Supporting, Supervising and Retaining Peer Staff

Understand Why Supervising Peer Staff is Critical for Success
Identify Types of Supervision
Create a Successful Supervision Structure
Facilitate Peer Mentoring
Supervision Boundaries
Promote Professional Development
Reinforce Recovery Values
Support Self-Care
Understand Why Supervising Peer Staff is Critical for Success

An effective supervisory relationship is a dynamic process in which a worker who has direct responsibility for carrying out specific tasks is helped by a designated responsible staff person to make the best use of knowledge and skills to perform the requirements of the position effectively. In the context of employing peer staff, the purpose of supervision is to help peer staff to be resourceful and effective in performing the requirements and duties of the position.

Supervision of peer staff is critical for the employee’s success in providing effective services. Employers should intentionally develop supervision structures, including specific positions whenever possible, such as Peer Coordinators and Clinical Managers, that solely support the work of peers and serve as their liaison with other staff.
Understand Why Supervising Peer Staff is Critical for Success

Peer staff supervisors should be trained in providing supportive, clear and consistent supervision in addition to the training in the principles of recovery and the role of peers in delivering services. Providers are often not aware of the unique needs of peers (for example, poverty or issues with medication) and do not have the knowledge and understanding of the reasonable accommodations that they can provide. The supervisor’s role should be one of leadership and requires a focused approach to recovery-oriented practices.

Peer Supervisor Skills and Capacities

- Fully understand, embrace, celebrate, and promote the unique role of peer staff and how that staff will integrate into the service team.
- Be able to support peer staff in navigating self-disclosure, boundaries, and ethical dilemmas by using the Ethical Guidelines.
- Promote a supportive, safe, and creative environment that involves opportunities to challenge processes, and to question and reflect.
- Collaboratively identify strengths, accomplishments, areas for growth, training needs, and professional goals, and seek out opportunities to refine skills and abilities.
- Provide constructive feedback regularly, rather than waiting for an annual review.
- Focus on developing relevant skills to meet daily demands and to prioritize the needs, satisfaction, and preferences of the people served.
- Support peer staff in developing the skills needed to understand and complete relevant documentation.
- Prioritize workplace wellness and self-care.
- Model mutual respect, consideration, and cooperation.

Understand Why Supervising Peer Staff is Critical for Success

**PILLARS OF PEER SUPPORT SUPERVISION**

1. Peer Specialist Supervisors are Trained in Quality Supervisory Skills.

2. Peer Specialist Supervisors Understand and Support the Role of the Peer Specialist.

3. Peer Specialist Supervisors Understand and Promote Recovery in their Supervisory Roles.

4. Peer Specialist Supervisors Advocate for the Peer Specialist and Peer Specialist Services Across the Organization and in the Community.

5. Peer Specialist Supervisors Promote both the Professional and Personal Growth of the Peer Specialist within Established Human Resource Standards.

Pillars of Peer Support Services Summit Six: Peer Specialist Supervision, The Carter Center Atlanta, GA October, 2014

**ADDITIONAL RESOURCES**

SAMHSA video https://www.samhsa.gov/brss-tacs/video-trainings#peer-support
https://www.peerleadershipcenter.org/plc/Supervision_Resources.asp
Identify Types of Supervision

In order to effectively support peer staff in their roles, supervision must be targeted to address different needs. Using a variety of types of supervision that complement each other helps ensure that peer workers are getting the broad base of support they need to succeed.

Peer staff benefit from a combination of the following types of supervision:

- **Managerial/Administrative**: provides basic support related to work coordination, communication and administration following administrative policies and procedures.
- **Formative/Educational**: focuses on development of knowledge and job skills related to the service as a whole, as well as the specific role of the peer.
- **Supportive**: helps peer staff with coaching to strengthen self-awareness and interpersonal skills for providing services while maintaining self-care.
### Identify Types of Supervision

