

Housekeeping

- Please mute yourself if you are not speaking.
- Feel free to include your pronouns in your Zoom Name.
- Use Zoom reaction tools, chat box, hands up, etc.
- Be prepared to have video on at all times; as such, please be appropriately dressed and limit distractions.
- Contribute to the conversations out loud and in the chat box.
- If someone has already shared what you were going to say, lower your hand and put “agree” in the chat.

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COORDINATOR

Read out Housekeeping slide.

Expectations

- Arrive on time.
- Help us create a confidential, non-judgmental space (no screenshots or recordings).
- Please keep your phones on silent.
- Avoid cross-talk and side-talk.
- Learn from each person's perspective.
- Language – please bring new language to us as we recognize that language is ever-changing.
- **Have fun!**

From the group:

- [ADD PARTICIPANT ADDITIONS, IF ANY]

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COORDINATOR

Read out Expectations slide.



Trainer Manual

Module 03: History of Peer Support © 2023 PeerWorks

This training program is designed to be accessible to all trainers, and ensure that all participants receive the same quality of education regardless of specific trainers' background and experience.

This manual is a living document and should be understood as a set of guidelines, not as a fixed script. Feel free to adapt the language to your style of presentation. We also recognize that language is always changing; please update terminology when necessary. The synchronous sessions should be dynamic, engaging experiences.

TRAINER

Welcomes everyone and states the topic of today's module.

Land Acknowledgement

I am speaking to you today from Toronto. Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect.

The "Dish", or sometimes it is called the "Bowl", represents what is now southern Ontario, from the Great Lakes to Quebec and from Lake Simcoe into the United States. *We all eat out of the Dish, all of us that share this territory, with only one spoon. That means we have to share the responsibility of ensuring the dish is never empty, which includes taking care of the land and the creatures we share it with. Importantly, there are no knives at the table, representing that we must keep the peace.

We want to acknowledge and respect all Indigenous people who don't live in their traditional territories but have made a home in different parts of Ontario and have brought their culture with them.

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COORDINATOR

Read out PeerWorks' land acknowledgement.

Icebreaker Activity

What is your name?

What is your favourite smell?

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“What is your favourite smell?”

As the trainers, feel free to go first. Keep it brief and thank people for sharing.

Once everyone has had the opportunity to share, you can ask how the homework assignment went. Hopefully you will have had time to read the reflection on Self-Awareness and you can bring up common threads from the assignment. You can draw attention to these similarities and ask if anyone would like to share something they discovered by doing the assignment.

Module Overview

In Module 5 we will discuss the importance of boundaries generally and in relation to Peer Support.

While it can be intimidating to set boundaries, they help build stronger relationships between ourselves and our Peers. By creating and maintaining our own boundaries, we lead by example for our Peers and support them in upholding their own boundaries.

TRAINER

Read the Module Overview and Learning Objectives out loud or invite a participant to read it out loud.

Learning Objectives

Through the successful completion of Module 5, you will be able to:

1. Describe the significance of Boundaries.
2. Identify your own boundaries and those of the larger Peer Support organization where you work.
3. Implement your boundaries in a Peer Support setting.

TRAINER

Read the Module Overview and Learning Objectives out loud or invite a participant to read it out loud.

What are boundaries?

“All relationships need boundaries. A boundary is an imaginary line that separates me from you. They separate your physical space, your feelings, needs, and responsibilities from others. Your boundaries also tell other people how they can treat you – what’s acceptable and what isn’t. Without boundaries, people may take advantage of you because you haven’t set limits about how you expect to be treated.”

– livewellwithsharonmartin.com/what-are-boundaries

“In mental health, clinicians are taught that boundaries keep people in “appropriate” roles: the patient is the patient and the clinician is not. In Peer Support we don’t have fixed roles with each other. Sometimes we are the listener, sometimes the listened to, and sometimes that even changes in one conversation! This gets confusing sometimes.”

– mentalhealthrecovery.com

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These slides have two different descriptions of boundaries. The first speaks to boundaries more generally, while the second specifies one of the challenges with boundaries in a Peer Support relationship.

