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

2.25.16

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

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 support services for at-risk youth!

❖ Knowledge generator & translator within the field of transition age youth mental health: practice to research & research to practice!

    ❖ UMASS Research & Training Center

        ❖ http://www.youtube.com/watch?v=TXKqdRQ_Xgc

    ❖ Thresholds Youth Services Research & Program Development

    ❖ NIDILRR Switzer Fellow
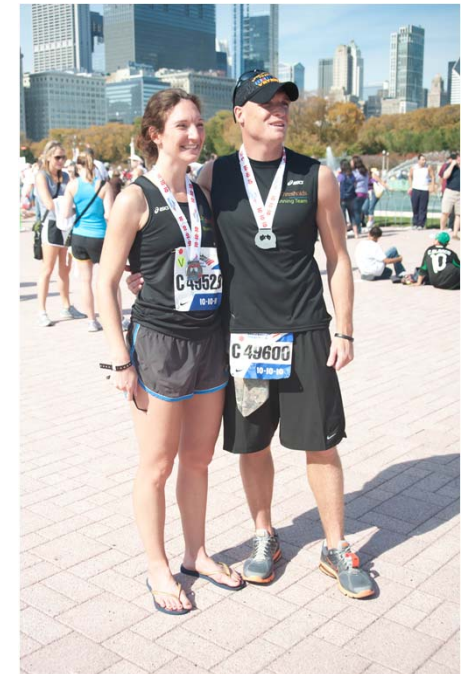
2010. Ran Chicago Marathon with brother to raise $ & awareness about serious mental health challenges

Purpose of the Training Series

❖ Being a young adult therapeutic peer mentor (YA TPM) comes with unique challenges. Effective supervision & support are key to YA TPM on-the-job success!

❖ **To increase competency** of clinical supervisors in their supervision & support of YA TPMs

❖ **Family Partner role** is strong at many providers! Build on their expertise & experience!

❖ Training series based on:
   o Stakeholder input in Massachusetts
   o Our experience with young adult peer mentors
   o Consultation with adult & young adult peer support providers
   o Our working knowledge of best-practices & literature review

Webinar Series Structure

❖2 webinar series – 90 minutes each

❖60 minutes of Material

❖30 minutes of Q & A

   ❖Submit your questions via gotowebinar while I'm talking! The UMASS RTC team will ask them without using your name.
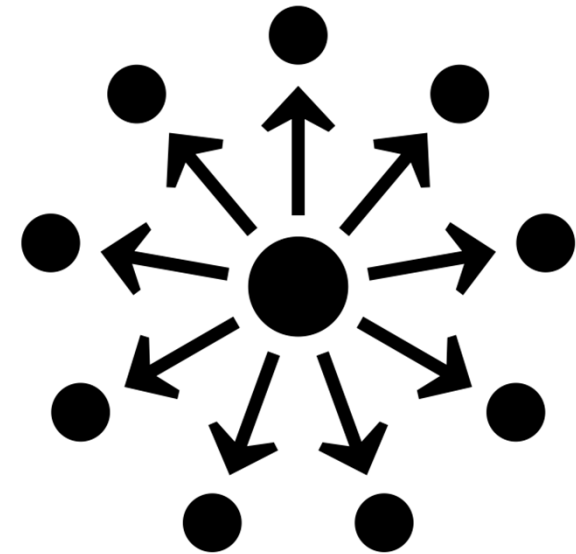
Created by Jean Yashu
from Noun Project

Topics for Webinar 1

❖ YA Development & Recovery

❖ Applying what we know to engage YAs

❖ Identifying & Hiring Successful YA TPMs

❖ Supporting Success of YA TPMs

❖ The Working Alliance in YA Peer Support

❖ Providing Multiple Levels of Supervision

Young Adult Recovery Terminology

Faded/Fading Language

- "teenager" "teen"
- "youth"
- "severe & persistent mental illness"
- "mental disorder"
- "psychiatric disability"
- "the bipolars"
- "case manager"
- Any title with "peer"
- "ward"

Embraced Language

- "young people"
- "transition age youth"
- "emerging adults"
- "young adults"
- "mental health challenges"
- "serious mental health conditions"
- "mental wellness"
- "community support specialist," "navigator," "transition facilitator," "transition coaches," "therapeutic mentor," "recovery specialist"
- "under the custody of the state"