#### Supervision Framework

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Formative</th>
<th>Supportive</th>
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</thead>
<tbody>
<tr>
<td>- Orienting and placing staff</td>
<td>- Assessing strengths and growth opportunities</td>
<td>- Advocating</td>
</tr>
<tr>
<td>- Planning, assigning, and delegating work</td>
<td>- Identifying the knowledge and skills necessary to do the work</td>
<td>- Reassuring</td>
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<tr>
<td>- Monitoring, reviewing, and evaluating work</td>
<td>- Providing teaching, training, and learning resources, including professional and leadership development</td>
<td>- Encouraging</td>
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<tr>
<td>- Coordinating work</td>
<td>- Using learning opportunities that arise when reviewing individuals who are receiving support</td>
<td>- Recognizing effort</td>
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<tr>
<td>- Sharing information</td>
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<td>- Providing opportunities to “vent”</td>
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<td>- Explaining administrative functions</td>
<td>- Educating other staff on the role of peer support</td>
<td>- Giving perspective</td>
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<td>- Liaising with community</td>
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<td>- Encouraging self-care</td>
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<td>- Assisting with time management</td>
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<td>- Creating opportunities for connecting with other peer staff</td>
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Identify Types of Supervision

Whenever possible, employers should assign two supervisors to new peer staff so that different people can address different areas. For example, a member of a clinical team can provide the day-to-day administrative supervision, and an experienced peer can provide supportive or educational supervision to peer staff members.

One way to help peers’ professional development process is to include more seasoned peer providers in the supervision process, in order to draw upon their wisdom and expertise. This type of structure might include different levels: for example, Peer Apprentice, Advanced Beginner, Trained Worker, Experienced Worker, and Expert.
Additionally, some organizations invite an independent clinician to address mental health and self-care issues through periodic supportive supervision. Having someone external to the organization provide supervision on a monthly or quarterly basis can bring a reassuring level of objectivity to the process and can help give peers a larger perspective on any issues they may be facing. An independent clinician can also help peers develop the necessary skills to navigate challenges within the regular supervisory framework. This can be especially helpful since the clinician is not part of the day-to-day administrative structure of the organization. For example, if a peer struggles to communicate clearly with their direct supervisor, the independent clinician can use their neutral and impartial role to help the peer to identify strategies for improving communication, minimizing frustration for both the peer and the direct supervisor.

Understanding the different types of peer supervision can help employers to create a successful supervision structure, which we’ll examine in the next section.
Create a Successful Supervision Structure

In order to successfully support peer staff, supervision must be structured effectively. The structure for supervising peer staff will depend on specific resources, staffing and goals and will vary from organization to organization. In most organizations, peer staff is supervised by a senior staff person who holds a clinical, social worker or other degree. When available, senior peer staff can serve as a mentor or provide supportive supervision. Supervisors can implement management techniques that support an inclusive workplace culture while simultaneously providing accommodations that may promote employee success.

In addition to individual regularly scheduled one-on-one supervision, many organizations use the following types of supervision:

**Group Supervision:**

Group supervision facilitated by a supervisor allows for peers to learn from each other. This format is also helpful for disseminating information, building a cohesive team, and creating a shared vision about the program. Ideally, peer staff should be included in group supervision meetings as soon as they are hired, which will help them to get accustomed to the program and the supervision structure.
Create a Successful Supervision Structure

Here are some tips for conducting effective individual and group supervision sessions:

- Provide an hour and a half of group supervision on a weekly basis and at a regularly scheduled meeting time.
- Use a standard format for each session. For instance, briefly review all individuals being served (no more than 15 minutes to review all individuals served; withhold discussion on challenging situations until later).
- Always have an agenda and stick to time frames.
- Identify agenda priorities and understand that not all elements need to be covered at every meeting.
- Encourage participation and creativity.
- Respect opinions and ideas.
- Use humor and have fun.
- Encourage punctuality and reward promptness.
- Encourage problem solving, but don’t solve problems for staff.
- Keep staff on track and avoid extended discussions into other topics.
- Always explore the connection between peer support activities with the recovery plans that people initially developed for themselves.
- Limit discussions on any one person to a maximum of 15 minutes and keep staff members focused on the primary and relevant issue of the person.

Create a Successful Supervision Structure

Co-Supervision

This type of supervision is based on the premise that the group as a whole has more insight and wisdom than an individual. Peers meet as a group to fulfill the supervisory role – in contrast to Group Supervision, there is no formal supervisor present during these meetings. Peers work as a group to discuss challenges, discover strengths and find solutions to issues in a mutually beneficial way. Together, they develop strategies for improving the peer support services in the organization. It is important that the group understands that the focus of co-supervision is on the work, not on support for self-care.

Peer Supervision

Peer supervision is a good opportunity for more experienced peer staff to provide support and valuable on-the-job experience to more junior staff. Senior peer staff can serve as role models to junior staff and gain additional managerial experience that can ready them for positions of leadership in the organization.