Disclaimer on Boundaries

Creating, implementing and maintaining boundaries is a skill that you develop. You will become more experienced as you practice this skill. It takes reflection and intention to identify what your boundaries are and how you feel most comfortable applying them.

That being said, the sooner within a peer support relationship you implement these boundaries, the more mutually beneficial the relationship will be.

Setting personal limits not only protects your boundaries but exemplifies boundary-setting in all aspects of life for both you and your peer.

While boundary setting can be intimidating, it is an important part of establishing healthy relationships.

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Read the disclaimer on boundaries.

“Your Peer might not be breaking your boundaries intentionally; they might not know what the expectations are. That’s why it’s good to have these conversations at the start of a relationship so that everyone is on the same page. Then if these boundaries are pushed or broken later on, you can refer back to the earlier conversations you’ve had establishing boundaries.”

EXTERNAL LIMITS

External Limits: it is important for the Peer Supporter to identify and describe the external limits that may influence the parameters of the Peer/Peer Supporter relationship.

Examples:

- An organization's policies and procedures (such as confidentiality, reporting, sharing of information)
- Environment or physical space (such as where meetings occur)
- Resources/services (such as the frequency and duration of meetings)

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Read the description for External Limits and then open the conversation up. Ask if anyone has any examples of external limits. When you click on the slide a second time, the examples will show up. You might not need to use these examples, as they might be brought up by participants. However, they are there in case the group is quiet.

INTERNAL LIMITS

Internal Limits: also known as personal limits. Sharing personal limits not only honours the Peer Supporter's boundaries but exemplifies the importance of doing so.

Examples:

- Available time
- Meeting locations
- Topics of conversation
- Conduct/behaviour

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Read the description for Internal Limits and asks if anyone has any personal boundaries that they would like to share. When you click on the slide a second time, the examples will show up. You might not need to use these examples, as they might be brought up by participants. However, they are there in case the group is quiet.

Reiterate: while we might not have the same personal boundaries as those of our organization, we always need to follow our organization's boundaries. Risk averse organizations like hospitals might have stricter boundaries than you have, such as not accepting gifts or offering rides.

Sometimes, the Peer Support culture contradicts the policies and procedures.

What do you do when your ethics do not align with your organization's policies and procedures?

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Group discussion question.

Points to raise if they don't come up naturally:

- When looking for a Peer Support role, read the organization's policies and procedures. Make sure that your personal boundaries align with these boundaries.
- Talk to your supervisor when training if you require any explanations about the boundaries. It is easier to follow boundaries, when we understand why they exist and what can happen if they are broken.

At this point you should be halfway through the allotted time.

HOUSEKEEPING AND EXPECTATIONS

The expectations that we co-created at the beginning of the program are an example of setting boundaries. We had a certain number of expectations that we required in our work as trainers, and then we invited everyone to collaborate to ensure that everyone's boundaries were being met.

This same practice can be recreated in your Peer Support relationship. Be upfront with your boundaries (which can be worded as expectations/limits/guidelines) and ask your Peer if there is anything else that they want to add to ensure that your Peer Support relationship is attending to everyone's needs.

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Read the slide describing how our session Expectations work as our agreed upon boundaries.

Points you can bring up:

- Language: some people prefer to use the language of "expectations" instead of "boundaries" as it can have more positive connotations.
- We can also work to reframe the language of "boundaries." Instead of thinking of them as fences created to keep other people out, we can imagine them as protective structures. Boundaries help both people feel safe and comfortable and allow them to continue developing a relationship.
- Your Peer might not have the same boundaries that you have. That's why it's important for you *both* to contribute to the creation of boundaries. There might be topics you are comfortable discussing, that they are not.
- It can help both parties for the boundaries to be written down

and not only discussed orally.

Following this discussion raise the following questions for the group:

1. Outside of this framework, how would you empathetically communicate boundaries to a Peer?
2. Are boundaries at your work clearly communicated? If so, how were they communicated? If not, what else needs to be communicated?