Combining Philosophies is 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
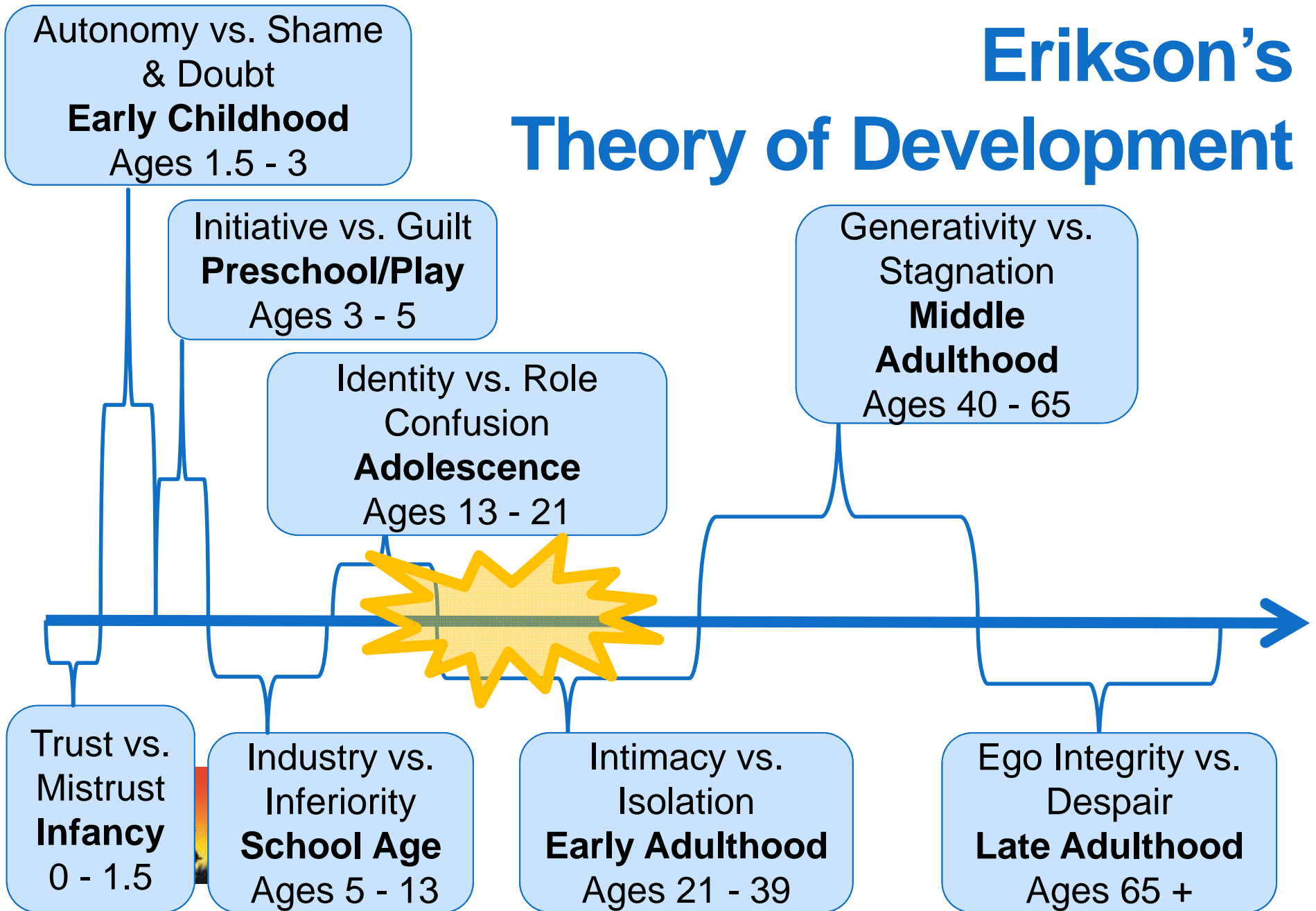
"The act of finding or