Supporting, Supervising and Retaining Peer Staff
Create a Successful Supervision Structure

Benefits of Co-Supervision

- Decreasing dependency on “expert” supervisors and greater interdependence between colleagues
- Increasing peer responsibility for assessing their own skills and those of their peers, and for structuring their own professional growth
- Increasing self-confidence, self-direction, and independence
- Developing consultative and supervisory skill
- Using colleagues as models and mentors
- Building a sense of camaraderie and trust
- Creating a team characterized by mutually supportive relationship

“After 20 years of Social Security Disability, peer employment didn’t just give me a job, it gave me purpose. I was empowered to cultivate my skills as a Peer Counselor and transition to a successful full-time career in Mental Health.”

Stephen, Peer Support Coordinator
Facilitate Peer Mentoring

Mentoring can be a valuable professional development tool for all staff, including peers. Peer mentoring usually takes place between a person who has lived through a specific experience (the peer mentor) and a person who is new to that experience (the peer mentee). Both informal and formal mentoring can be beneficial for developing a professional culture that embraces recovery and the peer workforce.

Informal mentoring develops on its own between an individual staff member and the desired mentor; formal mentoring involves a specific process to select and match mentor and mentee. Mentorships are typically structured according to specific guidelines and procedures (see Sample Guidelines below), including the duration of the mentorship. A mentorship relationship can be ongoing and a point of reference throughout a peer’s career, or it can be limited to a specific timeframe (e.g. 3 months, 6 months, 1 year). Depending on your resources as an organization, you can decide what type of mentorship (formal, informal, structured/on-going) works best for you and your staff.
Facilitate Peer Mentoring

Here is an example of the roles of peer mentor and mentee and guidelines for their interactions, based on MHASF’s 6-month Peer Mentorship Program:

**Mentee Role:**

The mentee is the “gauge” to measure how interactive and successful a mentoring connection can be. By acknowledging that the development of the mentee’s career can be enhanced through a series of planned experiences, the mentee can decide on the amount of help and guidance needed. The mentee identifies the skills and competencies they wish to gain and assumes the initiative to ask for the help or guidance to achieve their goals.

**Mentor Role:**

Each mentor is assigned a mentee with whom they meet individually to identify goals, objectives and a timeline for achieving mentorship goals. By gaining insights from the mentee’s background and history, the mentor will work towards enhancing the mentee’s professional and personal development. The mentor’s responsibilities include sharing their expertise in their specific field with the mentee and building a relationship with the mentee outside of work.
Facilitate Peer Mentoring

Sample Comfort Agreement Guidelines:
1. Create a comfort agreement between mentor and mentee to ensure that feelings, concerns, and experiences are respected. (See Sample Comfort Agreement.)

2. Develop a joint plan between mentor and mentee to meet regularly and communicate via emails, phone and additional media. For example, decide a time to meet twice a month and identify the best contact mechanism.

3. Identify goals and a timeline to meet them. Consider whether the mentorship will be ongoing or of limited duration.

4. Look for multiple opportunities and experiences to enhance learning. For example, the mentor can invite the mentee to attend meetings as their guest and debrief after.

5. Maintain confidentiality of the relationship. For example, the mentor and mentee will agree ahead of time if specific information is to be shared with anyone else.

6. Develop and honor ground rules for the relationship. For example, the mentee could maintain an ongoing journal of mentoring experiences, or at the conclusion of meetings both mentor and mentee might select topics for discussion at the next session.

7. Provide regular feedback to each other and evaluate progress. For example, review learning goals once a month, discuss progress, and check in regularly.

8. Establish ongoing leadership development plans with supervisors throughout the term of the mentorship.

9. Have fun!
Facilitate Peer Mentoring

Comfort Agreement

- Ensure that all parties working together feel valued and respected throughout the process
- Help to keep meetings on track and focused
- Are living documents and can be revisited and updated at any point during the duration of the process
Facilitate Peer Mentoring

Here’s a sample Comfort Agreement adapted from one developed by a mentor and mentee in MHASF’s 6-month Peer Mentorship Program:

