CENTRE FOR INNOVATION IN
CAMPUS MENTAL HEALTH

Campus Peer
Support Toolkit

A guide to implement and operate peer support
programs on campus

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Introduction

About The Centre for Innovation in Campus Mental Health

The Centre for Innovation in Campus Mental Health (CICMH) is a partnership project of Colleges Ontario, the Council of Ontario Universities, Ontario Undergraduate Student Alliance, College Student Alliance and Canadian Mental Health Association (CMHA), Ontario Division. Our mission is to help Ontario's colleges and universities enhance their capacity to support student mental health and well-being. We are committed to:

- Identifying and promoting a shared understanding of best practices to enhance mental wellness on campus
- Creating solutions and developing resources to fill in gaps and avoid duplication
- Connecting diverse campus and community organizations to optimize resources for student mental health in local communities
- Promoting a whole campus approach to care that is flexible, adaptive and responsive to student needs

CICMH is funded by the Ministry of Colleges and Universities.

Acknowledgements

We want to thank and acknowledge Allison Dunning as our main contributor for this guide. Allison has been working within peer support service delivery and program co-ordination for the past seven years. Allison is a certified peer support mentor with Peer Support Canada and has supported peer support programming in community mental health organizations, hospital inpatient settings, hospital outpatient settings and on post-secondary campuses. She is a strong advocate of peer support and uses her lived experience in all program implementation decisions and recommendations.

We also want to thank and acknowledge Sarah McDougall (University of Toronto Scarborough), Sean Connor (Mohawk College), Kayleigh Hilborn (Conestoga College), Patty McColl (Conestoga College) and Keely Phillips (CMHA Waterloo Wellington) for reviewing this guide and providing the case studies. The creation of this guide was inspired by a similar document from Healthy Minds | Healthy Campuses and we thank the writing team for their work as well as allowing us to integrate some of their content in this guide. Special appreciation is given to Alannah Vila, Cecilia Amoakohene and Justin Dickie of CMHA Ontario for editing and proofreading this guide.

About this guide

Informal peer support occurs naturally within a post-secondary campus environment. Students connect with their peers, relationships are formed and young adults often turn naturally to peers during times of need. This natural support is important to build upon, given the known increase in and onset of mental health challenges that are associated with the post-secondary student age group and the difficult transitions that are present in this environment. Post-secondary campuses often struggle to keep up with the demand for mental health support expressed by their students. Empowering students and utilizing the abilities they have in supporting one another effectively is an opportunity that should be pursued. There is a growing body of evidence[1,2] that supports peer programs being an effective intervention for individuals coping with mental health challenges. This evidence, in conjunction with naturally-occurring peer support on campus, makes the implementation and sustainability of formalized peer support programs a vital solution to the mental health demands that young adults are facing within a post-secondary setting.

This resource is a guide for front-line staff and leadership on campus – including counsellors, administrators and other decision-makers at post-secondary institutions – considering the development of their own peer support program on campus. This guide provides tips and recommendations on:

- How to prepare for your peer support program and make the case for your executives on campus
- How to recruit, train and supervise peer supporters
- How to operate and evaluate your peer support program

> **Disclaimer:** *The ideas and considerations of this guide aim to provide a broad structure to identify common trends between different models of peer support. However, the ideas and considerations in this guide may not be relevant or feasible for all campuses. Every peer support program is different, which reflects the diverse needs of different campus populations.*

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[1] In It Together: Taking Action on Student Mental Health – Colleges Ontario, Council of Ontario Universities, College Student Alliance, Ontario Undergraduate Student Alliance

[2] The Value of Peer Support – CMHA Waterloo Wellington

The case for peer support on campus

Peer support on campus: what, how, who and where?

? What: scope and definition

The term "peer programs" is used as an umbrella to describe all programs that offer emotional, social and/or academic support from one student to another on post-secondary campuses (peer counselling, peer education, peer helpers, peer tutors, peer mentors, peer coaches, etc.). Peer programs therefore play an integral role within post-secondary education as they encompass many aspects of student life.

Peer support programs involve at least two individuals with a shared or similar experience engaging in a relationship for the development and growth of both parties.

Often these programs or groups are formed around a specific population, such as:

- Marginalized groups based on race or sexual orientation
- Common experiences (such as sexual violence)
- Common mental health challenges or experiences (stress, anxiety, eating disorders, etc.)

❓ Who: roles and relationships

Here are examples of how the relationship can be defined between the peer supporter and the student they are supporting:

- Supporter: the program provides a trained peer supporter to guide and empathize with students
- Advocate: the program provides a trained peer supporter to speak in support of a student who would benefit from assistance in advocating for their needs to be met
- Referral: the program provides information and navigation support to promote better access to services
- Mutual aid: the program organizes a space where students can support one another
- Education: the program provides a trained peer supporter to facilitate education with fellow students

Note: In the following sections of this document, we will use the term of "peer supporter" as a catch-all for a wide array of terms institutions may use, such as "peer mentors," "connectors," "peer navigators" or "peer counsellors."

❓ How: one-on-one and group support

Determining whether one-on-one or group peer support services are offered should be based on student needs. This information can be gathered via a needs assessment (see "Needs assessment" section).

Ideally, both one-on-one and group peer support services will be made available. Some students will benefit from the confidentiality, intimacy and responsiveness of one-on-one peer support. Other students will appreciate the camaraderie that comes with group peer support, as well as the opportunity to hear multiple experiences and perspectives. Students may also appreciate being able to listen to other participants' experiences rather than intimately sharing their own. Group peer support has the obvious benefit of being able to support multiple participants within a set time period, while one-on-one peer support will logically only offer support to one participant at a time. That said, the intentionality within one-on-one peer support may allow for improved participant outcomes. Furthermore, the ability to measure participant outcomes may be easier within individual support.

Beyond one-on-one or group support, peer programming can also involve reaching out to students through specific events. This form of peer support involves one or more peer supporters with any number of students at a single event, such as a workshop or presentation.

? Where: peer support spaces

Important considerations for physical space planning are the type and intensity of your peer support program:

- Is your campus able to provide confidential and private space for one-on-one peer support?
- Is that space easily accessible for students? Do they feel comfortable accessing it?

One-on-one peer support may require a lot more privacy for students to feel safe sharing their experience. However, private and confidential spaces may be a barrier in terms of accessibility as these spaces are typically less visible to students. Students would also have to identify themselves in order to access the service. In contrast, peer support programs held in a more public location or during events are more accessible for students, but can cause challenges in terms of confidentiality.

Do you have the right space for the right intensity of your peer support program?
If you have no designated space on campus, here are some other options to consider:

- Does the program have access to the counselling department for private one-on-one sessions, thus providing a greater level of confidentiality?
- Are the program's peer supporters able to book classrooms for educational events or workshops?
- Does the peer program have the ability to acquire space during mental health week and/or orientation week?
- Can you partner with a student group or student union to book/rent space?

Value of peer support in campus environments

The uniqueness of a value-based approach to mental health care allows for flexibility, adaptability and responsiveness to the vast array of student needs. Peer support services allow students to receive support from trusted, trained and capable peers. These peer supporters understand the environment in which students are experiencing challenges and can speak from their own direct experience of overcoming these challenges. Peer support programs that involve students supporting students allow these individuals to be trained and empowered. They also enable students to engage in their campus environment while providing meaningful and impactful mental health support to their peers. Utilizing the student body to support campus mental health also helps to alleviate the pressures placed on existing campus mental health supports.
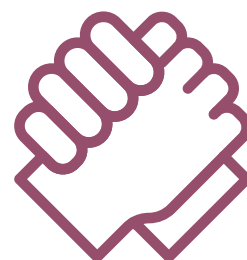
Getting buy-in from executives

Below are some arguments that you can present to your decision-makers when it comes to making the case for a new peer support program on campus:

✓ Improve the continuum of care and relieve counselling services

Peer support complements other on-campus mental health services by meeting students where they are. These programs also have the potential to decrease wait times for more traditional supports, such as one-on-one counselling services. Expanding available service options makes it easier to reach more students and relieves some of the demand on counselling services by servicing individuals who do not need, or are not ready to fully engage in, the psychotherapy process. Lastly, peer support programs have the potential of reaching students earlier, which can help prevent their mental health concerns from getting worse.

