

TRANSITIONS RTC

THE LEARNING & WORKING
DURING THE TRANSITION TO ADULTHOOD
REHABILITATION RESEARCH & TRAINING CENTER

Effective Clinical Supervision for Young Adult Therapeutic Peer Mentors (YA TPMs) Part 1

11.10.16



Acknowledgements

The Transitions RTC aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to successfully complete their schooling and training and move into rewarding work lives. We are located at the University of Massachusetts Medical School, Worcester, MA, Department of Psychiatry, Systems & Psychosocial Advances Research Center.

Visit us at: <http://www.umassmed.edu/TransitionsRTC>

The contents of this presentation were developed under a grant with funding from the National Institute on Disability, Independent Living, and Rehabilitation Research, and from the Center for Mental Health Services of the Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services (ACL GRANT # 90RT5031, The Learning and Working Transitions RRTC). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). Additional funding provided by UMass Medical School's Commonwealth Medicine division. The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, SAMHSA, and you should not assume endorsement by the Federal Government.



Meet your Facilitator: **Vanessa V. Klodnick, PhD, LCSW**

- ❖ Clinical social worker who does research to address social problems & advocate for social justice: especially access to effective services for at-risk transition-age youth!
- ❖ Knowledge generator & translator within the field of transition-age youth mental health: always translating **practice to research & research to practice!**
 - ❖ UMASS Research & Training Center
 - ❖ Thresholds Youth Services Research & Program Development
 - ❖ NIDILRR Switzer Fellow
 - ❖ New paper with Jon Delman!



THRESHOLDS

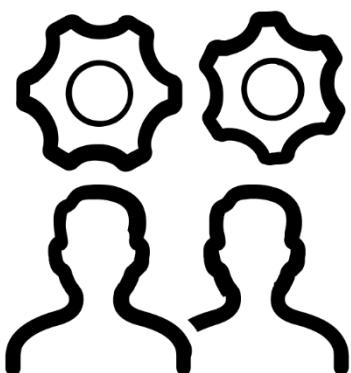
You are in a **SUPER** exciting role!

- You are supporting the integration of a new perspective in your work with transition-age youth!
- You are helping to change the “face” of services – to make them culturally appropriate for young people!
- You are helping to increase your transition-age youth clients & their families!
- You are providing a new route of employment and career development for young people who are likely to have struggled vocationally!



You are making a difference in
the peer movement.

“problem” & “solution”



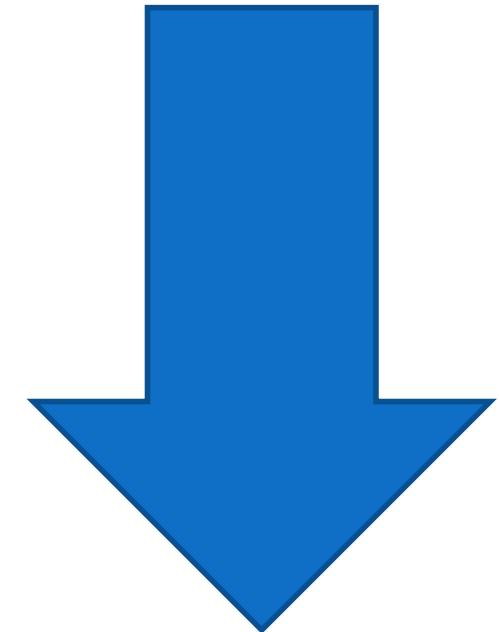
Created by Delwar Hossain
from Noun Project



- Being a & supervising young adult therapeutic peer mentor (YA TPM) comes with unique challenges.
- Effective “supervision” & support are key to YA TPM on-the-job success!
- Supervisors must also be champions of the YA TPM role!

Purpose of the Training Series

- ❖ **To increase competency** of clinical supervisors in their supervision & support of YA TPMs
- ❖ **Provide a foundation** for cross-provider and cross-region collaboration!
- ❖ **Training series based on:**
 - Stakeholder input in Massachusetts
 - Our experience with YA peers
 - Consultation with adult & young adult peer support providers across the country
 - Our working knowledge of best-practices & literature review of adult peer supervision



**Development of
Toolkit &
Supports for
YOU!
(the Supervisors
of YA TPMs)**

What you would like to learn... across providers!!!