1. Keep professional development goals true to the mentee – don’t create a clone of the mentor
2. Respect differences - uniqueness is a strength
3. Be consistent in honoring commitments; if you can’t follow through on something, be clear in communicating that
4. Provide honest feedback - faking it is not making it
5. Don’t try to solve my problem for me - empower me to solve it myself
6. We have shared responsibility for what we co-create in this space
7. Appreciate what you’re giving and receiving
8. Mentoring is not about coaching and being coached; it’s about learning from each other and growing together
9. Honor your limits and boundaries
10. Giving advice is easy; listening is hard. Choose to listen!
Ensure that Supervisors Are Skilled in Building Trust and Maintaining Boundaries

Boundaries, unless clearly understood, can be crossed very easily, especially when both parties are taking on new roles that are unfamiliar. Peers entering the workforce for the first time may have limited experience in a professional work relationship. In addition, they may have unrealistic expectations regarding this new relationship, thinking it would be similar to a student/teacher experience.

Supervisors also may have unrealistic negative expectations because the peer lacks a degree, license, or a certain level of work experience. As a result, they may unconsciously expect less of a peer and lose the benefit of the expertise the peer brings to the table.
Ensure that Supervisors Are Skilled in Building Trust and Maintaining Boundaries

Each employee is unique and relationships with supervisors will vary. Any new employee goes through a learning curve of getting to know the office culture, understanding the requirements of the job, and establishing relationships with the supervisor, co-workers and clients.

Effective supervisors create realistic performance expectations, a developmental plan that gives the employee the skills and experience to grow into the job and support as needed. The supervisor is not an employee’s therapist; however, they will, at times, be required to support an employee when dealing with difficult situations.
Ensure that Supervisors Are Skilled in Building Trust and Maintaining Boundaries

On the other hand, the peer also needs to realize that the supervisor is not their therapist and maintain the relationship accordingly. This can be difficult if the peer’s relationship with the company began as a service recipient.

It is important for the supervisor and supervisee to distinguish between supportive supervision and treatment. At times, effective supervision involves dealing with workplace tensions that can trigger feelings unrelated to the work situation. Boundaries can be crossed very easily in these moments; however, validating the peer’s feeling while remaining focused on the work-related issue can avoid crossing boundaries and reducing the level of trust established in the relationship.

The primary characteristic that differentiates between a peer and other employees is the use of their personal life experiences in their day-to-day job. For a peer in a new job and for a company hiring peers or the first time, this can be a tricky situation that requires care to make the relationship successful for the peer, the company and the individuals the peer.
Ensure that Supervisors Are Skilled in Building Trust and Maintaining Boundaries

serves. This too will require a learning curve for both the peer and supervisor. Having a clear job description and performance expectations will help the peer establish their own boundaries around what is appropriate and what they are willing and ready to share. This will be a work in progress as both the supervisor and peer discover how best to use the peer’s life experience.

In the process of sharing their life experience, peers are putting themselves in a vulnerable position. Not everyone is ready or prepared to do this work. Personal issues may emerge during their work with the supervisor and or a service recipient. Supervisors may be required to evaluate the impact this has on the work and the service being provided. It is in the best interest of both the peer and the people they serve for the supervisor to make the peer aware of the presence and the impact of these issues.

If the peer is not already engaged in their own psychotherapy or counseling outside of the job, the supervisor may
Ensure that Supervisors Are Skilled in Building Trust and Maintaining Boundaries

recommend the person do so to improve their job performance. The supervisor may recommend checking what their health insurance covers or if available making use of the Employee Assistance Program. Under no circumstances should the supervisor take on the job of providing psychotherapy, counseling or recovery support services.

Peers bring a valuable tool, their life experience, to their jobs. Building trust and maintaining boundaries will make this employer/employee relationship most successful.
Sharing the same vision and being transparent about our goals from early on
In some ways, peers aren’t new to the mental health workforce. People with lived experience have found jobs in the mental health field for decades. Until recently, however, the jobs available to them were mostly limited to what have been referred to as the “3 Fs”: Food, Floors, and Filing. Jobs for people with lived experience were often kept at entry level and seen as a favor to the peer, rather than an asset to the employer. As that changes and as a greater variety of opportunities becomes available to peers, employers must be mindful that integrating peers into the workforce isn’t a matter of simply creating individual jobs, but of establishing sustainable career pathways.

