

# BRSS TACS

Bringing Recovery Supports to Scale

TECHNICAL ASSISTANCE CENTER STRATEGY

## Supervisor of Peer Workers Self-Assessment

This Supervisor of Peer Workers Self-Assessment is designed to help you reflect on your own supervision practice and identify areas you would like to develop to become a more effective supervisor of peer workers. For areas that are learning needs, speak to your supervisor about strategies for learning the needed competencies.

### Rating Scale

1. **Professional Learning Need**—I don't know how to do this
2. **Personal Learning need**—I know how to do this but unable to make it happen
3. **Sporadically Competent**—I occasionally do this fine
4. **Consistently Competent**—This has become a part of my natural way of doing things
5. **Mastery**—I can role model this and can teach it to others

| Supervisory knowledge and skills   | Learning need |   | Competent |   | Mastery |
|--|---------------|---|-----------|---|---------|
|  | 1             | 2 | 3         | 4 | 5       |
| 1. I understand and can clarify organizational systems, structures and processes                             |               |   |           |   |         |
| 2. I understand the values and practice of peer support  |               |   |           |   |         |
| 3. I understand the roles and responsibilities of peer support workers                                       |               |   |           |   |         |
| 4. I can maintain a balance between the administrative, educational, and supportive functions of supervision |               |   |           |   |         |
| 5. I can establish a relationship characterized by trust and mutuality                                       |               |   |           |   |         |
| 6. I can provide an environment that promotes reflection on peer support practice and ethics                 |               |   |           |   |         |
| 7. I can help a person set and plan for the achievement of professional goals                                |               |   |           |   |         |
| 8. I can teach and model skills needed for effective peer practice   |               |   |           |   |         |
| 9. I can deliver strengths-based supervision and can use affirmations  |               |   |           |   |         |
| 10. I can give feedback that assists the person in recognizing a professional development need               |               |   |           |   |         |
| 11. I can advocate for recovery-oriented services within the agency  |               |   |           |   |         |

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