learning something for the first time: the act of discovering something."
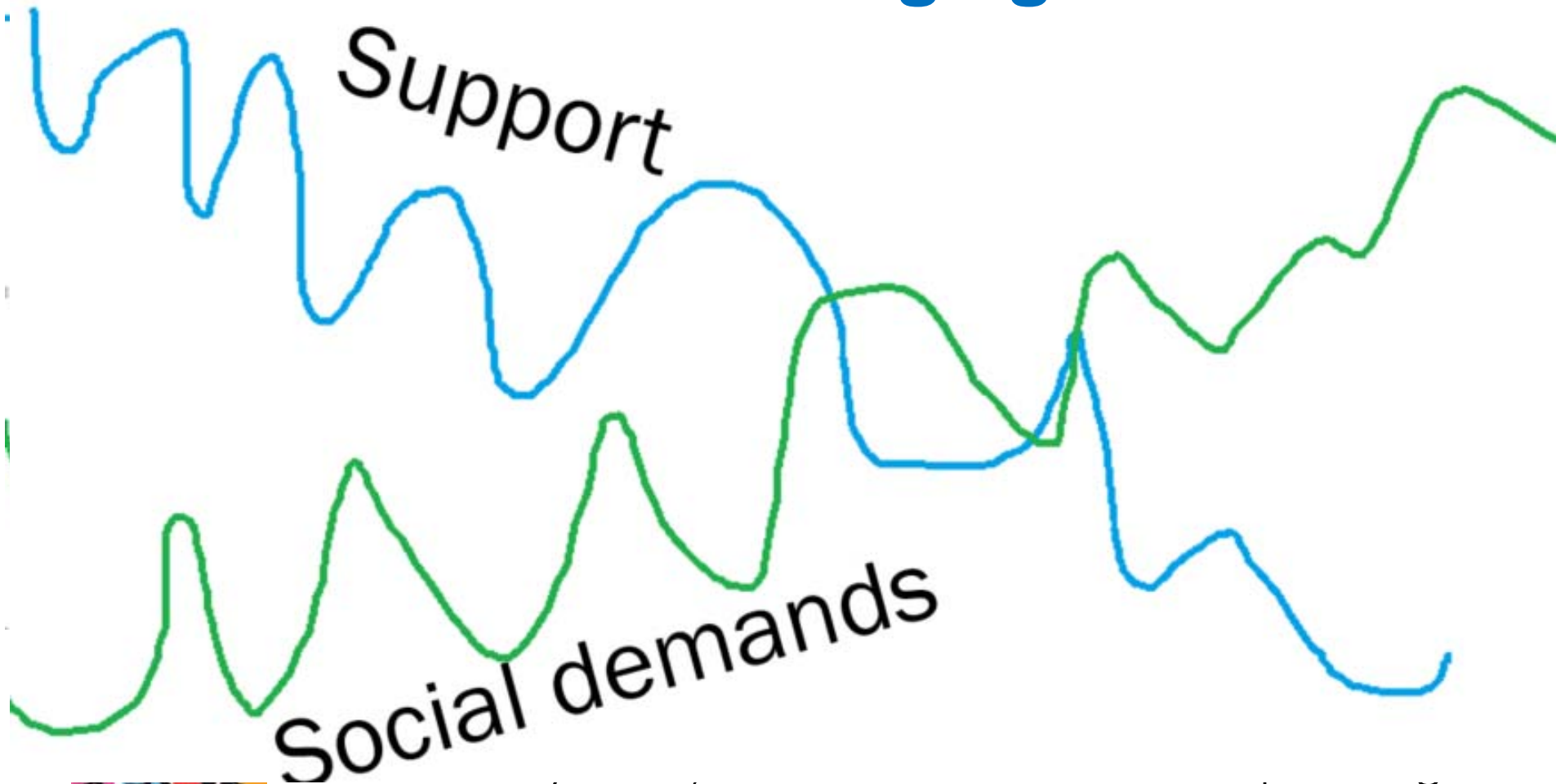
— Merriam Webster Dictionary