✓ Better connection to resources on campus

Students are often more comfortable seeking support and guidance from their peers over professional counselling services. As a result, peer programs can be a way of connecting students to the many resources and services that exist on campus by being able reach students who wouldn't seek out professional counselling services.

✓ The many benefits

The efficacy and validity of peer support services can be illustrated to decision-makers by sharing research that demonstrates how accessing these programs leads to positive outcomes such as improved daily functioning and a decreased need for more intensive mental health services. The overall theory of peer support states that when students feel more supported, they are more likely to remain engaged in their academics and achieve graduation. Those benefits are not limited to the students accessing peer support services, but also benefit the overall mental health services on campus and the peer staff themselves.[3] Peer supporters will be equipped with transferable skills that they can use in other campus roles, in their lives outside of campus and in their future careers.

✓ The bottom line

There is a potential cost savings for campuses that comes with reaching students faster and with less-costly resources.

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[3] The Value of Peer Support – CMHA Waterloo Wellington

Environment preparation

Needs assessment

Larger institutions have more resources and, potentially, a greater number of students accessing peer support programs. As such, larger institutions may find it beneficial to have multiple programs that can offer more specific services. In contrast, smaller institutions may benefit from a single peer support program that offers multiple services. Determining the needs of the campus and the availability of resources may help in developing a program that can be integrated into other campus services.

One of the first steps that should be taken prior to the implementation of a peer support program within a campus setting is a needs assessment. The purpose of a needs assessment is to understand which type of peer support services might be beneficial to the student population, what needs the student population is facing, and specific delivery technicalities of the peer support program.

Examples of the information that should be captured within a needs assessment include:

• Whether students prefer individual or group peer support
• Length of peer support sessions
• Areas of concern about which students wish to speak to a peer supporter
• Days and times that would be most accessible to students
• Barriers that students can envision facing when trying to access peer support services
• How students would like to learn about peer support services

Engaging in a needs assessment sets the tone for creating responsive peer support programming and helps to ensure students are empowered to influence programming that best meets their needs.

Questions should only be asked within a needs assessment if they can realistically be offered to students. For instance, if only group peer support will be realistic for the post-secondary institution to facilitate, then students shouldn't be asked whether they are interested in receiving individual peer support. The only exception to this is if the post-secondary institution envisions that it may be possible in the future to facilitate these projected peer support services.

The needs assessment should not be limited to current service users, but instead opened to all students to gain the perspective of the entire campus population. It may also be valuable to deliver a needs assessment to campus support staff (such as health and wellness centre staff, residence staff, accessibility advisors, off-campus housing support staff, etc.) to ascertain what they perceive as being crucial for peer support services on campus.

Once a needs assessment has been completed, it is vital that the information gained is actually applied to programming decisions. It is also crucial that opportunities for feedback be made accessible to service user, and continuous evaluation of peer support programming takes place (see the "Evaluation" section).

See Appendix B for a sample peer support needs assessment.

Connecting with a peer support organization

Having campus staff familiar with peer programs and clinical program management is certainly helpful in the development, implementation and supervision of peer support programs. However, it remains best practice for post-secondary institutions to partner with a community organization that provides peer support services when working to implement these programs on campus. It is also a good idea to ask these partners if they have existing peer support programs and resources that can be modified to suit the specific needs of your campus.

- These organizations frequently come with multiple years of peer support expertise and understand the nuances of this approach to mental health support.
- These organizations are dedicated to ensuring peer support programs and services are delivered in a way that is consistent with the evidence base that supports peer support programming on campus.
- This type of expertise can be a vital source of support and guidance for campus peer support programs.

Summarized benefits of partnering with a peer support organization:

Organization expertise – having access to the established expertise that community peer support organizations have accrued will help campuses ensure effective and responsive peer support programming

Shared resourcing – less dependence on the campus to independently support the peer programming

Access to ongoing training and support – ability to utilize peer support training programs that already exist and have proven to be successful (Similarly, partnerships often provide access to community of practice meetings that can be jointly facilitated by peer support organizations and campus staff. These meetings are a great place to reflect on successes and get advice on challenges encountered with peer support on campus.)

Connection to community resources – students can begin establishing relationships with external sources of support in the community prior to their transition beyond post-secondary settings

This relationship is also beneficial for the peer support organization:

- It allows them to test their model amongst the post-secondary student population
- The results of the peer program evaluation can also be used to seek more funding, publish papers or present findings at conferences

If you need more information about possible ways to connect with a peer support organization, please refer to our Campus-Community Partnerships toolkit. This guide provides an overview of how to engage in partnerships and discusses why partnerships can be beneficial for campuses and community organizations. You may also contact us to be connected to a community organization offering peer support services in your area.

Integration of the program into pre-existing services

Ensuring peer support services are properly integrated into existing campus services is essential. While it may be tempting to provide peer support services as a separate student-run initiative, the value of a peer support program on campus is that peer supporters are integrated members of the care team. The participant is more likely to be adequately supported and information can be shared amongst all team members, within the boundaries of privacy and confidentiality policies.

In some case, it may be feasible and appropriate for peer supporters to engage in interdisciplinary team discussions, program planning decisions and case consultations while being encouraged to advocate for participant needs. The valuable lived experience perspective that peer supporters have to offer can be integrated into the team and can help improve campus services. Another possibility would be for the staff member(s) who supervise(s) the peer support program to share feedback from students and peer supporters with a representative of the clinical staff who then can take these insights to the table. In any case, ongoing communication is critical between peer supporters and their support team, the student population and other services on campus, including clinical staff.

For campuses using Stepped Care as their service delivery model, peer support is often integrated as part of the lower-intensity programming. Please refer to our Stepped Care 2.0 toolkit to see how peer support programs can be integrated within a broader framework of mental health services on campus.

Recruiting peer supporters

Compensating peer supporters

Given the increased utilization and benefits of peer support services on the campus, the role of peer supporter should be a paid position. Whenever possible, students should be compensated for the training required to perform the role, the service provision itself and any additional tasks required to operate the program. If your budget does not allow to hire students as casual staff, consider hiring peer supporters as work-study students or compensating them via honourarium/stipend.

Some example of funding sources will be cited in the case examples highlighted in this toolkit.

Recruiting staff/volunteers

The information obtained in the needs assessment can be used to create a detailed job description outlining the roles and responsibilities for staff/volunteers. The job posting may include the following sections:

- Describing the purpose of the program
- Staff/volunteer responsibilities and commitment requirements
- Eligibility criteria for the program
- Skills and qualities you're looking for in a candidate
- Learning outcomes and skills development
- A high-level overview of the application process
- Contact information if interested applicants have any questions about the process

Please refer to Appendix C for peer supporter sample job postings.

Interviewing peer supporters

Panel members

When selecting candidates for the role, it is preferable not to over-staff the interview panel. The students engaging in these positions are being hired to work amongst other campus staff members, which is an intimidating endeavour in itself. Ensuring that the interview process is not emphasizing these inherent power dynamics is recommended. One way of accomplishing this is to include a peer amongst the interview panel or involve a student who could possibly receive services. Having potential service users identify which peer supporters they would feel comfortable engaging with is a great way of ensuring successful candidates are going to resonate with the student population.

