.pdf

- Or, go to CBH Young Adult Peer Mentoring Overview Hub

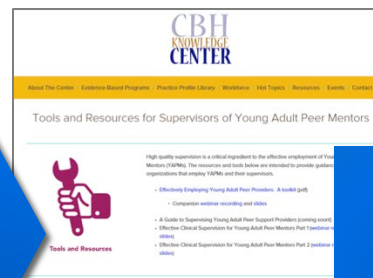


www.cbhknowledgecenter.org/young-adult-peer-mentoring-overview/

Click on Icon at bottom of page:



Tools and Resources



www.cbhknowledgecenter.org/yapm-supervisor-tool-kit

Click on:
A Guide to Supervising Young Adult Peer Support Providers

What's in the Supervision Guidebook?

- **Philosophy & Principles** of Effective YA PM Supervision
- **How to use the Practice Profile** (PP) in Supervision
- YA Peer **On-the-Job Development Plan**
- **Supervision Meeting Form** – Simple, but key!
- **Reflection** Exercises to use in Supervision
- Gaining **Self-Awareness** & Practicing Cultural Responsiveness
- Valuing **Mutuality** – maybe the most important thing in the guidebook
- Working Alliance & Relationship Building Exercises
- Active Listening & **Motivational Interviewing** Exercises
- Strategic **use of self** through **strategic storytelling of resilience stories**
- How to built YA PM **Psychological Capital** on-the-job
- Exercises of practicing **Resilient Self-Care** – for YA PMs & Supervisors!
- Maintaining “**Confidentiality**” – what to share with who & when!
- **Documentation Tips** (on how to make this process easier for YA PMs)!
- Reasonable Accommodations – It's a process! Refer to Jon's toolkit!
- Additional **Resource List** (full of good stuff!)

**A
LOT!**

2 Icons to Watch for in the Supervision Guidebook



Reflection Activity for you as a Supervisor



Supervision Activity that you can integrate into your Supervision Practice

Guidebook Section: Effective YA Peer Supervision Philosophy

- Principles & Goals of Effective Supervision – pp. 6-9
- Why supervision can feel like therapy – pp. 9-10
- How to avoid supervision from turning into therapy pp. 10-11

Why “Supervision” can feel like “Therapy”

- Both **occur regularly** & involve 2 people (or more if group-based) who engage in a conversation.
- Both tend to include **rapport building** in order to establish a strong working relationship.
- Both tend to involve an individual who typically has more training or experience (i.e., supervisor or therapist) who interacts with an individual with less training/experience (i.e., YA Peer or client) to support **reflection**, to provide **consultation**, and to support **wellness**.
- Typically, **goals are co-formulated** in both. However, in Supervision, goals are work-related performance, while in Therapy, they are likely un-related to work performance.
- Akin to therapy clients, YA Peers **share life experiences** & practice communicating their life experiences in helpful ways.
- Akin to therapy clients, YA Peers process & reflect on their **ON-THE-JOB** performance, relationships, & wellness.
- Akin to therapy clients, YA Peers **learn new skills** & gain self-awareness through supervision.
- YA Peers will **benefit emotionally & psychologically** (hopefully) from Supervision, just like they should from therapy! That’s a good thing! It feels good to learn, feel supported, & gain increased self-awareness. One doesn’t have to focus on mental health goals to reap the benefits of effective supervision.

◀ Stop & Reflect

In what ways have you personally benefitted from supervision?

- a. Knowledge
- b. Skills
- c. Wellness
- d. Developmentally/Career

Guidebook Section: Leveraging the Prac Supervision

- YA Peer On-the-Job Development Plan – pp. 14-16
- Keeping Supervision Sacred with Supervision Form – pp. 17-18
- Applying Reflection – pp. 19-24

Supervision Session Guidance Form

Date:

What's gone well this week?

- YA Peer Mentor Perspective:
- Supervisor Perspective:

Anything on-the-job that YA Peer Mentor needs guidance &/or consultation?

- YA Peer Mentor Perspective:
- Supervisor Perspective:

Tasks/Discussion to follow-up from last supervision session?

- YA Peer Mentor Perspective:
- Supervisor Perspective:

Any administrative tasks that need addressing?