While lived experience may be a qualification for a peer role, it isn’t always enough to carry someone forward professionally. To ensure that peer staff are equipped to move up and advance into new roles, especially supervisory roles, employers must work to provide peers access to ongoing training. This training may be role- or individual-specific, and supervisors should be proactive in working with both the employer and peer staff to identify relevant internal and external trainings.
Promote Professional Development

Remember that peers are the experts on their own experiences, and that includes their professional experiences. Be sure to include their feedback in the development of your peer-based programs, and create meaningful opportunities for peers to give input on their roles and work environment.

As discussed in Module 1, peer staff are accountable employees of the organization and should not be held to an alternate set of standards, whether higher or lower. Like any employee, peers need respect and accountability in order to succeed and excel. However, be aware of how much your office culture relies on assumed knowledge. Peers come to professional roles from a variety of different backgrounds; some may have extensive professional résumés, while others may have little or no professional experiences. Standards and expectations should be communicated clearly and consistently, in plain language, during on-boarding. Any further confusion or miscommunication about them can be addressed during supervision.
Finally, just as peers are accountable to employers, employers must be accountable to peers. If an attempt to integrate peers into an existing workforce is unsuccessful, it can be tempting for an employer to fault the peers – or even to see the failure as proof that hiring peers was a mistake. But while individual peers may struggle for a variety of reasons that may or may not have anything to do with the work environment, employers should be ready to recognize that multiple challenges with separate peers may be linked to weaknesses in organizational structure or hiring preparation. By responding to such challenges with openness and seeing them as opportunities for dialogue and growth, employers can develop a professional environment that allows peer employees to thrive.
Reinforce Recovery Values

It may be intuitive for employers to assume that peer staff who are in recovery need no support in upholding recovery values – after all, they’re living examples of recovery! However, the reality is more complicated. Every peer’s experience is unique and each peer brings a different history and context to their role. Even two peers with objectively similar experiences may view them in very different ways. While every situation is different and while employers should avoid the assumption that every peer will need the same type of support, it’s important that employers have a clear understanding of recovery values and how peer staff should support them.

Recovery Values Include:

- **Hope** – recovery is possible for everyone
- **Dignity** – every person is worthy of being treated with respect
- **Lived Experience** – every person is the expert on themselves
- **Self-Determination** – every person can choose the path to recovery that’s right for them
- **Self-Advocacy** – every person has the right and responsibility to ask for what they need
Reinforce Recovery Values

For example, a peer with experience of addiction who achieved recovery using a 12-step model may need support working from a harm reduction-based model. Without that support, they may struggle working with clients who are at varying points on the stages of change continuum, and see extended precontemplation or repeated relapses as reason to disengage from a peer support relationship. Making sure at the outset that all peer employees understand there are many paths to recovery and that each person has the right to choose the path that fits them can help avoid unnecessary frustrations for all parties.
Reinforce Recovery Values

Peers may also need support around the value of dignity. It’s not uncommon for peers to work with clients who trigger them in various ways. In addition to providing support around countertransference, supervisors should be ready to reinforce the message that peers working one-on-one or in group facilitation should treat every client with, in the words of the Copeland Center’s WRAP® Values and Ethics, “unconditional high regard.”[1] Supervisors can also help peers to develop strategies around handling uncomfortable or triggering situations with clients so they are prepared in advance should such a situation arise.

With organizational commitment to recovery values and consistent reinforcement of those values to peer staff, employers can ensure that peer staff are able represent the organization in the best possible light.

Support Self-Care

Promoting and supporting self-care for peer employees is one of the most important things employers can do to create a successful, sustainable peer workforce. All employees working in behavioral healthcare, both peer- and non-peer-identified, tend to be at high risk of stress and burnout, so building a work culture that encourages self-care can enhance all staff’s ability to cope with the difficult work they do.

Employers can directly address the impacts of burnout, stress, and compassion fatigue by offering staff options for support. Again, while these supports may be especially helpful and necessary for peer employees, all employees can benefit from them. (See Sidebar.)

Despite an employer’s best efforts to provide sufficient organizational support for self-care, some degree of stress is inevitable. Burnout happens. One possible result of stress and burnout is relapse. For employees with mental health histories, this may take the form of increased symptoms that can interfere with work. For employees with histories of substance use, whether or not those...
employees identify publicly as peers, relapse can happen as drug or alcohol use that interferes with work. Employers can contribute to peer employees’ recovery by making smart, informed choices on how to address relapse.