Candidate qualities

Lived experience

It is important to hire peer supporters who identify with mental health experiences that are reflective of the experiences of the student population. Often it may be tempting to select a candidate that demonstrates a high proficiency in communication and interpersonal skills, or a strong demonstration of professionalism and accountability. While these traits are vital in the role of peer supporter, the quality most essential to the role is lived experience. This experience will ensure the students in need of support are assisted by individuals who can directly relate to what they are going through.

Professionalism

It is also essential that individuals can:
• Uphold commitment to participants and the role
• Commit to training, supervision and team meetings
• Maintain strong personal and professional boundaries with the participants they are supporting and their colleagues

It is likely that peer supporters will interact with the participants they are supporting in various settings around campus. Therefore, upholding professional boundaries, maintaining participant confidentiality and engaging in critical thinking practices when navigating these situations will be essential for the success of the program. For these reasons, ensuring the candidates selected for these positions have a demonstrated sense of professionalism is necessary.

✓ Self-management and self-awareness

Peer supporters who have lived experience, but are now in a place where they can provide support to others who are struggling, should have a high level of self-awareness. This awareness includes having a strong understanding of exactly what was helpful throughout their recovery, what they are like when they are well and what the warning signs are when things are getting off track. This strong self-awareness will be vital in ensuring they can recognize when their wellness is being impacted and they need to take a step back. Furthermore, expertise in using self-care practices will help them maintain personal wellness while stepping into the role of support provider.

✓ Peer Support Canada competencies[4]

Peer Support Canada also has a list of competencies they have deemed essential for the role of peer supporter. These competencies are a fantastic guideline to utilize when engaging in the screening and hiring process. This document can also be referred when engaging in ongoing training and supervision, when constructive feedback needs to be shared, and when peer supporters need to be spoken to about their performance in the role.

Please refer to Appendix D: Interview questions to ask to get ideas of questions to ask to your prospective peer supporters during the interview process.

Onboarding peer supporters

To have a smooth onboarding of peer supporters, the managing team should clarify the following:

- What training will be provided
- To whom the peer supporter can go for supervision and guidance
- The peer supporter responsibilities to ensure a clear understanding of boundaries in the role
- The importance of privacy and confidentiality policies as a critical responsibility of peer supporters

As part of onboarding, the new peer supporters could also agree to the responsibilities of their role by signing documents such as codes of conduct, peer support limitations and boundaries, confidentiality agreements, etc.

[4] Peer Supporter Competencies – Peer Support Canada

Training ideas

Training for peer supporters and staff

Best practice involves having peer supporters gain access to a training program taught by a peer support organization, with customizations made specifically for the campus environment. Having a campus representative collaborate on the development of the training is ideal, as the representative can share insight into the specific scenarios or student challenges that most prominently arise within the campus environment. It is also important the training developer is familiar with the specific tasks expected of the peer supporters, the policies and practices that will be put in place to provide support, and what additional trainings (if any) to which the peer supporters may gain access following the initial training program. At minimum, the specific peer support training programs should cover content including:

- Principles and values of peer support
- Competencies of peer support workers
- Self-care and personal responsibility
- Boundaries with participants
- Person-centred support
- Working as part of an interdisciplinary team
- Trauma-informed peer support
- Power dynamics
- Interpersonal communication skills
- Cultural competency and anti-oppressive practice

Generally, robust peer support training should involve at least 24 hours of peer support-specific content.

In addition to a structured peer support training program, it is beneficial to equip peer support staff with both skill-specific and population-specific training. These trainings should be determined by the student populations that exist within the campus and the specific needs of these students. Here are some trainings that may be recommended for peer supporters:

- General mental health literacy (such as More Feet on the Ground)
- safeTALK
- Applied Suicide Intervention Skills Training (ASIST)
- Trauma-informed peer support[5]
- Indigenous populations
- LGBTQ2S+ populations
- Group facilitation

Training can either be done in-house or through an external organization (such as Ontario Peer Development Initiative, Mood Disorder Association of Ontario, Stella's Place or Centre for Excellence in Peer Support). Internal training can also focus on mental health resources on and off campus so peer supporters can be equipped to adequately refer students to additional services. Please note there may be fees involved for some of the trainings mentioned in this guide.

Refer for Appendix E for a sample training outline.

Training for the management team

It is best practice to ensure campus staff who will be overseeing peer supporters also receive training. Supervising peer supporters involves particularities unique to this position, and as such, clinical supervisors should ensure they are equipped to support individuals working in this role. It is also a good idea for supervisors or managers to attend the peer support training program to gain an in-depth understanding of what is expected of peer supporters. Additionally, supervisors should receive guidance and feedback from the peer support organization about best practices in overseeing those in a peer support role.

An example of supervisor-specific peer support training program is the Centre for Innovation in Peer Support's peer staff supervisor training.

Another useful resource is the Supervising Peer Workers toolkit.

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[5] Trauma Informed Peer Support – Centre for Excellence in Peer Support

Supervision and support

Debriefing

Debriefing should be focused on the specific interactions in which the peer supporter engages and should only involve the mental health of the peer supporter if they raise this as a point of concern or discussion.

Debriefing should be made available on a weekly basis. Furthermore, peer supporters should know to whom they can reach out for debriefing in urgent cases. Peer supporters should be encouraged to engage in self-reflective practice (see "Reflective practice" section) to help with debriefing on an independent basis, and alternative debriefing supports should be explored. For instance, the peer supporter may choose to debrief with a co-facilitator or a fellow peer supporter as opposed to seeking this support from a manager/supervisor each time. In this specific case, debriefing information should be appropriate and within the scope of their work in order to avoid secondary traumatic stress.

Topics addressed during debriefing opportunities should also be brought to the community of practice meetings (see "Community of practice meeting" section) when appropriate. Often, challenges, concerns and successes experienced by one peer supporter are being experienced by others as well. Having peer supporters discuss these challenges, strategies for addressing them and successes with fellow peer supporters helps the team learn from each other and feel less isolated in the work they are doing.

Reflective practice

Peer support workers should be encouraged to engage in reflective practice while performing the role of peer supporter. Reflective practice involves contemplating peer support interactions and evaluating what worked well, what might have worked better, and whether peer support values are being followed. This should be done intentionally and should take place after both group and one-on-one interactions. Reflective practice is especially helpful when a peer supporter feels as though progress is not being made with participants. This strategy helps peer supporters ensure they are not drifting from their role, helps to identify potential areas of improvement, ensures peer supporters are continuously improving in their roles, and aids in enhancing resilience to stress.

Please refer to the following resources that can be used as part of the reflective practice:
- Appendix F: *Reflective practice framework for peer supporters*
- Appendix G: *Self-reflective practice: tips for peer supporters*

Community of practice meetings

Community of practice meetings provide an opportunity for all individuals providing peer support services on campus to come together to engage in case collaboration, training and administrative updates. These meetings should take place at minimum once a month and all peer supporters should be expected to attend.

Community of practice meetings provide the peer support team with a chance to discuss the things that are going well, the things that are proving difficult and potential ways of improving peer support programming on campus. It is recommended a representative from the supporting community partner attend or facilitate at least the initial community of practice meetings, since these individuals often have experience facilitating these meetings and can ensure the practices taking place on campuses are aligned with peer support standards. Community of practice meetings also provide opportunities for ongoing training in the provision of peer support services. One of the values of peer support involves lifelong learning and personal development. It is vital peer supporters are continuously reflecting on their practice and are provided with opportunities for improvement.

