



Indicator #20: Are peer review mechanisms in place for you to receive feedback from other mental health staff on the way you handle cases and/or the way you implement preventive and clinical interventions?



Background

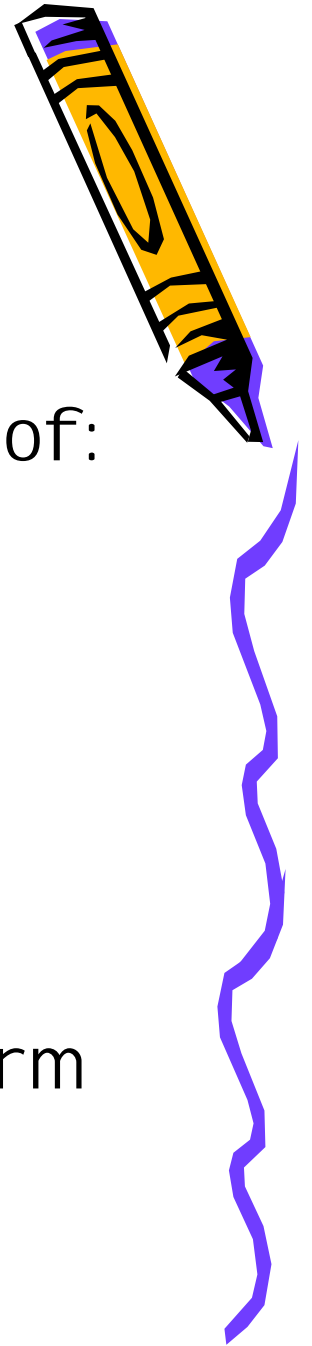
- Licensed ESMH clinicians went through a peer review process to obtain their licenses, and most professional organizations and state licensing boards have peer review processes in place to handle ethical and professional concerns.
- Journal articles undergo a peer review process, as do grant applications to federal agencies (i.e., NIH, DOE).
- If we put peer review as the highest standard for academic activities and ethics violations, couldn't a peer review process be advantageous if used more proactively for professional development and quality improvement?



Peer Review Options

A peer review process can take the form of:

- Chart reviews
- Quality improvement reviews
- Local ethics review board
- Quality Improvement Team
- A peer review process may also be implemented in the more proactive form of group supervision



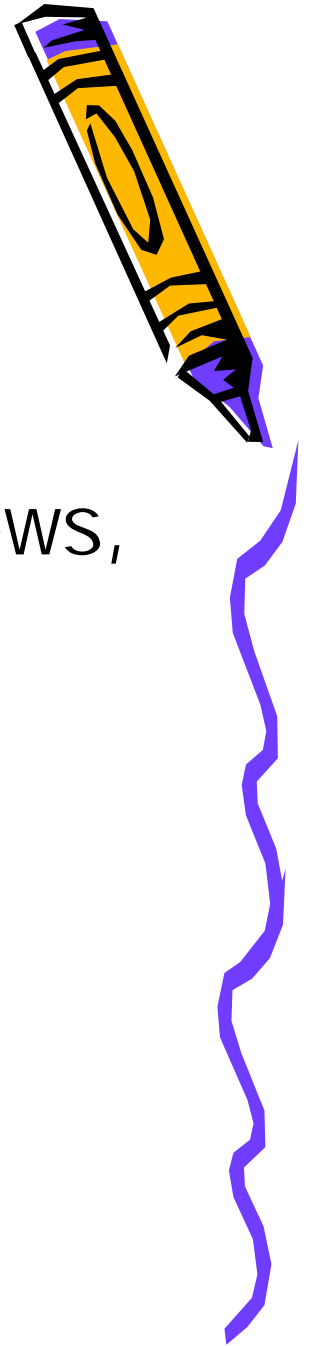
Peer Group Supervision

- The structured peer group format has unique advantages in terms of skill development, conceptual growth, participation, instructive feedback and self-monitoring.
- The opportunity of collaborative learning is a key benefit of peer group supervision, with the group members having opportunities to be exposed to a variety of cases, interventions, and approaches to problem-solving in the group.
- The peer group supervision format requires that the group leader be prepared to use their knowledge of group process.