- YA Peer Mentor Perspective:
- Supervisor Perspective:

Selected Practice Profile Domain: _____

- Which practice item was reviewed & discussed within the selected domain?
- What did reflection upon this practice item reveal?
 - YA Peer Mentor Perspective:
 - Supervisor Perspective:

What is our to-do list? What are we responsible for until we meet next?

- What is the YA Peer Mentor responsible for:
- What is the supervisor responsible for:

PP Domain 1: Practicing Cultural

- Practicing Cultural Responsiveness – pp. 25-26
- Gaining Self-Awareness Activities – pp.27-33

In



Gaining Self-Awareness Supervision Discussion Questions

Exploring one's beliefs and gaining self-awareness is critical for YA Peers. One way to continue to build YA Peer self-awareness as a supervisor is to engage YA Peers (preferably in group supervision) in discussion around self-awareness; self-esteem & self-respect; self-care; respect for and acceptance of others; and conscious communication. The following are questions that can be integrated into Supervision in order to support a YA Peer in gaining self-awareness on-the-job.

How Self-Aware am I?

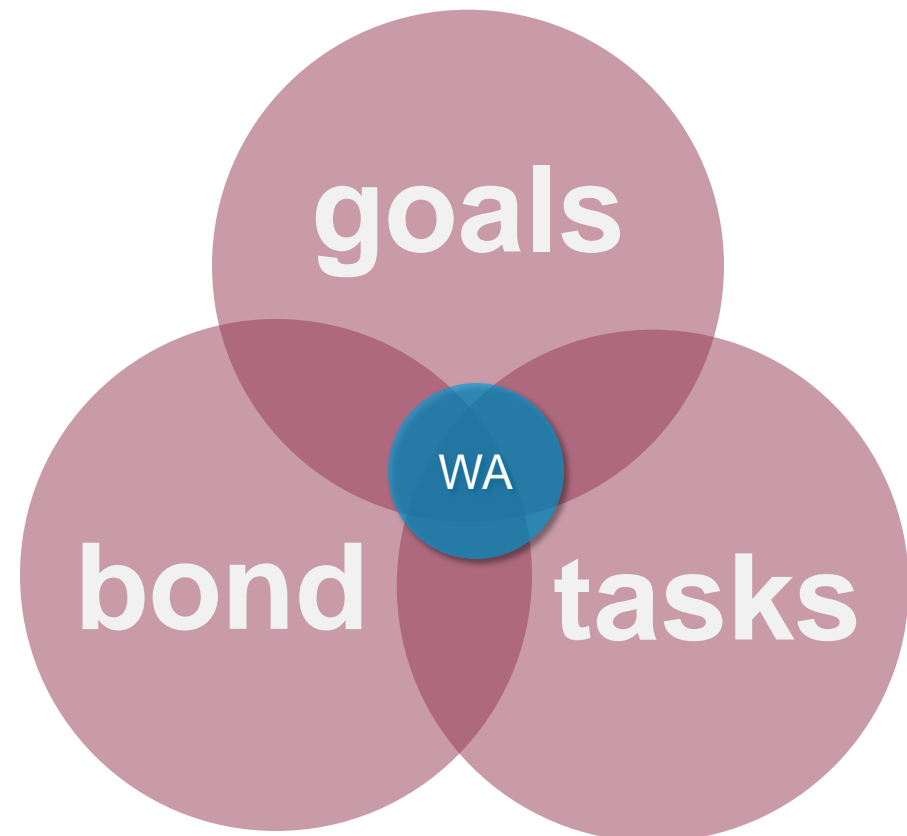
- What am I learning about myself in my work as a YA Peer?
- How am I self-reflective in my work? In my personal life? Do I take time for reflection? What does this look like? How am I gaining self-awareness in my role as a YA Peer?
- How do I learn from my mistakes at work? In personal life? What have I learned since starting my role as a YA Peer?
- What are my motivations for my work as a YA Peer? Have these changed since I started in my position? How so? Why?
- What are my personal values and beliefs? How firm am I on these? Am I willing to hear opposing ideas/viewpoints?
- How much am I aware of what I am feeling & thinking? At work? In personal life?
- Am I aware of my strengths and weaknesses? What would others say are my strengths and weaknesses – do I agree with these? Why/why not?