Examples of potential training topics to be covered within a community of practice meeting include:

- Supporting participants experiencing pervasive feelings of hopelessness
- Navigating conversations about medication as a peer supporter
- Supporting participants experiencing thoughts of suicide
- Working as a part of an interdisciplinary team
- Avoiding peer drift[6]
- Communicating the peer support role to others
- Personal safety and anonymity
- Wellness strategies for peer supporters
- Cultural competency

Whenever possible, peer supporters should be invited to facilitate training opportunities themselves. Peer supporters come with unique strengths, knowledge, capacities and skill sets, and these valuable insights should be encouraged and shared amongst the team. This also increases the sense of community within the team and reduces the chances of peer supporters becoming siloed within their roles.

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[6] Peer drift occurs when the peer support providers do not feel comfortable in their recovery-oriented role and they begin to shift to a more medical treatment role. Be Well Do Well Peer Mentor Program: Maintaining You Role as a Change Agent – Krasman Centre

Case Studies

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Case studies

Wellness Peer Programs at University of Toronto Scarborough

Description of program

In 2019, the Health & Wellness Centre at University of Toronto Scarborough (UTSC) implemented a peer support program. The peer support program at UTSC provides a safe space for students to share their lived experiences in a facilitated group setting with trained student peers who have their own lived experiences of mental health. Groups are held Tuesdays and Fridays at the Health & Wellness Centre. The program is overseen by Health & Wellness Centre staff and a Mood Disorders Association of Ontario (MDAO) staff member.
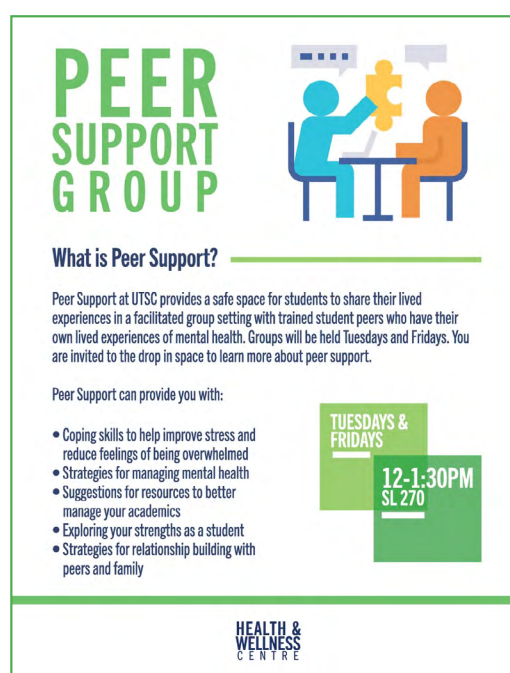
Recruitment process

Student peer supporters were selected through an interview process with the Health & Wellness Centre and MDAO. References were collected and reviewed as part of this process. Seven student volunteers were selected as peer supporters. Please refer to Appendix C for the job description of student peer supporter at University of Toronto Scarborough.

Training requirements

Volunteer peer supporters underwent several areas of training: an online sexual violence education and training module; More Feet on the Ground (online mental health training); the student affairs student staff (SASS) training (five-hour classroom training); Hope and Me peer support skills training (a four-day intensive training on peer support skills); and safeTALK (a three-hour presentation on suicide alertness and skills to assess suicide risk).

Further to the initial training, the peer supporters are required to debrief following each peer support session with a Health & Wellness Centre staff member. They are also required to attend biweekly community of practice meetings for peer consultation, as supervised by a Health & Wellness Centre staff member and staff member from MDAO.

Program funding

The peer support program has been funded through the Health & Wellness Centre, which has supplied training, consultation and promotion materials for the program. Further, the work study program at the University of Toronto Scarborough approved seven work study positions to support the program.

Program integration

Several steps have been taken to integrate the peer support program at UTSC:

[1]   **Health & Wellness Centre staff:** staff were educated on the new initiative and trained in how to provide referrals to the peer support program

[2]   **Promotion:** posters and postcards were designed by the communications team and dispersed across campus to promote this new initiative

[3]   **Outreach initiatives:** the peer supporters have been active at student and campus events as a way of interacting with other students and spreading the word about this program and the Health & Wellness Centre's Wellness Peer Programs has also engaged in walkabouts to promote the program with students across campus

[4]   **Social media:** the peer supporters have created social media platforms for their program and promote the drop-in hours and volunteers on these sites

[5]   **Health & Wellness Centre website/social media:** peer support program information has been added to the Health & Wellness Centre's website to promote the program to students and the Health & Wellness Centre's social media channels have shared information about the program

[6]   **E-listservs:** the program has created a listserv of students who have expressed interest in getting e-updates about the group, and other mental health listservs have also shared information about the program through their networks

Student wellness space and peer support at Conestoga
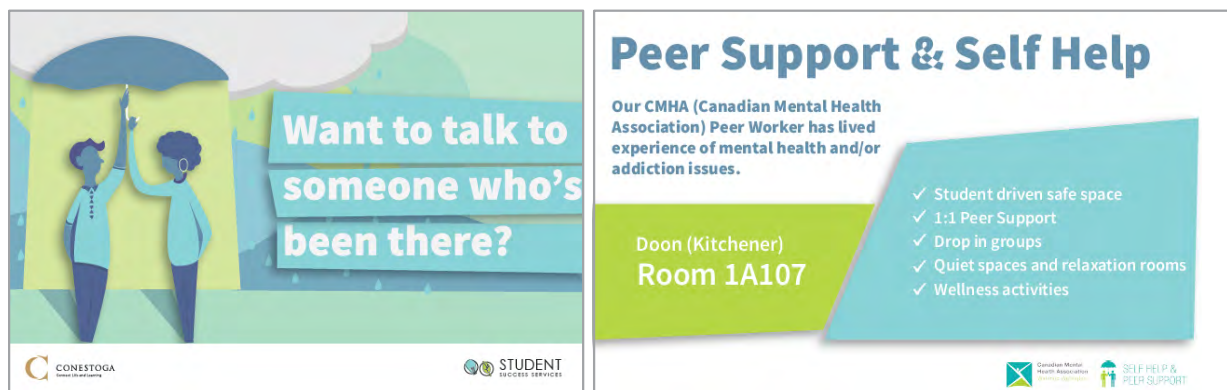
Postcards used around campus in service areas and classes to promote the space and the services.

Peer support staff

- **Peer navigator (paid staff)**

Role requirements: two-year diploma (social/health related field), one year of providing peer support in a paid or volunteer role, identifies as having lived experience of mental health or addiction issues and of using mental health/addiction services during post-secondary studies (refer to Appendix C for the peer navigator job description at Conestoga College)

Training and certification provided: ASIST, nonviolent crisis intervention, five days formal peer support training (provided by the Centre for Excellence in Peer Support), trauma-informed peer support training, working on an interdisciplinary team training, Peer Support Canada certification, monthly peer workers community of practice learning and networking opportunities

- **Volunteers Peer supporters (unpaid position)**

A large variety of trainings are offered, including but not limited to: what is peer support, peer support mental health and addictions foundation, group facilitation, conflict resolution, confidentiality, self-care and boundaries, as well as safeTalk being offered frequently on campus

Program funding

The role of peer navigator at Conestoga College is funded through the Mental Health Workers Grant.

Program integration

The peer navigator role is part of Student Success Services at Conestoga College and is overseen on campus by the manager of counselling services. The peer navigator works closely with other student success services such as the nurse practitioner, accessibility services, student success advisors and others to help provide a variety of supports and services to assist students.