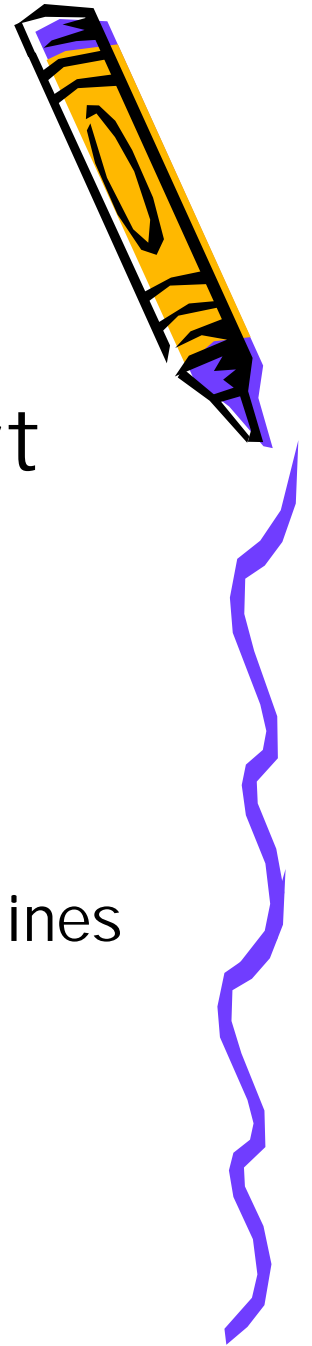
Menu of Suggested Activities

- Convene a group to conduct chart reviews, quality improvement reviews, ethics reviews.
- Form a peer group for didactic presentations.
- Form a journal club.
- Form a clinical peer review group.



HELPFUL HINTS!

- Convene a group to conduct chart reviews, quality improvement reviews, or ethics reviews.
 - This can be part of your Quality Improvement Initiative.
 - Use already established ethics guidelines (e.g., APA, NASW, NASP).



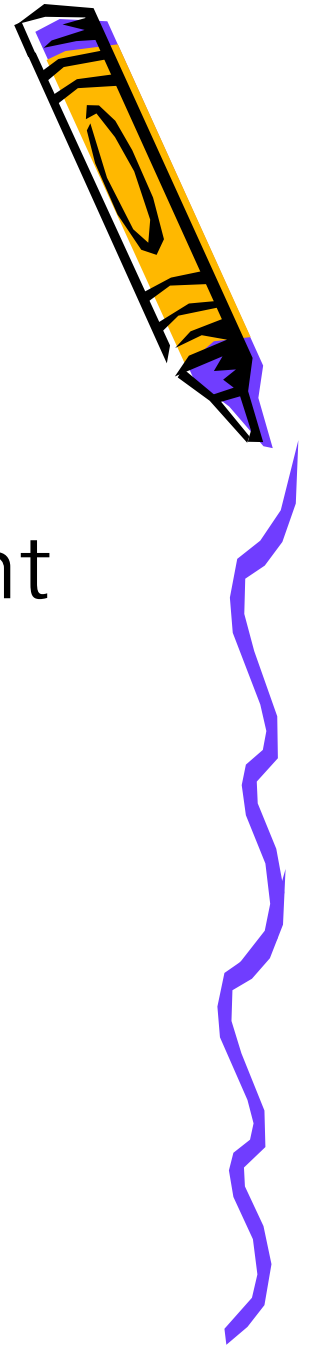
HELPFUL HINTS!

- Form a peer group for didactic presentations.
 - Have a set format for presentations with clear expectations.
 - Rotate who presents so that everyone gets a turn to speak.
 - Consider using both inside and outside presenters.
 - Have the group nominate topics of special interest to them.