Self-Esteem & Self Respect:

- Do I feel I am competent in my role as a YA Peer? Why/why not? How has my competence increased since I began this role?
- How do I demonstrate self-respect? How am I gaining self-respect in my role?
- How has stigma impacted me on the job and in my personal life? How have I overcome stigma? How do I continue to overcome stigma?
- How do I talk about my mental health and life experiences? Has my story changed in my role as a YA Peer? How & why?
- How do I take pride in my accomplishments? How do I celebrate small wins in my work? In personal life? How do I help my clients celebrate small wins?
- How self-motivated am I? What has helped me to stay motivated on the job? What can get in the way of staying motivated?
- Am I willing to take risks? What risks have I taken at work? In my personal life?
- How do I handle criticism at work? In personal life?

PP Domain 2: Building Relationships & Collaboration

- Valuing Mutuality – pp. 35-36
- The Working Alliance – pp. 37-44
- Supporting Disruption & Addressing Microaggressions – pp. 45-46



PP Domain 3: Supporting Young Adult Vision & Goals

- Active Listening
– pp. 47-49
- Motivational
Interviewing –
pp. 50-53

Active Listening Info!



Motivational Interviewing Exercises for Supervision

1. Find YouTube videos of motivational interview tutorials. Have YA Peers watch the video with the Supervisor & silently record OARS statements. Discussion observations. Supervisors can also stop the video at key points & ask YA Peers to identify what OARS they have observed.
2. Encourage YA Peers to role play with each other & record it using their smart phones. Then, have YA Peers review their recording together to identify where they effectively used MI and where there were opportunities to use MI.
3. As a supervisor, make brief videos of you (& your esteemed colleagues) doing a terrible job of applying MI. Cut the client off; ask closed-ended questions. Then, show these videos to YA Peers & have YA Peers identify mistakes.

Listening

- Hold off on problem solving
- Do not worry about the outcome of the interaction
- Demonstrate acceptance & empathy

PP Domain 4: Role Modeling

- Strategic Storytelling – pp. 53-56
- Elevator Speech Activity – pp. 57-58
- More Storytelling Exercises – 59-61



Strategic Storytelling Exercise

1. Identify the audience & how the story will impact the audience (e.g., their feelings/thoughts/behavior). For example, your audience could be your peers, your supervisor, your clients, community provider, etc. & your desired impact could be: understanding, trust, buy-in, excitement, partnership, etc.)

Your Audience:

Desired Impact:

2. Choose a Question to Respond to:

- Write about a time when you effectively coped with a challenging situation (on the job or in your personal life). What caused the challenging situation; what helped you to get over it?
- What have you learned about yourself in the last year? On the job? In your personal life? How did you come to know this?
- When were you most burnt-out at work? In your personal life? How did you get over this? What helped you to address this?

3. Choose your Purpose & Generate the Content.

- Describe the situation. Add the details that you think are important – that make the story come to life & understandable.

4. Reflect on the Meaning & Significance of Your Story:

- Explain the personal meaning of your experience when telling you story; don't let others interpret this for you.
- What emotions occurred when you share your story? When they occur, name them concretely when telling your story.
- Explain the rationale when you start to tell your story & stipulate what you hoped the response will be to your sharing the story