Physical Space
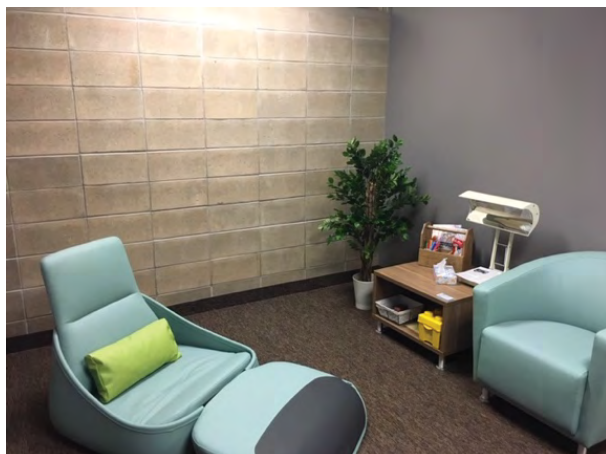
One of the recharge rooms featuring: seasonal affective disorder lamp, Lego, fidget toys, colouring supplies, resources (Here 24/7, Good2Talk, BounceBack, etc.)

Lounge area featuring: natural light, beautiful nature views, group area, Lego, board games, knitting, fidget toys, colouring supplies, puzzles, resources, etc.

The Breathing Space

Hours	Drop in 1:1 Peer Support	Kayleigh Hilborn
Monday - Friday	Monday - Friday	Peer Navigator
8:30 am - 4:00 pm	1:00 pm - 3:00 pm	519-748-5220 x 3799
Room 1A107		

myWELLNESS | STUDENT SUCCESS SERVICES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1 **Lunch and Learn: Knitting** 11:00 am - 1:00 pm	2
3	4 **Mindful Monday** 9:00 - 9:30 am	5 **Depression, Anxiety & Hope** 11:00 am - 12:00 pm	6 **Wellness Wednesday** 11:00 am - 12:00 pm	7 **Board Game Cafe** 11:00 am - 12:30 pm **Colouring for Relaxation** 3:00 - 3:30 pm	8 **Lunch and Learn: Knitting** 11:00 am - 1:00 pm	9
10	11 **Mindful Monday** 9:00 - 9:30 am	12 **Depression, Anxiety & Hope** 11:00 am - 12:00 pm	13 **Wellness Wednesday** 11:00 am - 12:00 pm	14 **Board Game Cafe** 11:00 am - 12:30 pm **Colouring for Relaxation** 3:00 - 3:30 pm	15 **Lunch and Learn: Knitting** 11:00 am - 1:00 pm	16
17	18 **Mindful Monday** 9:00 - 9:30 am	19 **Depression, Anxiety & Hope** 11:00 am - 12:00 pm	20 Kayleigh unavailable for 1:1's	21 **Board Game Cafe** 11:00 am - 12:30 pm **Colouring for Relaxation** 3:00 - 3:30 pm	22 **Lunch and Learn: Knitting** 11:00 am - 1:00 pm	23
24	25 **Mindful Monday** 9:00 - 9:30 am	26 **Depression, Anxiety & Hope** 11:00 am - 12:00 pm	27 **Wellness Wednesday** 11:00 am - 12:00 pm	28 **Board Game Cafe** 11:00 am - 12:30 pm **Colouring for Relaxation** 3:00 - 3:30 pm	29 **Lunch and Learn: Knitting** 11:00 am - 1:00 pm	30

November 2019

The Breathing Space schedule for November 2019

Be Well Do Well Peer Mentor Program at Mohawk College

Peer support staff

Please refer to Appendix C for the job description of peer mentor at Mohawk College.

Training

A number of training topics are embedded into our 2-day introductory training for the mentor team and a few additional topics are delivered as on-going training throughout the year. The 2-day training program includes: Mentoring Skills & Relationships, Assisting Students in Distress, Mentor Meetings and Making Effective Referrals, Campus Resource Tour, Mentor Program Protocol Review, Boundaries and Confidentiality, Wellness Wheel, Learned Optimism, Intro. to Positive Psychology & Resilience. The on-going training topics include: safeTALK, Koru Mindfulness, and Positive Psychology Continued.

Program funding

The Be Well Do Well Peer Mentor Program is funded by the Mental Health Services Grant from the Ontario government. Operating costs for this program are fairly low and most of the budget is spent on programming supplies for the mentors to conduct outreach events. The operating costs are kept at a minimum as peer mentors (second year social service worker students) are unpaid placement students.

Program integration

The Be Well Do Well Peer Mentor Program is an initiative run by the counselling department. It is co-ordinated by the student wellness coordinator and supervised by a member of the counselling team. The program is viewed as an extension of the services offered by the counselling team, as an attempt to offer support to students who identify as being affected by mild to moderate stress/anxiety/depression. This peer support program aims to cast a much wider support net across campus to help prevent students from falling through the cracks. All students who express interest in the Be Well Do Well mentor program fill out a mentee application and attend a preliminary screening, meeting with the counselling supervisor. The counselling supervisor then determines if the program is a good fit for the type of support the student is seeking. If the mentor program is not appropriate (for instance, support offered by the mentor team falls outside the scope of support the student is seeking), then appropriate referrals are made to connect the student to the right resources/support on or off campus. To see an example the mentee application, please visit www.mohawkcollege.ca/BWDW-mentee.

Physical space

The space itself is located in the athletics centre and is used by the mentor team as a main hub when they are not seeing students (answering student emails, booking mentee appointments, planning outreach events, additional training delivered by co-ordinator/supervisor, team meetings, group supervision, etc.). Mentors are encouraged to meet their mentees in quiet spaces around campus (indoors or outdoors). Mentees can request to meet in a private space, in which case the mentor is responsible for booking a room (such as a private study room in the library).

Program operation

Confidentiality

While peer support involves students supporting fellow students, the intentionality, sensitivity of subject matter being discussed and nature of the services being provided dictate that confidentiality be maintained at all times. Peer support services should be provided within confidential spaces, preferably within a multi-service space such as a health and wellness centre. This allows students to access these services while feeling protected from the stigma that exists within the campus environment. Students performing the role of peer supporter will need to be taught the absolute importance of honouring confidentiality, as well as best practices for maintaining confidentiality within shared spaces. Students will run into fellow students on campus, and it is vital that the participants are able to dictate how that interaction transpires. Students are also likely to offer services to individuals with which they may have interacted prior to the peer-peer supporter context. Having clear policies and practices around how students will manage this, and the opportunity to seek support from a supervisor when this does happen, will be vital.

Notes

Peer supporters should be responsible for documenting appointments or group sessions. Documentation is necessary in order to keep track of the number of participants accessing the service, the challenges with which participants are coping and the strengths they are utilizing to cope with these challenges. Ideally, these notes should be kept within the same client management software as the remainder of the mental health supports provided on campus.

Peer supporter notes should be done collaboratively with the participant. Participants should know what the peer supporter is writing down and be able to ask for changes in phrasing to ensure the documentation is reflective of the participant's perception. This empowers the participant and helps to create a sense of safety, trust and comfort. In addition, it helps the peer supporter stay focused on the goals, successes and strengths of the participant as the participant sees them.

Peer supporter notes should also be written from a strengths-based perspective. This is not to say the challenges the participant is experiencing should not be documented, but the participant's interests, strengths, support system and past successes in managing their mental health should also be focused on within the notes. Diagnostic language, judgments, assumptions, perceptions and evaluations of the participant's well-being, progress and challenges should not be documented within the case notes. The case notes should consistently reflect the participant's perspective of one's own circumstances.

Group case notes should be more high level, documenting how many participants attended, gender identities of the participants, ages of the participants, topics discussed, themes of the group, any conflicts that occurred, participant follow ups that may be required and any other features that would be necessary for reporting.

For samples of case note templates for individual or group peer support, please see Appendix H.

Intake

One of the benefits of offering peer support services is that participants can engage or disengage as they see fit and they should be encouraged to access these types of services without barriers. That said, some triaging may be necessary to ensure individual goals can be best met within peer support service provision. Campuses will need to decide whether peer support services are offered on a drop-in basis or if the services provided are registered services, meaning participants will have to complete designated steps in order to engage in the service.