"TIP strengths discovery process: "learning about the young person's likes, dislikes, competencies, talents, resources, and dreams." (Clark, 2004)

Erikson's Theory of Development

Autonomy vs. Shame & Doubt
Early Childhood
Ages 1.5 - 3

Initiative vs. Guilt
Preschool/Play
Ages 3 - 5

Identity vs. Role Confusion
Adolescence
Ages 13 - 21

Generativity vs. Stagnation
Middle Adulthood
Ages 40 - 65

Trust vs. Mistrust
Infancy
0 - 1.5

Industry vs. Inferiority
School Age
Ages 5 - 13

Intimacy vs. Isolation
Early Adulthood
Ages 21 - 39

Ego Integrity vs. Despair
Late Adulthood
Ages 65 +

Why the Transition to Adulthood is SO Challenging…

Support

Social demands

❖And in reality, the "support" & "demands" looks like…

Theory of Emerging Adulthood

Early EA   **Middle EA**   **Late EA**

18   19   20   21   22   23   24   25   26   27   28   29

Brain development still happening!
Pre-frontal cortex not fully
functioning until mid-20s

www.jeffreyarnett.com

Official "Adulthood"

1. Taking responsibility for yourself
2. Making independent decisions
3. Becoming financially independent

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" yet

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

Feeling in-between
- 18-25 y/o's are most likely to respond to "do you feel you have reach adulthood" with "Yes & No"

(Arnett, 2004)

Transition to Adulthood with SMHC

❖ 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
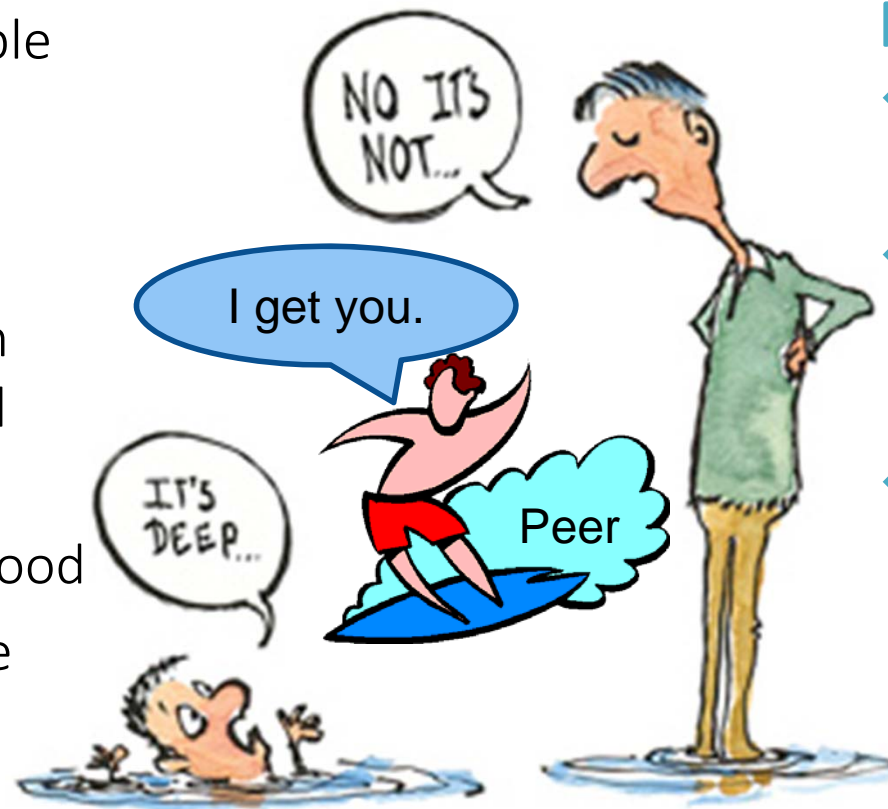
❖ Peer support is a promising engagement tool & practice!

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YA Peers can Fill the Gap

Transition Age Youth

❖ 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

NO ITS NOT...

I get you.

IT'S DEEP...

Peer

Cartoon from: http://www.noetic.org/education/worldview/curriculum

Peer Support Validated?

- ❖ "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)