- ❖ What's different about young adults vs. adults in the TPM role
- ❖ How to describe this new role internally & externally
- ❖ How to effectively supervise YA TPMs within your context
- ❖ How to recruit, train, coach & develop YA TPMs to be successful
- ❖ How to help YA TPMs maintain healthy boundaries on-the-job
- ❖ How to best support YA TPMs when they are experiencing stress & mental health struggles
- ❖ How to help YA TPMs to tell their story effectively
- ❖ How to support YA TPMs to effectively practice self-care & maintain an appropriate work-life balance

Combining Philosophies from Adult & Youth Worlds are Necessary

Recovery

+

Discovery

“A process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential.” -

SAMHSA



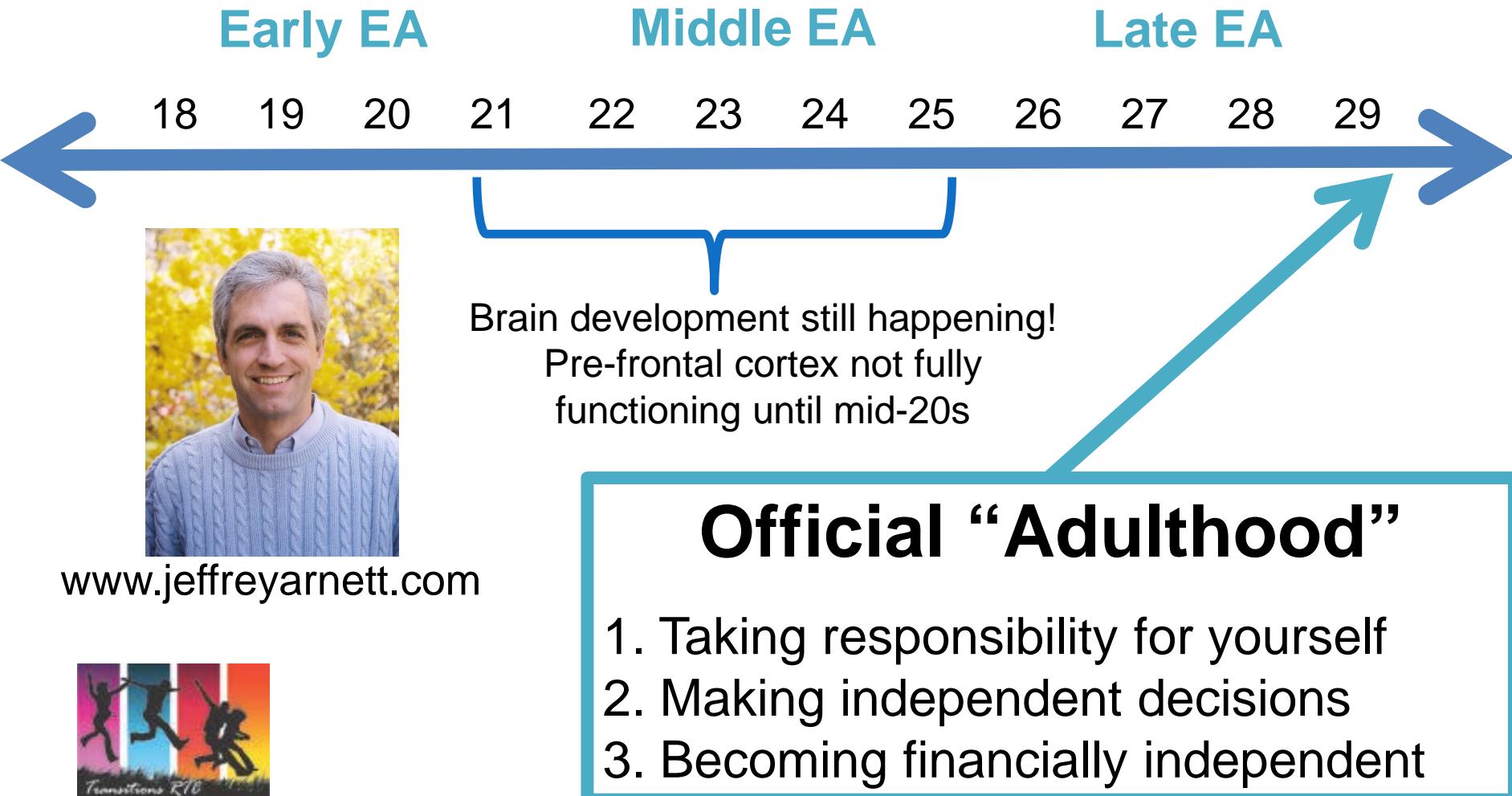
“The act of finding or learning something for the first time: the act of discovering something.”

– Merriam Webster Dictionary

“TIP strengths discovery process: “learning about the young person’s likes, dislikes, competencies, talents, resources, and dreams.”

(Clark, 2004)

Theory of Emerging Adulthood!



Central Experiences in Emerging Adulthood

Identity Exploration

- Making choices about life, work, & relationships
- Taking advantage of opportunities to try out different vocations, relationships, living locations & situations

Age of Possibilities

- Possibility for “Dramatic change” is the greatest
- Least oversight from parents & not “settled down”

Instability

- Most instability in work, school, living situation, relationships compared to any other age group