Registered services allow for easier tracking and program evaluation and could result in improved access to funding. If the post-secondary institution decides to have a registration process for peer support services, the intake should involve an evaluation of whether the participants' goals will be met within this model.

Below are some examples of what the participants should be asked:

- What they are hoping to accomplish in accessing services?
- Do they feel comfortable speaking to an individual with lived experience of a mental health and/or addiction challenge?
- Are they looking to be supported via a specific therapeutic approach?
- Does the individual feel they are in crisis?

Although this approach does mitigate some risk factors, it also poses a barrier to students wishing to access the services. Drop-in services are far more accessible, and individuals are typically more inclined to access services if they do not need to engage in the registration process, but a drop-in model can make it more difficult to track/evaluate progress.

Generally, individuals who benefit from peer support services are those who are coping with feelings of isolation, are not in crisis, and are looking to be connected with various resources and tangible coping strategies. It is also advisable to allow participants to access both peer support and alternative supports at the same time. Often, peer support services can help participants to remain engaged with other services as well.

Evaluation

Regular evaluation of the participant experience is essential and should continue to inform programming decisions. Evaluation should also be utilized to demonstrate the effectiveness of this type of programming and as a means of seeking funding opportunities. For more information on how to evaluate programs on your campus, including peer support programs, please see our Evaluation Toolkit.

When developing an evaluation questionnaire/survey, you can consider using all or parts of existing tools used to evaluate client perception of care for mental health and addictions, such as the Ontario Perception of Care Tool for Mental Health and Addictions (OPOC-MHA). But keep in mind that evaluations must be tailored to each individual peer support program. Furthermore, it is best practice to go back to your needs assessment to remember the initial program goals and use it to inform evaluation strategies and content.

Below are some examples of potential questions relating to the evaluation of the service adapted from the OPOC-MHA:

- The services I have received have helped me deal more effectively with my life's challenges
- The location of services was convenient for me
- I was assured my personal information was kept confidential
- Peer supporters understood and responded to my needs and concerns

For students participating in peer support, program evaluation should not be a requirement to gain access to services. Instead, evaluation of the service should be voluntary.

Knowing when, how, and what to evaluate is very important and, in many cases, answers to these questions can be critical to peer program sustainability. If you would like to learn more about evaluation or be connected to organizations that have expertise in evaluation procedures, contact CICMH.

Contact

Connect with CICMH if you have any questions or if you wish to connect with another post-secondary institution or community organization with expertise of peer support in your area.

Appendix
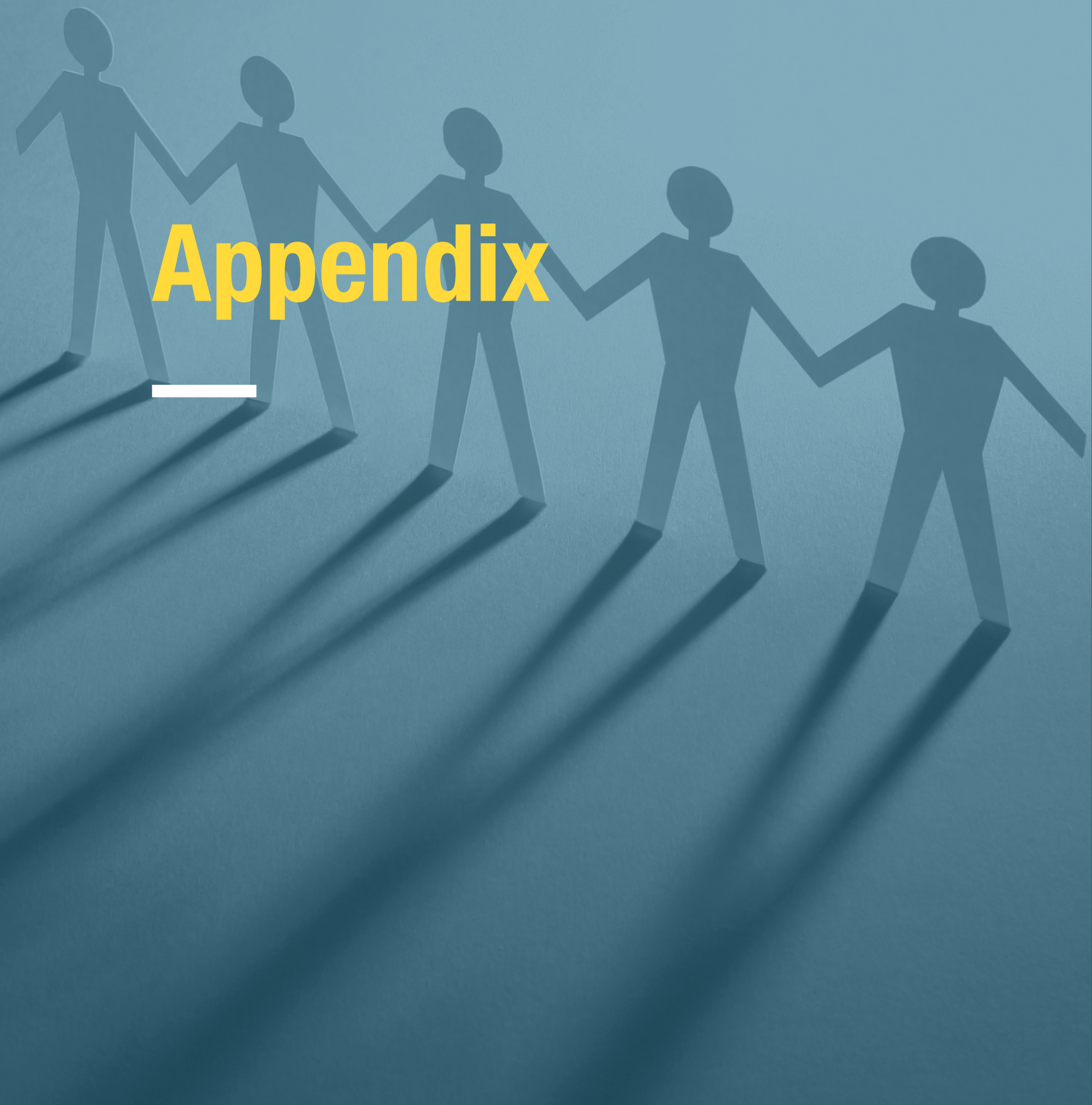
Appendix A: Additional resources

- **General resource**
    - A guide to peer support programs on post-secondary campuses (Healthy Minds | Healthy Campuses)
    - Peer Support Canada

- **Advocacy for peer support on campus**
    - In It Together: Taking Action on Student Mental Health
    - The Value of Peer Support (CMHA Waterloo Wellington)

- **Recruiting, training and supervising peer supporters**
    - Guidelines for the practice and training of peer support
    - Supervising Peer Workers toolkit

- **Reflective practice**
    - A Reflective Practice Tool For Mental Health and Addiction Agencies That Employ Peer Staff

Appendix B: Sample needs assessment

Sample peer support needs assessment

Peer support involves having individuals with lived experience of mental health and/or substance use challenges come together with individuals who are currently struggling with similar challenges as a means of fostering hope and recovery. Peer supporters receive specialized training and supervision to create safe, non-judgmental and responsive services for individuals. We want your feedback on what you would like from our peer support services. Your answers will remain anonymous and no identifying information will be collected.