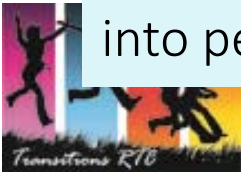- ❖ **"Near-age" peer mentoring** programs are popular for at-risk youth (Rhodes, 2008)
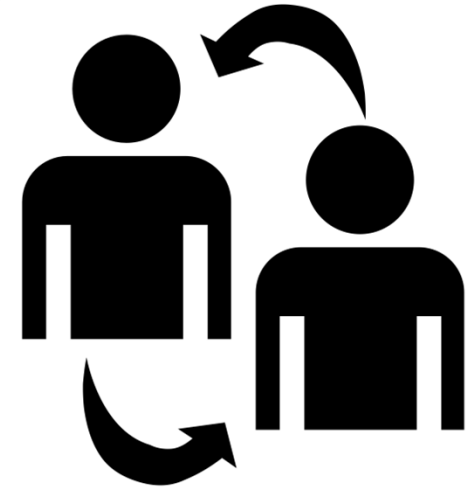
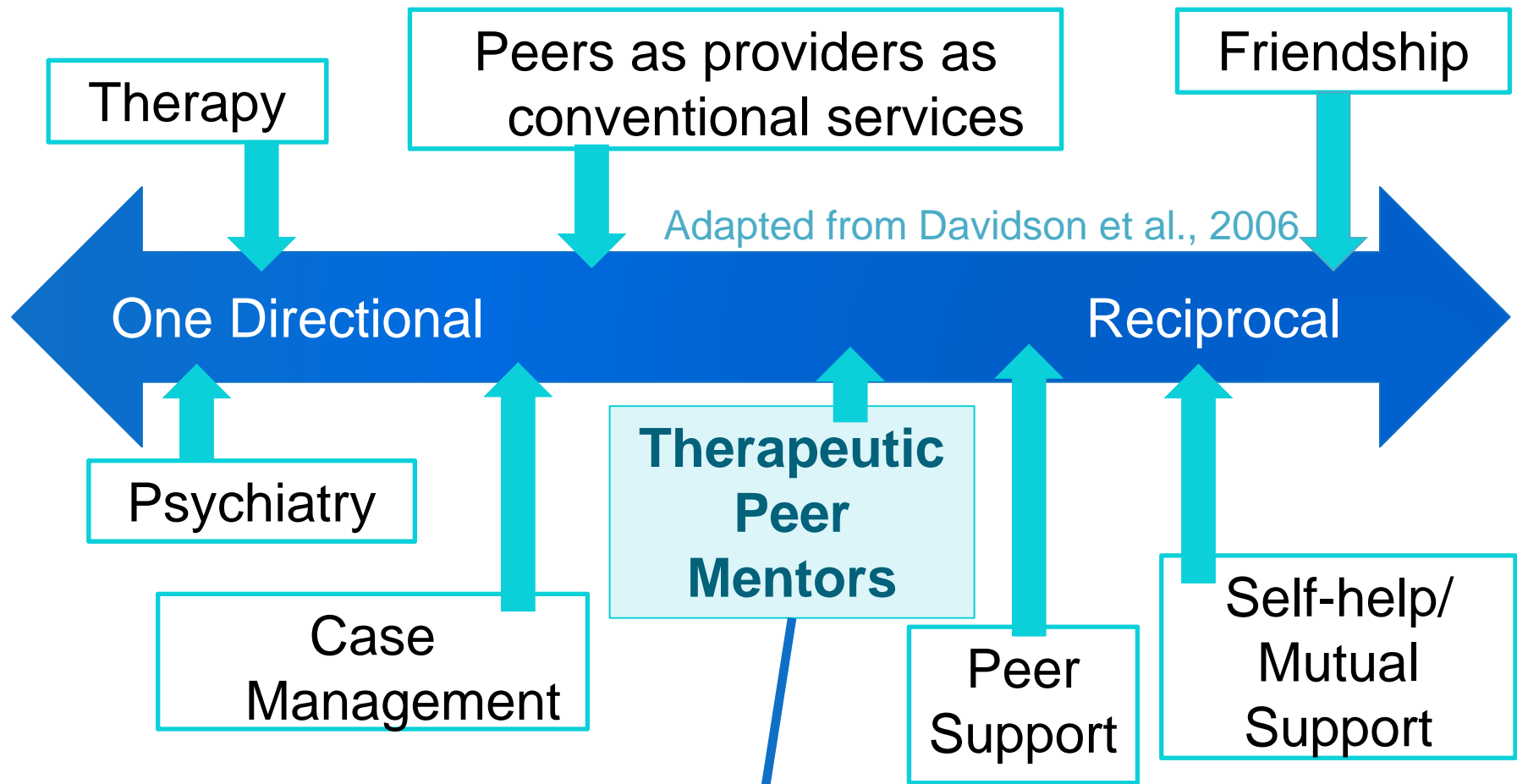Created by Mister Pixel
from Noun Project