Self-focused experiences

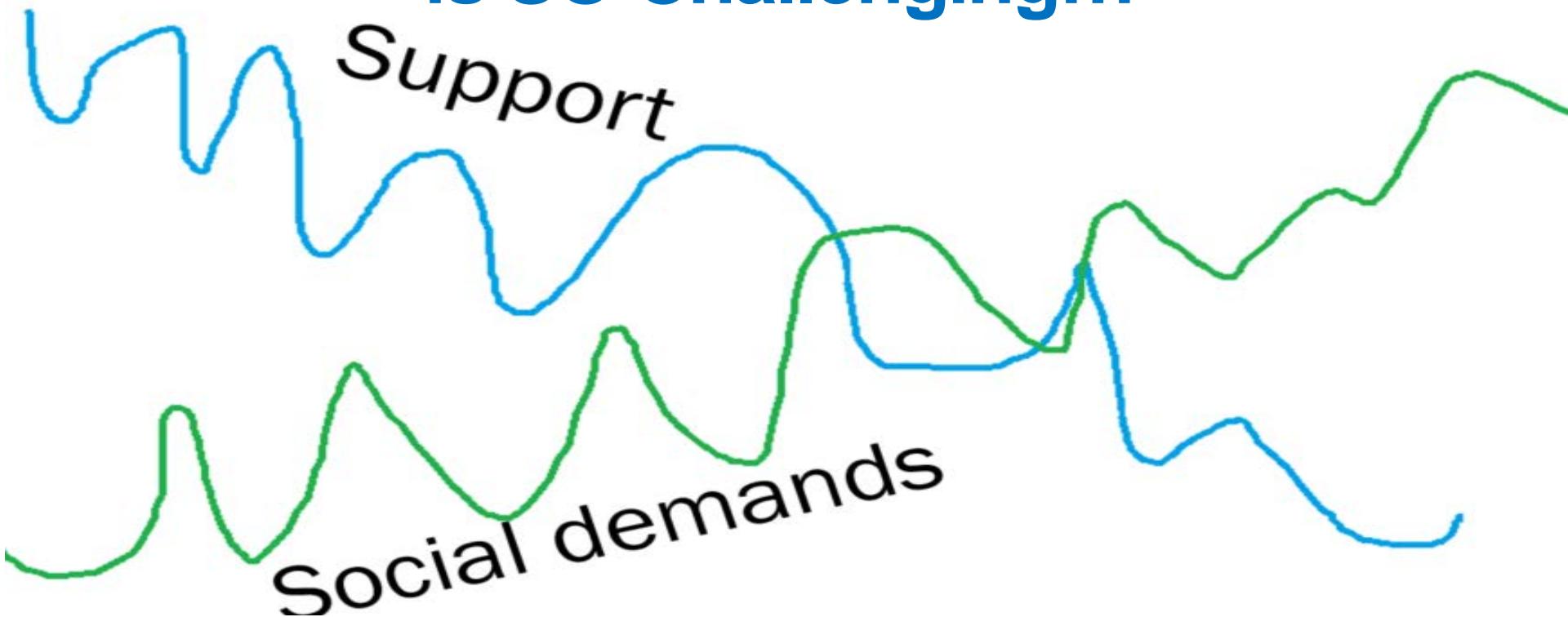
- Fewest daily role obligations & greatest scope for independent decision making
- Millennials will not settle for work that is not fulfilling
- The bucket list

- 18-25 y/o's are most likely to respond to “do you feel you have reached adulthood” with “Yes & No”

Feeling in-between

(Arnett, 2004)

Why the Transition to Adulthood is SO Challenging...



- ❖ This transition is supposed to be slow/gradual...
- ❖ But due to the often stark division between our child & adult systems, sometimes there are abrupt changes...
- ❖ And in reality, the “support” & “demands” looks like...

Transition to Adulthood with a serious mental health condition



Created by Cédric Villain
from Noun Project



- ❖ Peak physical health in emerging adulthood
- ❖ High rates of mental health challenges in “emerging adulthood”
- ❖ Transition to adulthood struggles associated with having a youth-onset SMHC – **complicates an already complicated process**
- ❖ Young adults are least likely to access professional support for MH
- ❖ Peer support is a promising engagement tool & practice!

YA Peers can Fill the Gap

Transition-Age Youth Client

- ❖ Struggling in multiple domains
- ❖ Trying to establish identity, not necessarily keen on integrating “mental illness”
- ❖ Feeling misunderstood
- ❖ Feeling out of place

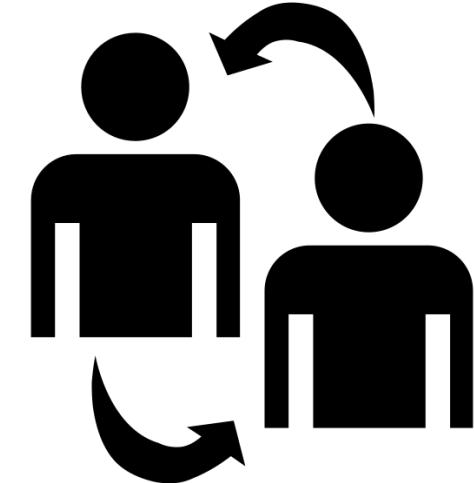
Adult Provider Professional

- ❖ Well-intentioned
- ❖ Trained to treat mental health symptoms
- ❖ Feels like has been there, but really hasn't



Is Peer Support evidence-based?