GROUP DISCUSSION

Self Awareness: What happens/how do you feel when you don't honour your boundaries?

Examples:

- Difficulty sleeping
- Frustration/anger
- Tension in neck and shoulders
- Stomachache

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"This brings us back to one of the cornerstones of Peer Support: Self Awareness. It's important to know the physical and emotional signs that signal that your boundaries aren't being honoured. This recognition is important for two reasons:

1. These feelings can act as early warning signs alerting you to boundaries that you didn't know were being crossed or even boundaries you didn't know you had!
2. This recognition demonstrates the importance of boundaries: boundaries can have significant mental and physical health benefits."

When you click the space bar, the examples will appear.

"One the slide we have some examples, but this will be different for everyone. What happens/how do you feel when you don't honour your boundaries?"

Things to Remember When Establishing Boundaries

1. Identify your boundaries before entering a Peer relationship. This can be written down or communicated with a superior.
2. Take care of yourself. Self-care is an important part of Peer Support.
3. Be clear about your responsibilities and limitations: emotional, physical, financial, time length, et cetera
4. Boundaries are mutually beneficial. Both the Peer and the Peer Supporter have boundaries that need to be respected.

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Reiterate the things listed on the slide. Take a moment to ask what questions people have about boundaries before we move on to our scenarios.

SCENARIO

You have been receiving calls from Ann, a peer that you have been assigned to support, at 3 am for the past week. What do you do?

- a) Take the calls from Ann in case she is in crisis.
- b) Ignore the calls and hope Ann will stop calling.
- c) Talk to Ann about your work hours and when it is an appropriate time to call.
- d) Express your anger to Ann about her phone calls.

What if you have already talked to Ann about these phone calls beforehand?

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COORDINATOR (breakout rooms)

Read the scenario out loud and break the participants into groups of 3-4 in break-out rooms. Give the groups 10 minutes to discuss the scenario and then reconvene to discuss the different approaches groups considered.

Before moving on, ask if anyone has experience with boundary crossing and how they addressed it.

How to Respond to A Boundary Crossing

Discuss the significance of boundaries.

Reiterate your own boundaries and ask your Peer to share their own

Ask your Peer about their motivation behind the boundary crossing. Perhaps, there is some form of support that they are missing.

Offer alternative sources of support, such as 24-hour services and warm lines.

If the discussion reaches a stalemate, suggest a break during which you can both reflect on the situation before coming back together for further discussion.

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Depending on how the conversation about boundary crossing went, you may or may not need to go over all the points on this slide. Address any points that haven't already been mentioned.

SCENARIO

You have worked with Sam for just a couple of months, and one of the things that bothers him is his social awkwardness.

He turns up at your meeting with a box of chocolates and thanks you for being his best friend. It's against program policy to accept gifts from clients.

What do you think or feel?

What do you do or say?

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TRAINER (group discussion or breakout rooms dependent on time)

Invite someone to read out the scenario.

If you have a very engaged and talkative group, you might have less time for this second scenario. If you have less than 20 minutes remaining in the session, work through this scenario as a group. If you have ample time left, feel free to break the group back into break-out rooms.

There is no one answer for this situation. The context is important.

Some points that might come up or that you might want to introduce if the group is quiet:

- Differentiate between friendship, the peer support role, and other helping relationships.
- Recognize what Sam has brought to your Peer relationship: "I've really enjoyed working with you as a Peer." Fill out the conversation with what they have brought to the relationship and

the mutual benefit that you are receiving as a Peer.

- Take this experience as an opportunity for exploration – perhaps looking at other relationships in their life. Do they need support building more robust relationships? Are they feeling lonely in other aspects of their life?
- Recognize the limitations of your role as a Peer Support worker.
- Acknowledge the intention behind the gift and suggest alternatives.
- Consider different cultural traditions of gift giving.
- Make the organization policy clear and reiterate that the resources you provide (such as refreshments) are provided by the organization.