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

Therapy

Peers as providers as conventional services

Friendship

Adapted from Davidson et al., 2006

One Directional

Reciprocal

Psychiatry

Therapeutic Peer Mentors

Case Management

Peer Support

Self-help/ Mutual Support

"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." -TPM Job Description

Stronger Working Alliance Achievable thru Peer Support

goals

bond tasks
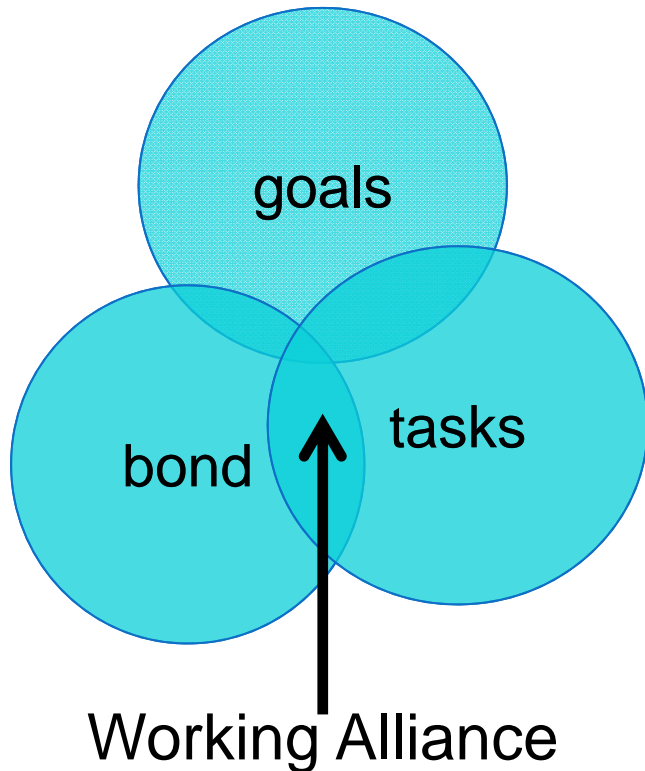
Working Alliance

- 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

3. Train, supervise & provide on-going support to YA TPMs & their supervisors
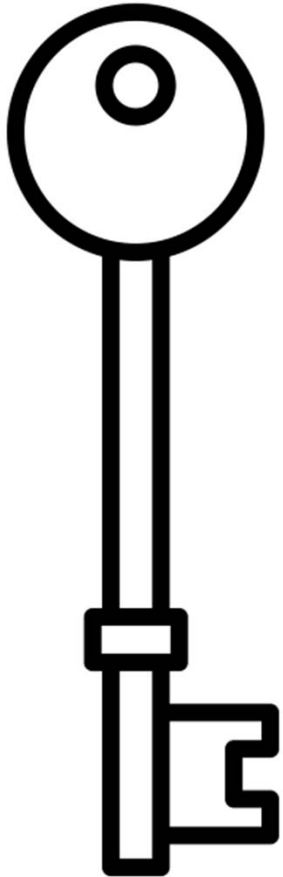
4. Evaluate your YA TPM Approach

It's a process!
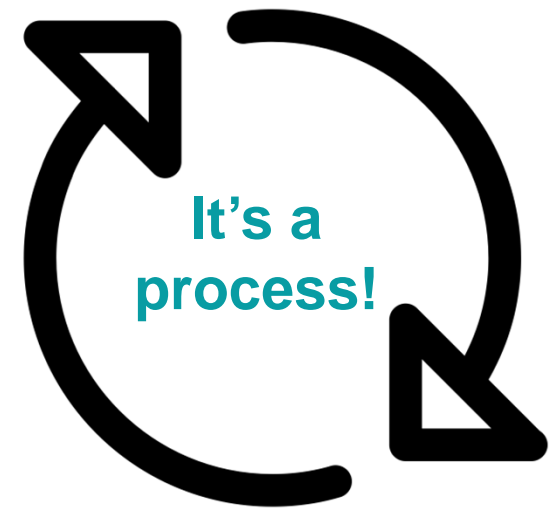
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from Noun Project

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)?

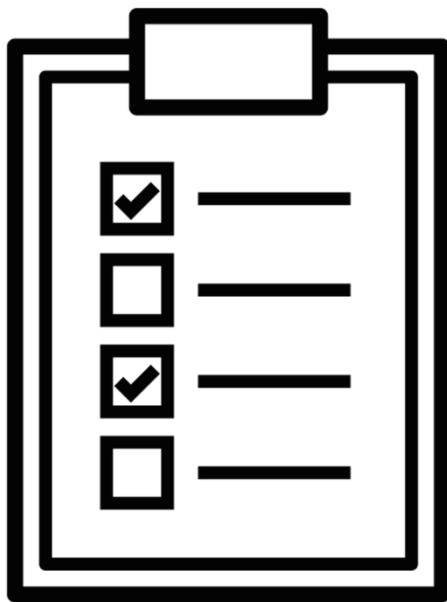Created by Ed Harrison from Noun Project

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

Created by Tran from Noun Project

❖ **Professionalism & Capacity for Autonomy**

- 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?
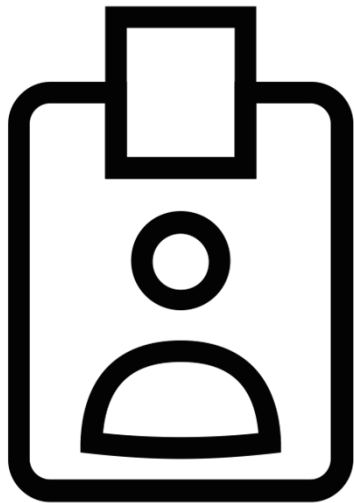
❖ **Non-Employer Support**