- ❖ “Peers” are recognized as key in engaging **challenging to engage** populations
- ❖ Peers are especially effective at **increasing engagement early** in the treatment process
- ❖ **No research** that directly addresses the impact of peer support for youth or young adults with SMHC – but peer support recognized as valuable by young adult clients & their parents (Radigan et al., 2014)
- ❖ **“Near-age” peer mentoring** programs are popular for at-risk youth (Rhodes, 2008)



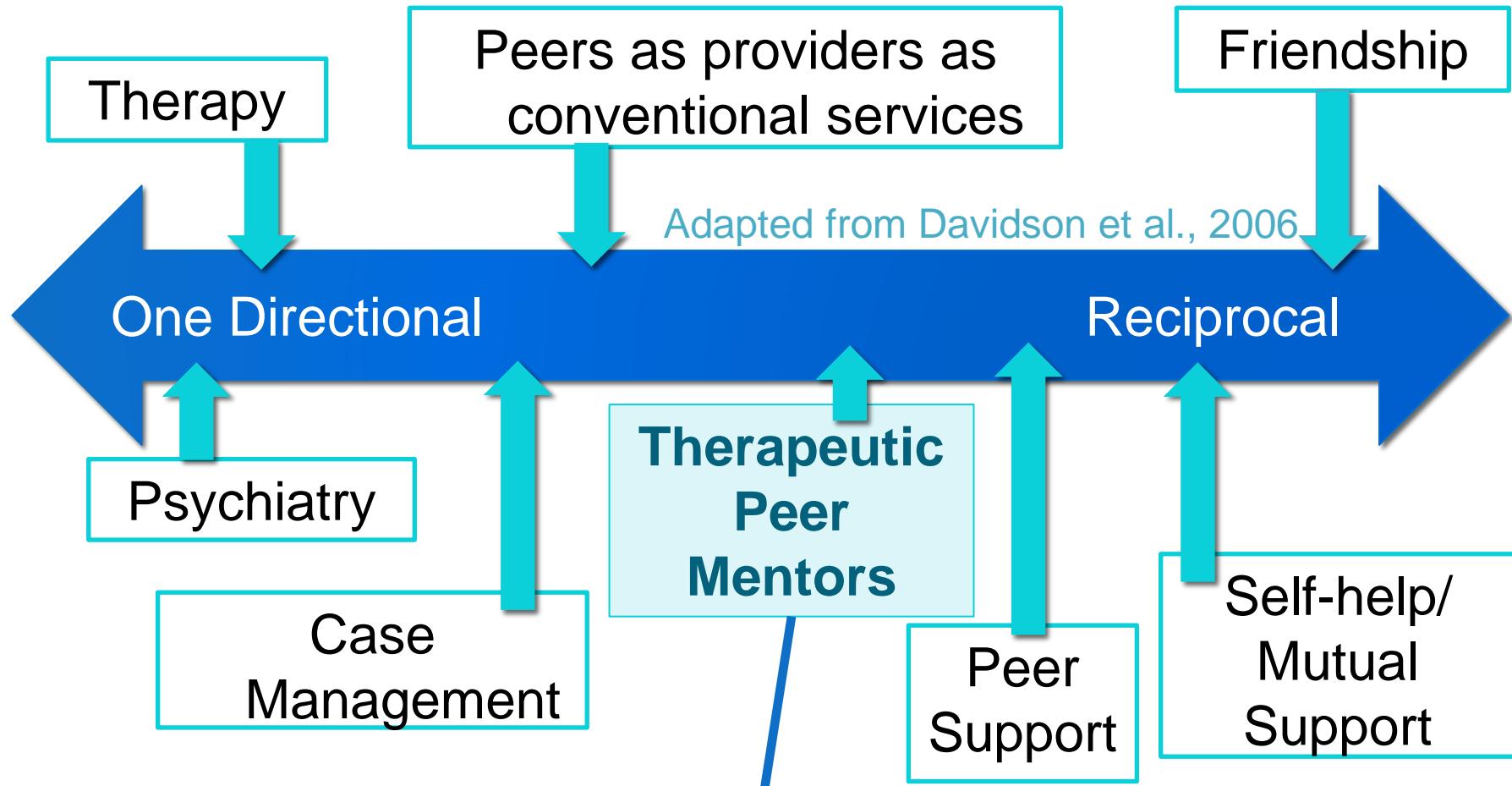
Created by Mister Pixel
from Noun Project

Peer Support Theory

*“By sharing their experiences, peers bring **hope** to people in recovery and promote a **sense of belonging** within the community.”*

