HOPE RECOVERY NETWORK

PEER RECOVERY SUPPORT SPECIALIST - PERFORMANCE EVALUATION

PEER SPECIALIAST NAME:	DATE OF HIRE:	DATE OF EVALUATION:
PEER SUPERVISOR NAME:	HIRE WAGE: CURRENT:	PREVIOUS EVALUATION:

HRN PRSS ADMINISTRATIVE DUTIES INCLUDING TIMESHEETS   OVERALL RATING: 1 2 3 4 5

TIMESHEETS NARRATIVE: INDIVIDUAL STRENGTHS:	TIMELY SUBMISSION: **1 2 3 4 5**	ACCURATE DETAILS & DATES: **1 2 3 4 5**

AREAS FOR IMPROVEMENT:

OTHER ADMINISTRATIVE DUTIES

DIRECT PARTICIPANT SUPPORT PERFORMANCE   OVERALL RATING: 1 2 3 4 5

JOINT RECOVERY PLANS:	SUBMISSIONS COMPLETE: **1 2 3 4 5**	SUBMISSIONS ADEQUATE: **1 2 3 4 5**
PARTICIPANT FEEDBACK:	NUMBER OF PEERS:	TOTAL AVERAGE WEEKLY HRS:
SUPERVISOR FEEDBACK:	WARNINGS VERBAL: **Y / N** WRITTEN: **Y / N**	AVERAGE SUPERVISION TIME:

IN-DIRECT PARTICIPANT SUPPORT PERFORMANCE   OVERALL RATING: 1 2 3 4 5

Working Effectively With Participant's Support Network:	ITEM RATING: **1 2 3 4 5**
Knowledge of & Implementation of Relevant Resources:	ITEM RATING: **1 2 3 4 5**
Communication Skills with Participant's Network & Resource Contacts:	ITEM RATING: **1 2 3 4 5**

HRN PRSS PROFESSIONALISM	OVERALL RATING: **1 2 3 4 5**
H. R. Policy Compliance	ITEM RATING: **1 2 3 4 5**
External Feedback, *if any*	ITEM RATING: **1 2 3 4 5**

HRN PRSS BOUNDARY & ETHICAL COMPLIANCE	OVERALL RATING: **1 2 3 4 5**
HRN Policy Confidentiality	ITEM RATING: **1 2 3 4 5**
HRN Policy Ethics	ITEM RATING: **1 2 3 4 5**

HRN PRSS OVERALL PERFORMANCE FEEDBACK	OVERALL RATING: **1 2 3 4 5**
MEETING JOB REQUIREMENTS	ITEM RATING: **1 2 3 4 5**
INDIVIDUAL STRENGTHS	ITEM RATING: **1 2 3 4 5**
AREAS FOR IMPROVEMENT	ITEM RATING: **1 2 3 4 5**
PROFESSIONAL DEVELOPMENT VALID CERT. #:	ITEM RATING: **1 2 3 4 5**
COMMENTS:	

HRN PRSS PERFORMANCE EVALUATION OUTCOME	OVERALL AVERAGE SCORE: _____

SUPERVISOR TOP 3 POINTS FOR SPECIALIST

SPECIALIST TOP 3 POINTS FOR SUPERVISOR

JOINT PLAN FOR ON-GOING PERFORMANCE

I acknowledge receiving this performance evaluation and was given opportunity to ask questions and partake in the outcome.

SIGNATURE DATE	SUPERVISOR SIGNATURE	SPECIALIST SIGNATURE
		X

SAMHSA
Substance Abuse and Mental Health
Services Administration

- **SUPERVISION** is a collaborative activity of supervisor providing guidance and support to a worker to promote competent and service ethical delivery, supporting continuing development of the application of peer work knowledge, skills, and values.

- The most important thing about supervision is that it happens
- All workers need access to supervision
- Providing supervision promotes good ethical practices *(Peer-run / Community Organizations may not have a culture of accountability)*
- Leaders in peer-run / recovery community organizations may not have experience with supervision and may not have organizational structures that support the activity of supervision
- Should be a priority investment for early-career peer workers
- Supervision benefits employees, employers & service recipients

BENEFITS OF SUPERVISION

- Provides opportunities to reflect on peer support practice
- Supervision improves performance helping to manage resources
- Improves clarity and objectivity in decision making
- Useful tools to achieve the agency's mission and objectives
- Enhances problem solving skills
- Good supervision can increase morale and improve retention
- Supervision empowers, motivates & increases worker satisfaction
- Serves as mediator / liaison between the agency and worker

Supervisors Use Strengths-Based Supervision

- Collaboration between worker and supervisor to enable quality service delivery that draws on person's strengths and assets
- Intentionally identify and amplify the workers' success to amplify worker's strengths and competencies
- Encourage learning and share responsibility for setting learning goals
- Focusing on strengths does not mean ignoring problems, rather that the supervision frames problems as learning opportunities
- Feedback and self- assessment are tools in strengths-based supervision

Supervisors Provide a Space to Address Ethical and Boundary Issues

- Most peer workers have been trained about ethics and follow a Code of Ethics that has been adopted by their state
- Supervisors review agency code of conduct with the people they supervise
- Peer workers are expected to follow both their Code of Ethics and the agency's code of conduct
- Nature of peer support means nuanced boundary issues and require opportunities to reflect with more experienced colleagues