MORE RESOURCES

Support House's Centre for Innovation and Peer Support offers Boundaries and Dual Relationship webinar. <https://supporthouse.ca/>

Sarri Gilman is a licensed marriage and family therapist who provides webinars and resources on the topic of Boundaries. She has also published a book entitled *Transform Your Boundaries*. However, she is not specifically speaking about boundaries in the field of Peer Support. <https://www.sarrigilman.com/>

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COORDINATOR

Introduce the resources available and reiterate that they can be found in the participants' homework book.

Homework

For Next Time:

Part 1: Complete the following sentences:

1. To honour my self care, I...
2. To protect my personal time, I...
3. Between scheduled meeting times my availability is...
4. It is my personal policy that...
5. The following behaviour/language is unacceptable to me...

NOTE: This homework will not be submitted.

Part 2 Video: Watch the Practicing Cultural Humility Webinar by Donna Forget – 90 minutes <https://vimeo.com/666000889>

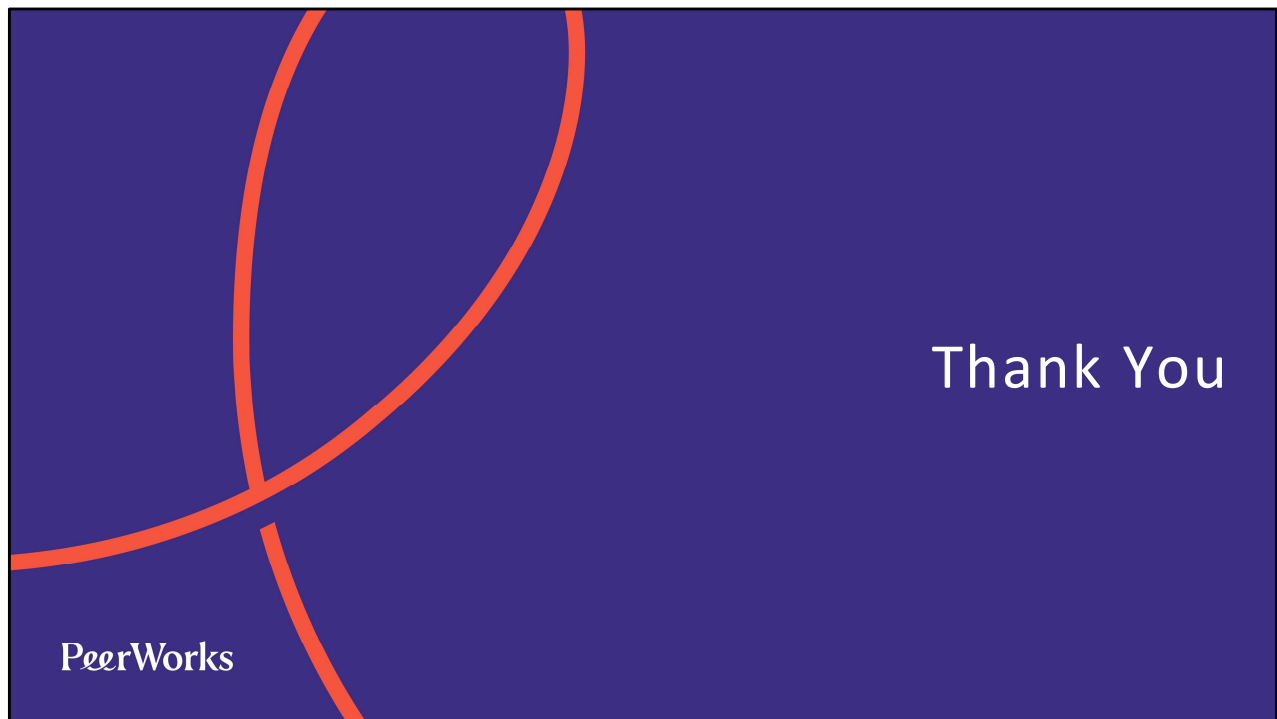
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COORDINATOR

Read through the slide. It contains the homework for the following session. This homework will not be submitted.

Thank everyone for their participation and ask if anyone has any final comments or questions before the end of the session.



TRAINER

Thank everyone for their time and ask if anyone has any final comments or questions that they want to bring forward.