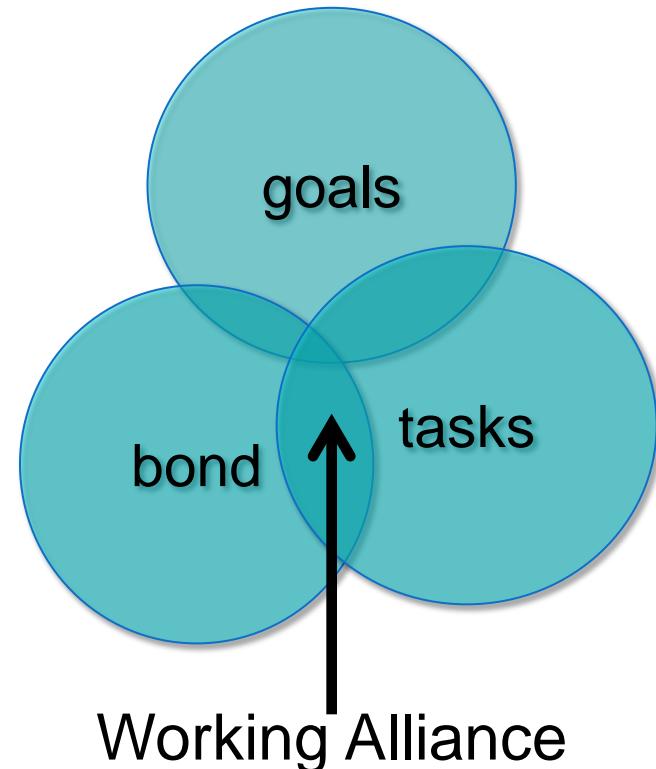
- Peer support is delivered by individuals with **common life experiences** with clients.
- People with mental and/or substance use disorders have a unique capacity to help each other based on a **shared affiliation** & a **deep understanding** of this experience.
- In **mutual support**, people strength & hope to peers, which translates into personal growth, wellness promotion, & **recovery**.

Continuum of Helping Relationships



"The most important thing that YAPMs do is to offer hope to other young adults who are struggling to handle behavioral health challenges that are similar to those which the YAPM has overcome." (Job Description)

Stronger Working Alliance Achievable thru Peer Support



- Peer support is based on the premise that possession of a lived experience with a SMHC is the foundation for a **strong working alliance** (Davidson et al., 2006)
- Working alliance is a **collaboration** based on the development of an attachment bond + a shared commitment to goals & tasks (Bordin, 1979)
- “Stronger” working alliances are:
 - Associated with **better outcomes**
 - **Stronger predictors** of outcomes than therapy approach



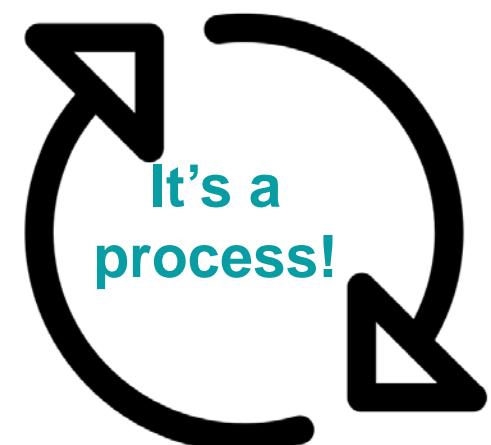
Let's get our fears out in the open...



- ❖ **Fear 1:** How can I prevent YA TPM supervision from turning into therapy?
- ❖ **Fear 2:** How can YA TPMs maintain appropriate boundaries (especially if a key part of their job is building a bond & sharing their personal life experiences)?
- ❖ **Fear 3:** How are YA TPMs going to stay healthy working with a population that has high needs, high instability, & high risk for crisis situations?
- ❖ **Fear 4:** How can YA clients successfully shift from to YA TPM?

To Support Success of YA TPMs in your Context, you need to:

1. Determine desirable YA TPM characteristics
2. Develop YA TPM job duties & expectations
– (& share these across departments)
3. Train, supervise & provide on-going support to YA TPMs & their supervisors
4. Apply CQI to YA TPM Approach



Identifying & Hiring Successful YA TPMs

❖ Commitment to YA TPM Role & Availability

- Why are they interested in being a TPM? How motivated?
- How long are they likely to serve in this role?
- What kinds of hours can they dedicate to this work?
- Are they employed elsewhere or going to school? Will they continue with these? Any other responsibilities?

❖ “Peer” Characteristics & Attributes

- What are their “peer” characteristics other than having mental health challenges & experience with treatment?
- How well will YA clients be able to relate to this individual?
- What is their story? How will they share their story?
- Are they able to convey hope? What are their goals?
- How do they address physical health (e.g., nutrition & exercise)?