- 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

❖ 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 Facilitator of Individual Meetings & Activities
- YA TPM as Facilitator of Group Meetings & Activities
- YA TPM as a "Service Documenter"

Created by Creative Stall from Noun Project

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
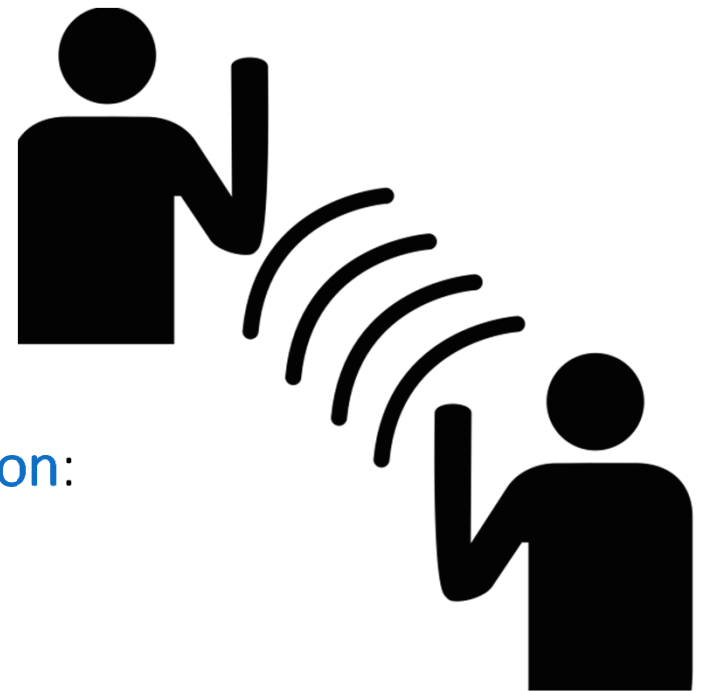
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from Noun Project

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. <u>TPMs are not allowed to keep client secrets.</u>

- 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

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

❖ 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.

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from Noun Project

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.