1. **Please check the following boxes that apply to you. I am a/an ….**
   - ☐ First-year student
   - ☐ Second-year student
   - ☐ Third-year student
   - ☐ Fourth-year student
   - ☐ Fifth-year-plus student
   - ☐ Non-degree student
   - ☐ Grad students
   - ☐ International Student
   - ☐ Student living in residence
   - ☐ Student who has accessed counselling services

2. **The most helpful aspect of peer support services would be…**
   - ☐ Having a space to talk through my challenges
   - ☐ Receiving support from someone else who also has lived experience
   - ☐ Having a peer supporter share coping strategies that they have used
   - ☐ Having a peer supporter help me to navigate resources
   - ☐ Having a peer supporter who has attended the same school as me

3. **How long would you like to receive support from a peer supporter in a one-to-one interaction?**
   - ☐ 15-20 minutes
   - ☐ 20-45 minutes
   - ☐ 60-plus minutes

4. **How long would you like to engage in a group peer support interaction?**
   - ☐ 10-20 minutes
   - ☐ 20-45 minutes
   - ☐ 45-60 minutes
   - ☐ 60-120 minutes

5. **Where on campus would you feel most comfortable accessing these services?**
   - ☐ Within the health and wellness centre
   - ☐ At a coffee shop
   - ☐ Within a classroom
   - ☐ I would not feel comfortable accessing these services on campus
   - ☐ Other: _____

6. **Describe some barriers that you envision facing when trying to access peer support services:** _____
   _____
   _____
   _____
   _____
   _____

7. **Other suggestions for campus peer support programs:**
   _____
   _____
   _____
   _____

Thank You!

Appendix C: Sample peer supporter job postings

Student peer mentor/ambassador at University of Toronto Scarborough

Term posted:	2019-20 fall/winter
Date created:	June 14, 2019, 8:58 a.m.
Job type:	Student peer mentor/ambassador
Application deadline:	Sept. 1, 2019, 11:59 p.m.
Expired by:	2019-09-02 00:00:00 System expired: 145589-Campus peer supporter
Application method:	Through Career Learning Network

Job posting information

Campus location:	Scarborough
Work study job title:	Campus peer supporter
No. of vacancies:	Four
Start Date:	Aug. 26, 2019
End Date:	Feb. 21, 2020
Hours Per Week:	12-15
Degree/credential level:	Any of the Above

Job description and qualifications: The campus peer supporter will provide group support to students on campus using a peer support model. In this role, the campus peer supporter will be provided with extensive training that will teach effective and proven techniques for supporting a peer, including the principles of peer support, communication and support skills, making sense of our own experiences, suicide awareness, resources on campus, as well as boundaries and ethics.

The campus peer supporter will meet with students in a drop-in, group setting. They will provide support, education and information to students about appropriate resources both on and off campus. The campus peer supporter will be expected to exercise good judgment and critical thinking skills, even under stressful situations, and must be able to recognize limitations of their role.

This individual will be expected to attend all required trainings, including monthly community of practice meetings with their fellow campus peer supporters and supervisors. This individual will be expected to maintain ongoing communication with a supervisor in person and by email and telephone.

Peer support shifts will run Tuesdays and Fridays from 11:30 a.m. to 3 p.m., with peers alternating to cover shifts each week. Community of practice meetings (group supervision) will happen Fridays from 10-12 p.m. Peer supporters will need to be available during these times.

Position type: Student peer mentor/ambassador

Relevant anticipated competencies (These are competencies to be gained from this position and will be verified at the end of the term):
- Collaboration
- Communication
- Critical thinking
- Fostering inclusivity and equity
- Goal setting and prioritization
- Personal health and wellness
- Reflective thinking
- Social intelligence

Areas of interest that apply to this opportunity:
- Community outreach and volunteerism
- Health and wellness
- Leadership opportunities

Description to appear on the co-curricular record: The Health & Wellness Centre campus peer supporter co-facilitated weekly peer support drop-in groups for students on campus regarding mental health and well-being and offered resources and supports available on and off campus. This individual completed extensive training for the role from the UTSC Health & Wellness Centre and Mood Disorders Association of Ontario and actively attended community of practice meetings.

Peer navigator at Conestoga College

We are recruiting for a **Peer navigator (Conestoga College)**

- This is a full-time permanent role (35 hours per week, Monday to Friday, 8:30 a.m. to 4:30 p.m.) based at Conestoga College (299 Doon Valley Dr., Kitchener)

Self Help & Peer support is a service that specifically focuses on providing information, referral and support groups from a lived experience perspective. The purpose of this position is to effectively provide peer support services to students at Conestoga College. Duties include: providing individualized peer support to students; developing and facilitating peer support and recovery skill groups tailored to meet the needs of students living with mental health and/or addiction issues; working as a part of the college's student success team, which includes academic and accessibility advisors, counsellors, and medical staff; and liaising with college staff to promote lived experience perspectives of mental health and addictions recovery. This position reports to the manager of Self help & Peer Support, with day-to-day contact with Conestoga's manager of counselling services or designate.

The successful candidate will possess knowledge, experience and skills related to the following:
- Identifies as someone who has or does experience an addictions and/or mental health issue and has experience with the addictions and mental health system, in addition to having encountered mental health and/or addiction issues during post-secondary studies
- Ability to provide peer support to college students who have the lived experience of a mental health and/or addiction issue
- Minimum one year of experience providing peer support and an additional year of experience working in a mental health setting or related occupation such as community, social service worker, peer worker or equivalent experience
- Experience in group facilitation skills and group development
  - Ability to build strong relationships with college staff and students and work as a part of an interdisciplinary team
- Excellence in written and oral communication
- Strong organizational skills
  - Ability to work independently, with minimal direct supervision
- Knowledge of available resources throughout Waterloo Region and Wellington County
- Understanding of the recovery and peer support values, and knowledge of best practices in peer support
- Proficiency in all Microsoft computer programs including Word, Excel, Publisher, Outlook and PowerPoint
- Bachelor's degree or two-year college diploma in a social science or health-related discipline
- Peer Support Canada certification, or a willingness to obtain
- Flexibility in scheduling, including evenings and weekends if required
- Valid driver's licence and access to a vehicle as some travel is required to Kitchener, Guelph, Cambridge and rural Waterloo/Wellington

Please submit a resume and cover letter, outlining how your skills, qualifications and experience meet the position requirements with reference to….

Be Well Do Well Peer Mentor at Mohawk College

The purpose of the Be Well Do Well Peer Mentor Program is to connect caring and trained college peers with students with mental health issues to support them in creating and maintaining a healthy and successful college experience. Support, connection, encouragement and resources that are strength and resiliency-based are offered to facilitate wellness and academic success.

Responsibilities
- Develop supportive one-on-one peer mentoring relationships with assigned students who identify as having mental health issues
- Help students uncover their own solutions for wellness through support, reflective listening and providing information and resources
- Support students with their personal wellness and resilience by encouraging healthy lifestyle choices, good problem-solving skills, positive coping, goal setting and use of personal strengths
- Link students to both community and college supports as required
- Respond to any mentee mental health crises or urgent situations by following the Be Well Do Well Peer Mentor Program procedures
- Support mentees in attending various college wellness activities
- Create and deliver mental health wellness workshops in the areas of resilience and positive psychology for the college community
- Promote the Be Well Do Well Peer Mentor Program through outreach activities including social media initiatives
- Meet weekly for supervision with the program counselling supervisor to review progress, problems and strengthen knowledge and skills
- Attend all mandatory orientation training and ongoing training
- Complete mentor meeting contact logs as per program procedures
- Complete program evaluation tools
- Adhere to professional boundaries and engage in professional ethical mentoring behaviour by acting within the scope of a mentoring relationship
- Maintain strict confidentiality
- Understand and abide by relevant Mohawk College policies

Skills and qualities
- Full-time student at Mohawk College
- In good academic and student conduct standing
- Strong rapport-building, organizational, listening and presentation skills
- Insight into personal limitations and strengths
- Act as a good role model for self-care, wellness and resiliency
- Able to identify and support solution finding in others and comfortable with providing feedback
- Abe to provide non-judgmental support
- Able to identify opportunities for learning and growth
- Culturally sensitive and value diversity

Appendix D: Interview questions to ask

Ascertaining lived experience

This can often be the most challenging aspect of the interview process. Obviously, it is important to ask questions that are in line with labour laws, yet also equally important to ascertain that individuals have the experiences necessary to perform the duties associated with the role and to relate to the challenges being faced by the student population. Below are some examples of questions that can be asked in to ascertain this qualification:

- The role of peer supporter involves drawing from personal experiences of mental health and/or addiction challenges to provide support to others coping with similar challenges. Can you tell me about experiences you have had that will be helpful in the role of peer supporter?
- Can you tell me about courses/trainings/resources you've accessed that may be beneficial in the role of peer supporter?
- How would you describe the role of peer supporter to others?