Shared YA TPM Characteristics to Consider

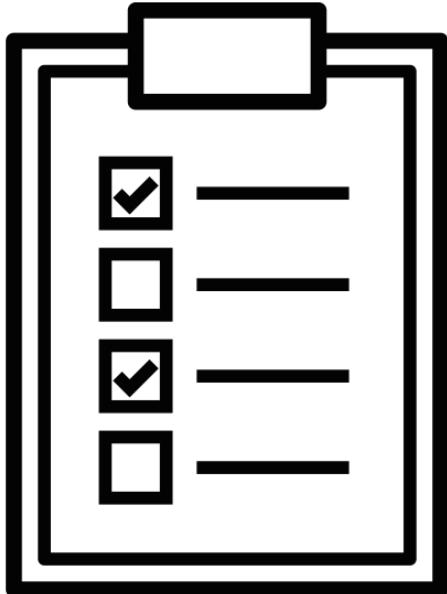
**Ask yourself: Who are
your YA clients' peers?
What characteristics
would fit well with your
agency/context?**



- ❖ Near in age
- ❖ Mental health concerns; substance use issues
- ❖ Vocational experiences &/or goals
- ❖ Interests, hobbies, career paths
- ❖ Treatment experiences, including residential care, psychiatric hospitalization, outpatient care
- ❖ Adverse childhood experiences, including instability at home, isolation, bullying, loss, etc.
- ❖ System involvement – child welfare, juvenile justice, special education
- ❖ Demographic characteristics, including race/ethnicity, gender, & community affiliation
- ❖ Treatment program graduate; aged out of systems
- ❖ Program graduate!

Identifying & Hiring Successful YA TPMs

❖ Professionalism & Capacity for Autonomy



Created by Tran
from Noun Project

- How much support will this YA need in the role?
How much monitoring?
- What ideas do they have for activities with YA clients?
- How strong are they with communication: email, text, in-person with peers & supervisors/senior staff, and documentation/clinical note writing?

❖ Non-Employer Support

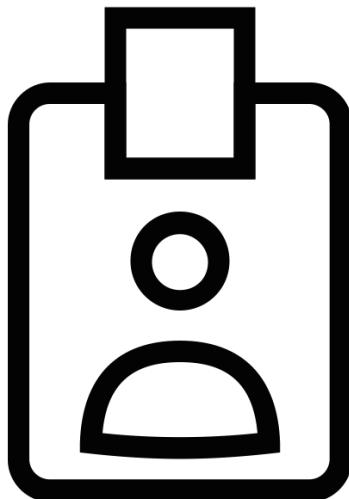
- How are they managing their own mental health challenges? What kinds of supports does the YA have in place in their personal life?
- Current use of mental health services?
Perspectives on medication adherence?



Operationalizing YA “Peer Mentoring”

- **Assist** YA clients in **signing up** for health care, making appointments, & developing healthy personal habits in nutrition, prevention, & exercise
- **Connect, support (& perhaps tag along with):** YA in taking advantage of community resources & activities that offer substance-free social experiences, volunteer & advocacy opportunities, and opportunities for friendship development!
- **Demonstrate & practice** effective communication & self-advocacy to empower YA clients to express their perspective in treatment planning, the classroom, the workplace, and with personal relationships
- **Help** YA clients **learn** money management, study, & organization skills
- **Support, practice, and problem solve** around YA client needs around negotiating responsibilities in a shared living situation and relationships
- **Assist** YA clients with job search, employment applications, & interview prep
- **Support** YA clients in building conflict resolution skills discussing different, strongly held positions on treatment planning goals
- **Teach/model** how to navigate public transit (“learning new skills”)
- **Motivate** YA clients to complete a high school, apply to college or a training program, & engage in internships & volunteer opportunities

Role Clarification: Decreases Misunderstandings & Stigma



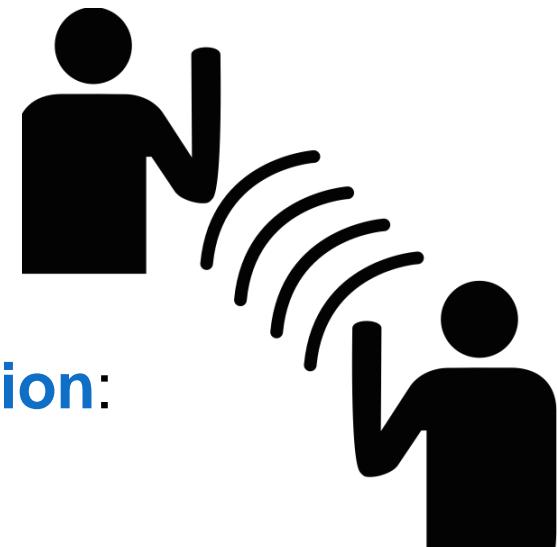
Created by Creative Stall
from Noun Project



- ❖ Supervisors (& agency as whole) must know what the YA TPM **role is & is not** at their agency.
- ❖ Have a **kickoff** – explain role clearly!
- ❖ Be **specific & concrete** about the roles within the TPM role:
 - YA TPM as Team Member
 - YA TPM as Engager
 - YA TPM as Facilitator of Individual Meetings & Activities
 - YA TPM as Facilitator of Group Meetings & Activities
 - YA TPM as a “Service Documenter”