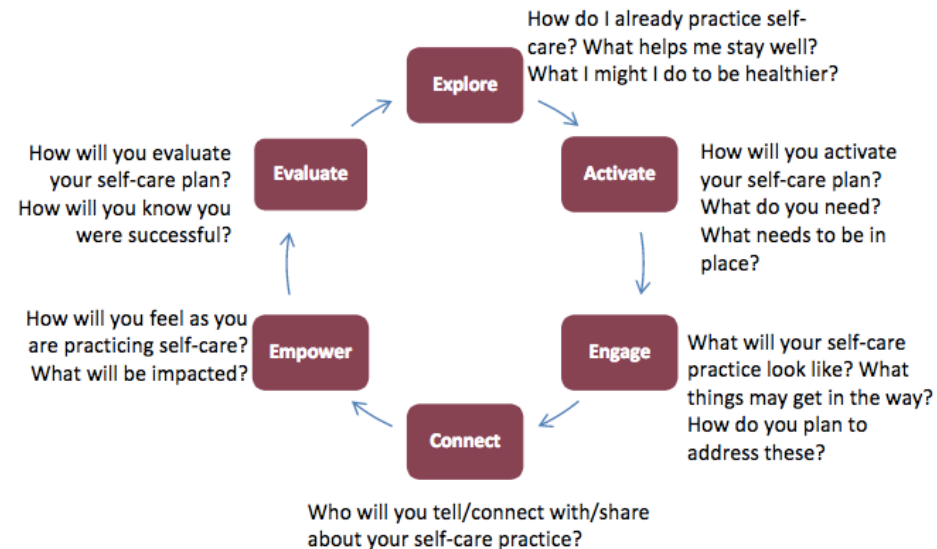
PP Domain 5: Promoting Self-Care

- Psychological Capital – pp. 62-63
- Practicing Resilient Self-Care – pp. 64-70
- Leveraging your personal social network – pp. 71-72
- Addressing Negative On-the-Job Thinking – pp. 74-76



Self-Care as a Process: An Activity

To help YA Peers understand that self-care is a process, review the diagram below together. Discuss the questions associated with the diagram below. It's not just, I'm going to "eat better." It's about defining how to eat better; engaging in the process of "eating better" as a YA Peer defines it; and evaluating the effectiveness of those self-care efforts.



PP Domain 6: Demographic, Professional & Ethical

- Commitment – pp. 77-78
- Confidentiality – pp. 79-81
- Understanding Agency Culture & Professionalism Guidelines – pp. 82-85
- Effective Documentation – pp. 86-88
- Reasonable Accommodations – pp. 89

Effectively Employing Young Adult Peer Providers: A Toolkit

Jonathan Delman, PhD, JD, MPH
Vanessa Vorhies Klodnick, PhD, LCSW



Toolkit for Employers

- Young Adults in the peer provider role
- Establishing an organizational culture
- Recruiting, Hiring & Training Successful YA Peers
- Addressing significant job difficulties
- Preparing and engaging non-

Online Version:

<https://www.umassmed.edu/TransitionsRTC/publication/effectively-employing-young-adult-peer-providers---a-toolkit/>

LET'S REFLECT

About what it means to be Supervisors
Of Young Adult Peer Mentors

Share your insights...

- How have Young Adult Peer Mentors added value to your agency? Team?
- What's it been like for you to supervise Young Adult Peer Mentors?
- What are you learning about yourself in the process of supervising Young Adult Peer Mentors?
- What do you most want to improve in your supervision practice with Young Adult Peer Mentors?

SUPERVISION VIGNETTES

For lively discussion!

Vignette 1

Your colleague Melissa, a smart licensed clinical social worker who you have worked with the last 2 years, comes to you & states, “I just don’t understand why we have young adult peer mentors. I overheard Jonah (a 27-year old Peer Mentor) telling one of my clients that he should do something with his hands – like construction work or plumbing like he does part-time with his dad. My client is applying to colleges and is interested in music and computers.”

Vignette 2

Your colleague Bill, a 40 year old case manager comes to you at the end of a long, crisis filled week. He says to you: “I don’t want any more young adult peer mentors coming to my skill building or therapy group. I just feel like it is one more young person to manage. Sometimes the peer mentors goof around with the clients. I don’t think that’s appropriate.”

Vignette 3

Kathy, who is 15-year old Julie's mom, contacts you and states, "I only want licensed professionals working with Julie. She is not taking her medications regularly, she's refusing to meet with her therapist, and I am concerned that the time she is spending with Stephanie (Young Adult Peer Mentor) is not helping her to get better. She needs help, not a friend."

SUMMARY

Our goals for today...

Did we achieve them?

- 1) Embrace & reflect on new tool: A Supervision Guidebook
- 2) Understand & embrace the uniqueness of the supervisor role & YA Peer role
- 3) Process a real world supervision case
- 4) Share your personal experience & value of supervising YA PM and lessons learned

QUESTIONS? COMMENTS? SUGGESTIONS?

Contact me: Vanessa.Klodnick@thresholds.org