Understanding of the importance and application of boundaries

A peer supporter's ability to maintain professionalism and accept and uphold boundaries is crucial for the success of the program and the role. Providing scenario-based questions to ascertain how an individual would respond and whether they are contemplative of boundaries and relationship-building strategies prior to participating in the peer support training program is helpful.

- Part of the role of peer supporter involves drawing from personal experiences to provide support to other people. Would you always share lived experiences?
- Imagine you have been providing peer support to a student for about three months. One weekend, you are attending a party near campus. You see the participant you have been supporting at the same party. How might you handle this interaction with the participant?
- Part of the role of peer supporter involves building rapport and maintaining relationships. Can you describe some ways in which you've maintained healthy relationships in your life?

Self-management and personal responsibility

Finding out how invested in personal support and wellness a peer supporter is will help ensure they are able to uphold the expectations of the role and will help inform campus staff of the types of coping strategies, resources and experiences the potential peer supporter may be able to bring to the campus.

- We recognize the role of peer supporter can be quite demanding. What types of support do you anticipate you may access or need a referral to fulfill the duties expected within the role?
- Can you describe a time where you have sought support to complete a task? What was the task, and what were the considerations you contemplated when going through this process?

Ability to work as a member of an interdisciplinary team

It is important to ensure a team member can work well with the various perspectives that may exist within the team. Having a team member that understands the value of clinical services in conjunction with peer support services is necessary for the various programs to complement each other and to ensure the best student support.

- Can you tell us about a time where you disagreed with the perspective of a team member or supervisor? How did you navigate this situation?
- Can you tell us about a time where you shared feedback with another member of your team? How did you navigate sharing this feedback while maintaining relationships?

Appendix E: Campus staff training outline

Sample training outline for campus staff

What is peer support?
☐ Overview of peer support services

Values of peer support
☐ Description of peer support values as outlined by Mental Health Commission of Canada and Peer Support Canada

Drawing from personal experiences intentionally
☐ Description of how peer supporters responsibly draw from personal experiences
☐ How drawing from personal experiences supports participants' well-being and engagement
☐ What this approach looks like in practice

Benefits of peer support services on campus environments
☐ Student-to-student support
☐ More "buy in" from student population
☐ Increased capacity to support students
☐ Improved student satisfaction and support
☐ Educational opportunities for students

Benefits of partnering with community peer support organization
☐ Organization expertise
☐ Shared resourcing
☐ Access to ongoing training and support
☐ Connection to community resources

What peer support will look like on campus
☐ Number of students anticipated to be supported by these services
☐ Note taking
☐ Supervision of peer support workers
☐ Case conferences with peer supporters

How peer support will fit with campus services
☐ Overview of Stepped Care Model
☐ Example of student pathway through health and wellness services
☐ Increased engagement in other services supported via peer support

Which students may benefit from peer support?
☐ Students experiencing feelings of isolation
☐ Students seeking practical coping strategies for dealing with challenges
☐ Students wanting support when navigating additional services

Working with peer supporters
☐ Members of the care team
☐ Refrain from asking intrusive questions about personal experiences
☐ Share space for peer supporters to offer their insights and perspectives

Appendix F: Reflective practice framework for peer supporters

Session date: _____

Session time: _____

Participant name: _____

Peer supporter name: _____

What was discussed within this interaction? What was initiated by the participant? What topics were initiated by you? What are the strengths, goals and challenges of the person you are supporting?

_____

_____

_____

_____

_____

What were your thoughts and feelings during this interaction? What did you feel at the start? Did your feelings change throughout the interaction? Are there factors that might have influenced your perception of this interaction (such as gender, race, demeanour, etc.)? Have your thoughts or feelings changed since the interaction finished?

_____

_____

_____

_____

What is your evaluation of the interaction? What do you think went well? What did you struggle with and why? Do you notice any patterns of behaviour in the participant that you are supporting? Does your perception of the role with the participant align with the participant's perception of your role?

_____

_____

_____

_____

_____

_____

What outcomes occurred as a result of the interaction? Is there anything on which you want to follow up in a future session? Do you think that the participant is content with the progress being made? Why or why not?

_____
_____
_____
_____
_____
_____

Which values of peer support did you demonstrate effectively? Are there any values that you went against, or didn't demonstrate to the best of your abilities? Which ones, and how might you demonstrate those more in the future?

_____
_____
_____
_____
_____
_____

What have you taken away from this interaction? What specifically worked well that you might be able to try again in the future? What would you change about this interaction and how can you use that knowledge moving forward? Is there anything you need to follow up with my manager/supervisor about?

_____
_____
_____
_____
_____
_____

Actionable next steps (if any):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix G: Self-reflective practice: tips for peer supporters

After an interaction with a student in distress, it is important to:

- Document key points without any recording personal information (confidentiality)
- Ensure the student's privacy
- Self-care (take a moment, reflect on your emotional state, assess your need to engage in wellness activities)
- Consult (as needed or per policy within your service)

Reflect: self-reflection

- People involved with, or exposed to, stress and trauma can experience a range of emotional responses
- It is important to take care of your own well-being after offering support to someone else
- Take some time to do some of the following:
  - o Debrief with a fellow peer supporter
  - o Reflect on the situation and remember that your role is not a counsellor
  - o Look out for physical/behavioural/emotional symptoms in your own self that might indicate signs of struggling and seek external support for yourself
  - o Practice self-care

Wellness and self-care

- Meditation and mindfulness
- Exercise/physical activity
- Meeting social needs
- Maintaining physical well-being
- Positive work/life balance
- Eating well
- Create meaning/do things that are meaningful to you

Appendix H: Peer support case note template

For individual peer support

Session date: _____

Session time: _____

Participant name: _____

Participant age: _____

Participant pronouns: _____

Peer supporter name: _____

Main presenting concerns outlined by participant:

_____
_____
_____
_____
_____
_____
_____
_____

Strengths and supports outlined by participant:

_____
_____
_____
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_____

Goals outlined by participant:

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Coping strategies shared/resources referenced/validation offered:

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Additional notes and next steps:

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These session notes have been reviewed by the peer supporter, and the participant.

Signed, _____ (Participant)

Signed, _____ (Peer supporter)

For group peer support

Group date: _____

Group time: _____

Peer supporter/facilitator name(s): _____

Number of participants that attended	
Number of participants actively engaged in conversation	
Gender pronouns of participants that attended	He/him: _____ Other: _____ She/her: _____ Not disclosed: _____ They/them: _____

Theme of group	
Topics discussed during group	
Coping strategies/resources/ validation shared	
Did a conflict occur during group?	Yes: _____ (*Please explain in the space below*) No: _____ Was a supervisor/manager notified of the conflict?

CENTRE FOR INNOVATION IN
CAMPUS MENTAL HEALTH