Addressing Colleagues' Perceptions of YA TPMs

- ❖ Supervisors must be **champions** for YA TPMs within the agency.
- ❖ Help staff recognize the opportunity to:
 - **Partner with** YA TPMs
 - **Mentor & teach** YA TPMs
 - **Learn** from YA TPMs
- ❖ Create open lines for **direct communication**:
 - For staff concerns about YA TPM performance/activities/perspective
 - For YA TPMs concerns about staff conduct/practice/interaction
- ❖ **Establish committee** that meets regularly to discuss, evaluate, & improve YA TPM program



Created by Lorenzo Stella
from Noun Project

Establish & Reinforce Professional Standards

❖ **Draft a Commitment letter that acknowledges the following:**

- Romantic relationships, sex, & physical fighting with clients are forbidden
- Buying clients things or giving clients money are forbidden
- Understand that TPMs work on a team & will be sharing information with the team. TPMs are not allowed to keep client secrets.
- Adhere to agency communication best-practices (e.g., social media & texting policies)
- Report all community-run-ins with clients to supervisor
- Understand & able to enact crisis protocols
- Provide at least 2 weeks notice about leaving position

❖ **Review this information systematically with YA TPMs (at least every quarter!)**

YA TPM Supervision Foundation

❖ **Planned Supervision** must occur regularly & focus on:

- Task/administrative supervision
- Clinical supervision & self-care
- Career development

❖ Brief **daily check-ins** with YA TPMs are beneficial.

- Just being present matters!

❖ Provide **Group Supervision** if possible

❖ Use a **template to guide supervision**:

- Always follow-up from previous meeting
- Integrate relevant education tools into supervision
- Balance the negative with the positive

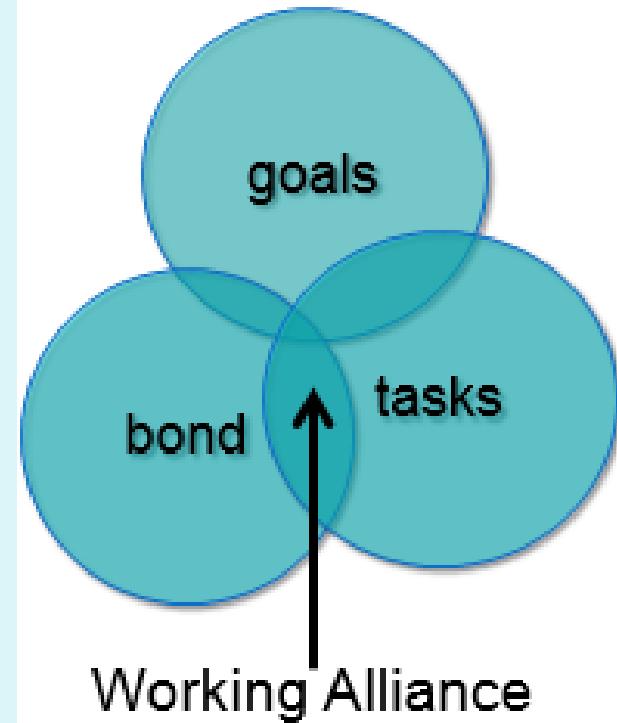
❖ Support YA PRWs in **connecting with other YA PRWs** whenever possible.



Created by Anatoli Babii
from Noun Project

Supervisors must build Strong Working Alliances with YA TPMs

- ❖ Increases likelihood that a YA TPM will **discuss any on-the-job struggles**
- ❖ Increases likelihood that YA TPM will feel comfortable discussing the **pros & cons** of supervisor suggestions & directives.
- ❖ Excellent **opportunity for modeling** relationship building skills with YA TPMs on how to work with YA clients
- ❖ Sometimes strong bonds don't form between a YA TPM and a supervisor.



This is a key parallel process!

How to Build Strong Working Alliances with YA TPMs

GOAL: To be a sounding board for innovation as well as on-the-job struggles!

- **Be transparent** about your desire to support YA TPMs in their work in order to support the success of YA clients. Explain that supervision isn't counseling.
- **Express your intention** to coach/mentor & build a foundation of skills that will benefit the YA TPM far beyond their current role.
- **Be present** when you meet with YA TPMs. **Celebrate** small successes.
- **Practice a little mutuality.** Share your experiences from when you were new to the field; what you have done & do to stay healthy on-the-job. Be honest. Put on your "mentor" cap.
- **Be accessible** during the work day & when you are not, provide names of other colleagues to connect with when need input.

Essential Topics in YA TPM Supervision



Be a Coach & Mentor to YA TPMs

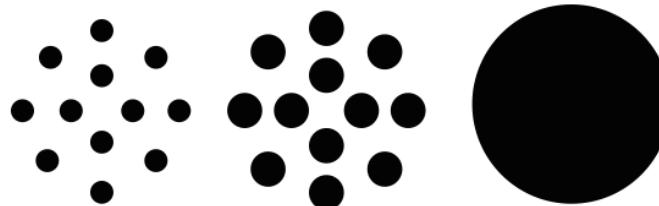
- ❖ Be a “coach” who motivates & demonstrates (rather than a “boss” or “monitor”)
- ❖ Strive to **balance directives with open-ended discussion** during supervision meetings.
- ❖ Focus on **lessons learned from the field**: good mentoring practice!
- ❖ **Directives are key** when it comes to practicing solutions (e.g., roleplays) & enacting solutions (e.g., trying new approach with YA client).