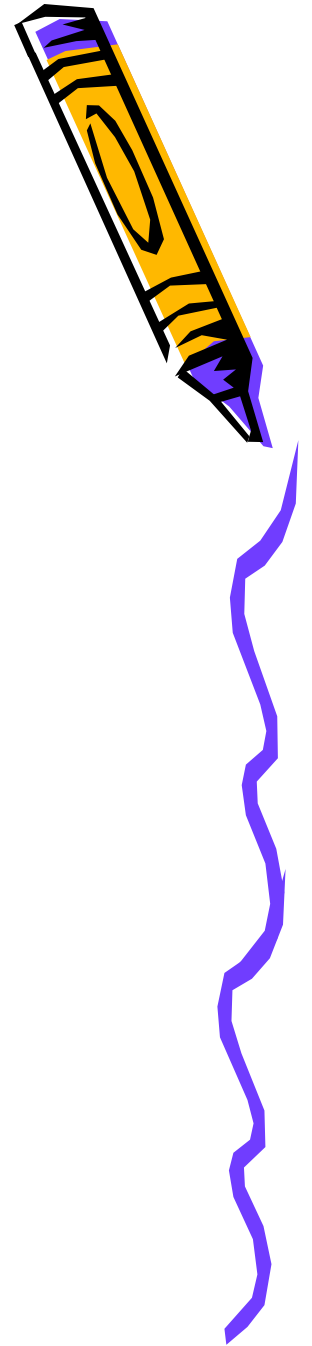
HELPFUL HINTS!

- Form a journal club.
 - Have a structured way to present articles or new ideas.
 - Leave time for discussion.
 - Include problem-solving around ways to implement new ideas.



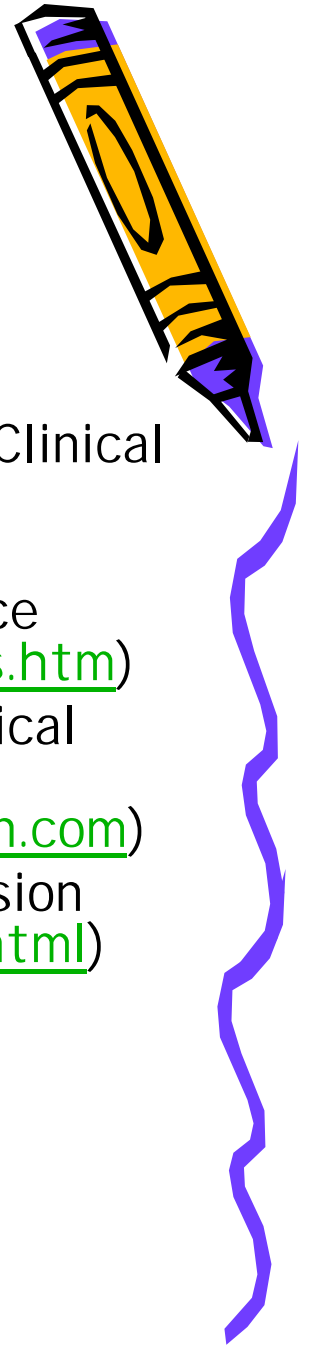
HELPFUL HINTS!

- Form a clinical peer review group.
 - Intensive case reviews
 - Initial assessment reviews
 - Reviews of video tapes
 - Role-taking activities



Web Resources

- The Royal College of Psychiatrists, Feedback on the Clinical Governance Self- and Peer-reviews (<http://www.google.com/u/rcpsych?q=peer+review>)
- The Royal College of Psychiatrists, Clinical Governance Support Service (<http://www.rcpsych.au.uk/cru/cgss.htm>)
- Clinical Supervision.Com, Clinical Governance and Clinical Supervision: Working Together to Ensure Safe and Accountable Practice (<http://www.clinical-supervision.com>)
- Fostering Counselors' Development in Group Supervision (<http://www.ericfacility.net/ericdigests/ed372371.html>)



Background References

- Ambrose, M.G., Weist, M.D., Schaeffer, C., Nabors, L.A., & Hill, S. (2002). Evaluation and quality improvement in school mental health programs. In H.S. Ghuman, M.D. Weist, & R.M. Sarles, (Eds.), *Providing mental health services to youth where they are* (pp.95-110). New York: Taylor & Francis.
- Borders, L. D. (1991). A systematic approach to peer group supervision. *Journal of Counseling & Development, 69*, 248-252.

