



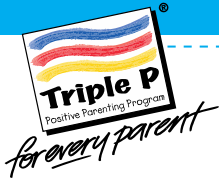
THE PEER ASSISTED SUPERVISION AND SUPPORT MODEL

Background

The Peer Assisted Supervision and Support model (PASS) has been developed as a workforce development strategy to assist practitioners in the process of peer support. PASS is a structured feedback process to promote learning of a complex set of consultation skills. It is especially useful for less experienced practitioners, but is also helpful for practitioners with equal levels of experience. The PASS model is intended to be used by practitioners throughout their careers, but is particularly beneficial when they are learning to implement a new intervention, such as the Triple P – Positive Parenting Program®.

Key aspects of the PASS model for communication to practitioners

- Practitioners both receive and provide peer support.
 - Practitioners can benefit from the opportunity to reflect on their own practise, knowledge, and decision making skills. These reflections could include: how they relate to parents; how well they communicate with parents; their knowledge and understanding of Triple P strategies; and techniques they use for dealing with parental resistance.
 - The PASS process requires collegial and collaborative interactions, as opposed to competitive ones. The goal is that *all* participants benefit from each other's knowledge, observations, and experiences in delivering Triple P.
- PASS emphasizes using a self-regulatory framework.
 - The model promotes practitioners' competent use of the program by fostering independent decision making, clinical reasoning, and self-directed learning.
 - Practitioners are encouraged to identify their strengths as well as any challenges or implementation difficulties they face.
 - Practitioners are encouraged to 'own' the process of becoming skilled at parent consultation and to become active problem solvers who can ask for help after attempting to resolve the problem themselves.
 - The principle of minimal sufficiency is encouraged when providing feedback. Just enough help or hints are provided for the practitioner to solve the problem themselves.
- A PASS session involves three key activities:
 - Case review. Practitioners discuss an actual case using pre-recorded footage, audio, or detailed written case notes to review a Triple P session. A 5-10 minute segment of video or audio footage is sufficient.
 - Discussion of implementation issues using the self-regulatory framework.
 - Professional development activity. A range of activities can be discussed during this period (e.g. review a tip sheet, discuss a scientific article, or listen to a podcast by Professor Sanders). This section should be a topic of interest or challenge to the group, such as



using Triple P evaluation tools with low literacy parents; maintaining program integrity; flexible use of Triple P; engaging hard to reach families; cultural diversity; or involving teens within sessions.

- Practitioners take turns in serving one of three roles:

Peer facilitator

- Prepares the agenda and identifies priority issues.
- Introduces the session, including setting the agenda, who will be presenting, and the professional development activity.
- Keeps time and helps group members stay on agenda.
- Reminds group members to use the self-regulatory framework as needed.
- Keeps note of common or complex problems encountered by practitioners for further discussion.

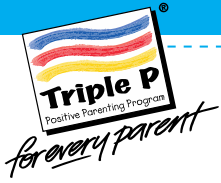
Practitioner

- Shares their experiences delivering Triple P.
- Brings along a video or audio segment of a session, or detailed case notes. It is preferable to bring a section where things went well and another section that did not go well. Remember, parental consent is required for audio/videotapes to be used.
- Reviews audio/video or case notes using the self-regulatory model to identify strengths and areas for improvement.

- Attempts to problem solve any issues before asking for feedback from the peer mentors.
- Aims to be willing to receive feedback from peer mentors and incorporate their ideas and observations into future practise.

Peer mentor/s (all remaining group members)

- Guide the practitioner to use the self-regulatory model to review their presented session.
 - Reinforce the practitioner's successes.
 - Help the practitioner problem solve any implementation issues using the principle of minimal sufficiency.
 - Offer their own observations or experiences as needed to assist the practitioner and does so in a way that is objective, non-judgmental, and specifically describes the behavior or skill demonstrated.
 - Encourage the use of role play to assist the practitioner rehearse a particular skill.
- PASS sessions are conducted in small groups of up to eight practitioners and last about one to two hours.
 - PASS sessions should be scheduled frequently leading up to accreditation and while practitioners are acquiring skills. After that time, it is recommended that practitioners hold approximately ten PASS sessions per year.
 - Preparing in advance will help make PASS sessions successful.
- Preparation may include: ensuring materials and equipment are available (e.g., DVD player, practitioner kits, tip sheets, video footage);



selecting a venue; choosing a convenient date and time; promoting PASS sessions among colleagues; selecting and completing background reading (e.g., for professional development activity); developing an agenda; assigning PASS roles and someone to take notes; and obtaining parental consent for the use of video/audio segments.