“Coaching is unlocking a person’s potential to maximize their performance. It is helping them to learn rather than teaching.”

-John Whitmore
in *Coaching for Performance*

Former Clients in the YA TPM Role

- ❖ **Celebrate** young people who make this transition!
- ❖ **Be very transparent about the unique challenges** that face YA clients who transition to the role of YA TPM within the same provider context!
- **Be intentional** in planning for & addressing these unique challenges.



Created by Arena Reed
from Noun Project

YA TPM Supervisors Need Support & Clinical Supervision

Yes, I'm talking about you!!!

- ❖ YA TPM supervisors benefit from participating in regular individual &/or group supervision
- ❖ It's key to have someone to process your experiences with!
- ❖ Agency clinical administration must recognizes this need!
- ❖ If this isn't offered formally, seek out mentorship from an individual with experience supervising individuals with lived experiences

Objectives Achieved Today:

- ❖ Learned about challenges facing young adults in society today
- ❖ Explored what it means to be a “peer” & what this means for developing clear YA TPM job descriptions & role expectations
- ❖ Considered the many different ways to supporting success of YA TPMs on-the-job
- ❖ Learned why a strong working alliance matters between a supervisor & YA TPMs – and what it takes to build one
- ❖ Have a framework to use in supervision with YA TPMs

Next Training Webinar

Tuesday 12/6/16 at 12:00 PM-1:30 PM EST

To register:

<https://attendee.gotowebinar.com/register/5072902937061701377>

- ❖ How to Build Psychological Capital in YA TPMs!
- ❖ How do I support & role model relational boundaries & self-care?
- ❖ Supporting YA TPMs in sharing their story strategically!
- ❖ Getting beyond empathy & telling stories – how self-care & role modeling are KEY!
- ❖ Accommodations?! Yes, they simpler than you realize!
- ❖ How might I think about improving the Integration & Success of YA TPMs overtime?

**Thank you!
Questions?
Comments?**



Created by Brenna Giessen
from Noun Project

Contact information for Vanessa:

- Vanessa.Klodnick@thresholds.org
- 773.572.5369

THRESHOLDS



References

- Arnett, J. J. (2004). Emerging adulthood: The winding road from the late teens through the late twenties. New York: Oxford University Press.
- Bordin, E. (1979). The generalizability of the psychoanalytic concept of the working alliance. *Psychotherapy: Theory, Research and Practice*, 16, 252-260.
- Clark, H.B. (2004). TIP System Development and Operations Manual. Accessible at: <http://tipstars.org/Portals/0/pdf/TIPOperationsManual-October04.pdf>
- Davidson, L., Chinman, M., Sells, D., Rowe, M. (2006). Peer support among adults with serious mental illness: A report from the field. *Schizophrenia Bulletin*, 32(3): 443-450. DOI: 10.1093/schbul/sbj043
- Hendry, P., Hill, T., Rosenthal, H. (2014) Peer Services Toolkit: A Guide to Advancing and Implementing Peer-run Behavioral Health Services. ACMHA. Accessible at: https://www.leaders4health.org/images/uploads/files/Peer_Services_Toolkit.pdf
- Klodnick, VV., Sabella, K., Krzos, I.M., Brenner, C., Kaiser, S.M., Ellison, M.L, Davis, M. & Fagan, M.A. (2014). Perspectives of Early Emerging Adults with Serious Mental Health Conditions on Vocational Peer Mentors. *Journal of Emotional & Behavioral Disorders*, 1-12. doi: 10.1177/1063426614565052
- Neville, S. (2009). Building Blocks to Peer Program Success. *Supervising Peers*. Accessible at: http://peer.hdwg.org/sites/default/files/6._SupervisingPeersComplete.pdf
- Radigan, M., Wang, R., Chen, Y., & Xiang, J. (2014). Youth and caregiver access to peer advocates and satisfaction with mental health services. *Community Mental Health Journal*, 50(2), 915-921.
- Rhodes, J., & Liang, B., & Spencer, R. (2009). First do no harm: Ethical principles for youth mentoring relationships. *Professional psychology: Research & Practice*, 40(5), 452-458. DOI: 10.1037/a0015073
- Wagner, M., & Newman, L. (2012). Longitudinal transitions outcomes of youth with emotional disturbance. *Psychiatric Rehabilitation Journal*, 35(3), 199-208.
- Youth Move National. Defining the Developmental Needs of Youth & Young Adult Support. National Technical Assistance Center for Children's Mental Health. Accessible at: <http://gucchdtacenter.georgetown.edu/resources/Webinar%20and%20Audio%20Files/2015%20GU%20P2PWebinar3PPT.pdf>
- Most clipart & icons from The Noun Project - <https://thenounproject.com>