3 PARTS OF SUPERVISION - ADMINISTRATIVE / EDUCATION / SUPPORT

Administrative Supervision: focus on effective implementation of agency's policies & management of worker's performance
- Quality of work, Work load and Record-keeping
- Liaison to operations-payroll, human resources
- Conformance or fidelity to the program model
- Using program resources, including time, effectively

Educative Supervision: focus on worker professional development with training, modeling & structuring learning experiences
- Provide time and space to reflect on peer practice
- Provide individualized training and support
- Focus on knowledge, skills and attitudes
- Venue to support the peer worker's professional development

Supportive Supervision: tasks focus on the person's morale and job satisfaction.
- Give feedback on work
- Discuss personal reactions to the work
- Validate and provide encouragement
- Promote self-care practices

TYPES OF SUPERVISION - INDIVIDUAL / GROUP / CO-SUPERVISION

INDIVIDUAL Advantages
- Exclusive attention to the worker
- Often experienced as safer by the worker
- More confidential

Disadvantages
- Dependence can develop
- Exposure to only one perspective in supervision
- Lost opportunity to learn from colleagues

GROUP Advantages
- More efficient than individual supervision
- Supervisees share info & may learn from each other
- Reduce isolation and foster group cohesiveness

Disadvantages
- Working in a group can be feel unsafe by some workers
- Overly generalized discussion do not meet anyone's needs

CO-SUPERVISION Advantages
- Benefit from the guidance of more than one person
- Can develop their competencies on 2 different paths

Disadvantages
- Some agencies don't have resources to offer co-supervision
- Communication challenges between co- supervisors
- Co-supervisors may not share the same expectations

May be used when the organization does not have supervisors who are peer support workers or have time restrictions
One supervisor provides more administrative supervision and other provides more education. Ideally, both provide support

PEER SUPPORTER SUPERVISION COMPETENCY (Beliefs & Attitudes / Knowledge / Skills)

Core Beliefs/ Attitudes for Supervisors of Peer Workers

- Hope-belief in the possibility of recovery
- Respect-for multiple pathways of recovery and for all
- Person-driven-process is directed by the person's own goals
- Growth-oriented focus on personal & professional development

Knowledge for Supervisors of Peer Workers

- Knowledge of principles and practices of peer support to provide effective supervision and improve utilization of peer role
- Clear knowledge details of workers' jobs and how to navigate the administration of the agency
- Knowledge of Americans with Disabilities Act and reasonable accommodations to enable disabled workers achieve success

Selected Skills for Supervisors of Peer Workers

- There are dozens of skills that supervisors need to be successful in their roles.
- Many lists of skills and competencies for supervisors have been published
- This training will focus on two critical skills for supervisors: 1. Giving strengths-based affirmations   2. Giving feedback

<u>Giving Strengths-Based Affirmations</u>

- Strength-based affirmations contribute increase motivation for professional development by shining a light on positive things
- Strength-based affirmations are different from general praise in that they are specific to a work task or worker attribute

DEFINITION: Expressing a genuine and positive acknowledgement of a specific work task or worker attribute
BENEFITS 1. Helps workers discover strengths which builds confidence   2. Demonstrates supervisors' support of peer worker
STEPS 1. Recognize worker's strength   2. Select opportunity to share affirmation   3. State the affirmation
CONDITION Give strengths-based affirmation when you want to increase a worker's recognition of their strengths

GIVING PERFORMANCE FEEDBACK

This skill is similar to affirming strengths in that it provides workers with the information they may need to develop their practice
Feedback is always framed as a learning opportunity - which strengthens a person's ability to reflect on their own performance

Characteristics of Good Feedback

- Specific-refers to a particular activity
- Timely-when the worker will most benefit from the feedback
- Genuine-comes from a place of kindness
- Objective-based on unbiased observation
- Individualized-tailored to the learning needs of the worker
- Actionable-suggests activities designed to improve performance

DEFINITION: Communicating your objective appraisal of the worker's performance of a specific work task or worker attribute
BENEFITS: Helps workers discover areas they need to develop Contributes to a culture of growth and development
Demonstrates supervisor's interest in helping the peer worker to grow in the role
STEPS: 1. Ask worker to give themselves feedback on a specific task or attribute
2. Share your objective appraisal of worker's performance, starting with strengths and moving to areas of improvement
3. Check in with the worker about their reactions to the feedback
4. Collaborate with the worker to develop activities for learning
CONDITION: Give feedback when the worker is ready to hear it and always in private

OTHER NOTES AND CONCLUSIONS:

Examples of Recovery-Oriented Values

- Person-centered-based on the individual's aspirations their unique gifts - inspiring hopeful growth potential in all
- Personal responsibility-holding people accountable for their commitments
- Interdependence-a balance between team work, autonomy, and mutual support
- Supervisors model these values in their work - and agencies operationalize these values in their policies, procedures, and practices

Supervisors Support the Development of Unique Knowledge and Skills Needed for Peer Support

- Supervisors teach workers the knowledge and skills they need to perform work tasks
- Supervisors evaluate performance through direct observation, co-working, assessments, and reflection in with peer worker
- Supervisors structure learning opportunities to help workers grow and advocate for worker's participation in on- going training

See Connections between Social Inequality and Behavioral Health, Trauma, & Health Disparities

- Supervisors take a holistic view of a person, that they are more than their diagnosis or addiction
- Supervisors recognize that recovery involves more than symptom reduction or abstinence
- Supervisors recognize the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage
- Supervisors support workers to address issues of poverty, trauma and discrimination