First and foremost, employers of peer staff should keep in mind that lived experience is a main qualification for peer employment. A peer’s lived experience may include mental health challenges, substance use, and addiction. The fact that a peer employee may currently be struggling is an opportunity for the employer to show support and to offer resources for self-care. Relapse should never be approached as a disciplinary matter, any more than diabetes or high blood pressure would be.

A supervisor’s role in addressing relapse should be a supportive one. Make sure the employee has the tools and resources necessary to overcome the stress and burnout that led to the event, and help the employee to assess whether they are able to fulfill the requirements of their job or whether they need an accommodation. It’s important for employers to maintain updated job descriptions for all
employees, including peers, so that job-readiness assessments are easy to complete. If an employee needs an accommodation, employers can contact local government disability offices for information on the next steps in their area. Supervisors should treat discussions of an employee’s relapse with confidentiality, as they would any other health-related subject.

To avoid blurring boundaries, supervisors should not be in the role of counselor or therapist. Instead, supervisors can recommend that an employee access their own support network, or refer the employee to their Employee Assistance Plan or other available resources.

Finally, any kind of relapse may trigger an employee’s self-stigma, their internalized sense of shame from a lifetime of negative social messages about living with mental health challenges, substance use, and addiction. In extreme situations, a peer employee may suddenly quit or stop showing up for work. Calm, professional reassurance of support from a supervisor can help lessen the risk of an employee making rash work-related decisions based on feeling unworthy or like they’ve failed. Having policies and procedures in place to outline supervisory response to relapse-related incidents can help peer employees not only survive in the workplace, but thrive.
Support Self-Care

While not an exhaustive list, some examples of support employers can provide around self-care are:

**Employee Assistance Plans (EAPs).**

Many employers already offer EAPs, but employees may not access them for a variety of reasons, including stigma around accessing mental health services in the workplace. Employers can help create change at an administrative level by taking leadership in the conversation around work and mental health. The decision to hire peer-identified staff who self-disclose as part of their professional role can be a great opportunity to bring conversations about mental health into the open. However, employers should be cautious about placing any burden on peer staff to facilitate these conversations or to be the visible face of self-disclosure within the organization. Individual peers may be comfortable in that role or may even volunteer to help set an example for non-peer-identified employees in talking about mental health, but employers should not assume that every peer is willing to do so. External trainers and experts, including the Mental Health Association of San Francisco, are a good resource for navigating conversations around how to improve employee access of existing mental health benefits.
Support Self-Care

Individual WRAP for the Workplace

The Wellness Recovery Action Plan®, or WRAP®, is an evidence-based, self-designed prevention and wellness process developed by the Copeland Center and used by heath care and mental health systems around the world to address a variety of physical, mental health, and life issues. Many peer employees may already have a personal WRAP® they’ve developed with a certified WRAP® facilitator; some peers may be certified WRAP® facilitators themselves, and employers may want to consider highlighting WRAP® certification as a desirable qualification when hiring peer employees. Once an individual has a personalized WRAP®, they can easily tailor it to meet specific needs. Creating a WRAP® for the workplace can be a helpful tool for peer employees in addressing work-related stress. More information on WRAP® can be found on the Copeland Center website, https://copelandcenter.com/.
Support Self-Care

Organizational WRAP

WRAP® is not only a useful tool for individuals; agencies can also benefit from working with a trained WRAP® facilitator to develop an organizational WRAP®. This plan examines key factors in maintaining organizational health and resiliency, such as identifying Early Warning Signs that can be addressed with wellness tools before they reach the point of crisis, and creating a plan to recover if crisis is unavoidable. An organizational WRAP® is created by the organization, with input from every level from leadership to front line staff, in order to create a map of the organization’s strengths and vulnerabilities.
Support Self-Care

Peer Convenings

Peer employees, especially those who are new to the mental health workforce, may feel isolated and disconnected from other peer professionals. This sense of disconnection can be worse when the number of peer workers at an organization is small. Peer convenings, in which peer professionals meet to network and exchange information with one another, can help to bridge this gap and support a larger infrastructure of peers within the mental health workforce. An organization may wish to partner with other employers who have also hired peer employees and collaborate to share space and/or coordinate resources to hold regular convenings. These events also give peers the opportunity to share mutual support strategies, mentor one another, and see examples of other peers successfully navigating the mental health workforce. Since the field of peer support is relatively new, this kind of positive reinforcement and community connection can be especially motivating and inspiring for peer employees.
Our challenge to you:

Be experimental

Venture into the unknown