goals

bond   tasks
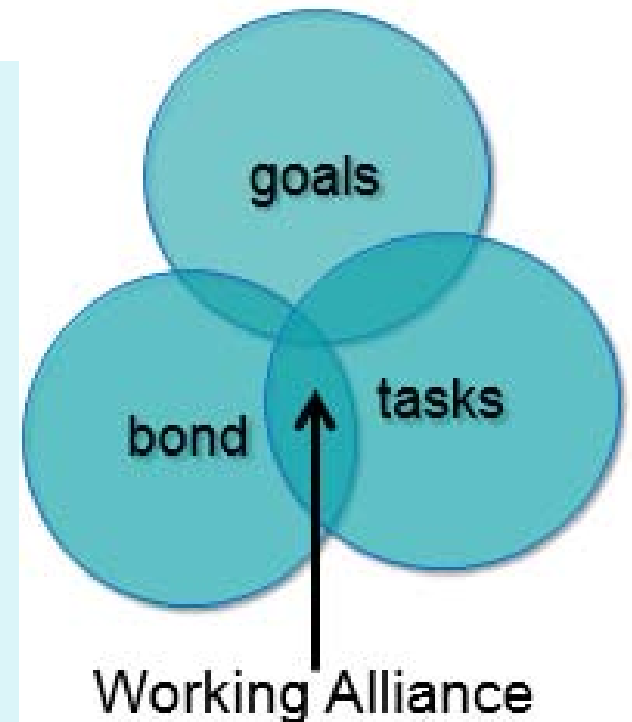
Working Alliance

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

On the job performance

Wellness

Career Development

Relationships

Skill development
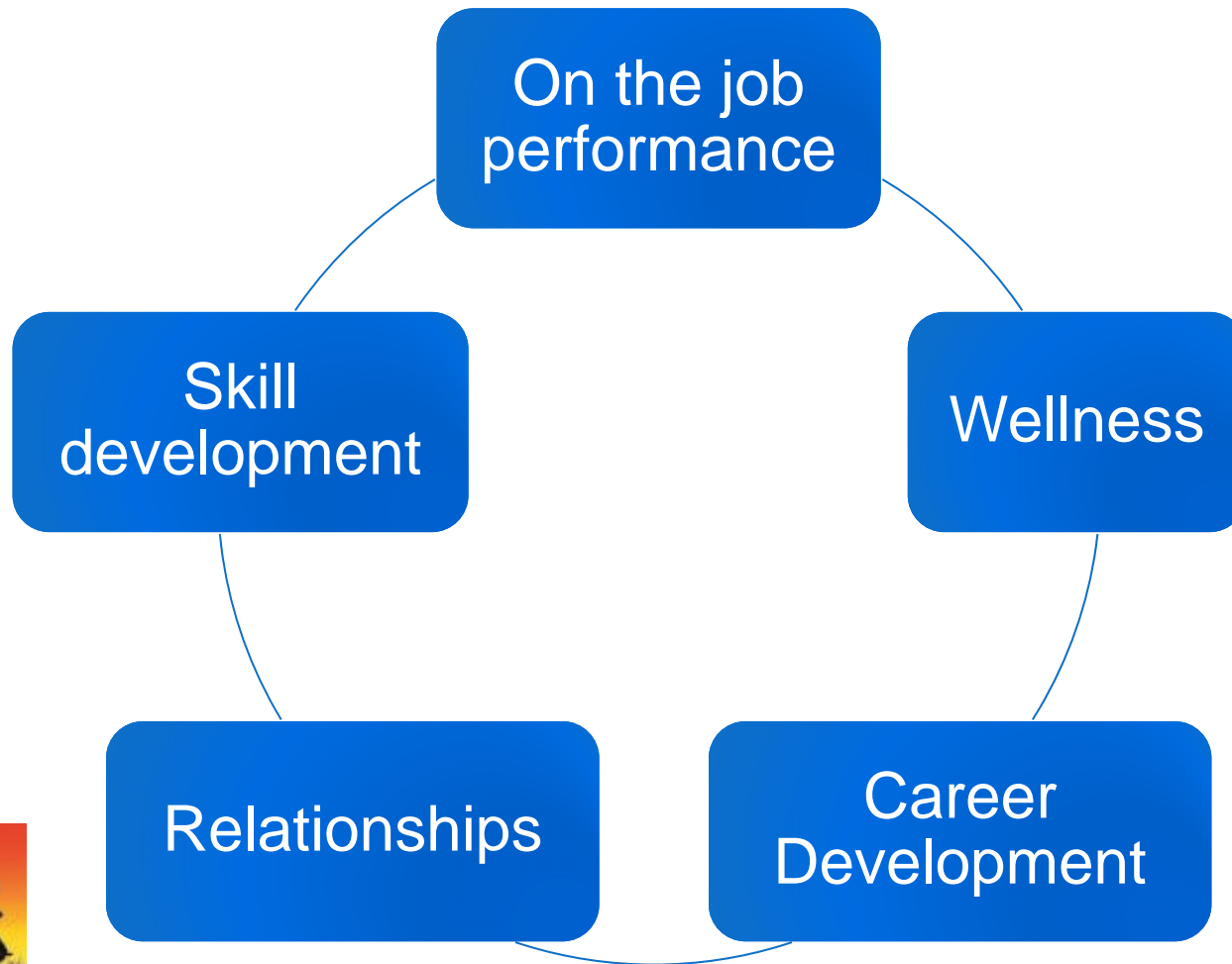
Be a Coach & Mentor to YA TPMs

❖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

❖ 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

Something to Consider

- When are YA clients available to meet with YA TPMs?

- Do YA TPMs meeting outside of 8AM-5PM?

- Can supervisor provide support "off hours" to YA TPMs?

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

Coming up in Our Next Webinar

Date: 3/30/16, 12:00 PM-1:30 PM CDT

https://attendee.gotowebinar.com/register/7417102403705749506

- Beyond Empathy: Training on Understanding the Difference between You (client) & Me (YA TPM)

- Building Psychological Capital in YA TPMs thru Self-Care

- Relational Boundaries – A parallel process between 1) Clinical Supervisors & YA TPMs & 2) YA TPMs & YA clients

- Accommodations for YA TPMs

- Supporting YA TPMs in developing Resiliency Stories & Strategic Sharing

- Evaluating the Integration & Success of YA TPMs Process

- The Benefits to Being a Clinical Supervisor of YA TPMs

Thank you!

Questions?
Comments?

Created by Brenna Giessen
from Noun Project

- Contact information for Vanessa:
  - Vanessa.Klodnick@thresholds.org
  - V.V.Klodnick@gmail.com
  - 773.572.5369

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- Most clipart & icons from The Noun Project - https://thenounproject.com