

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 11: Crisis Response © 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

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What is your name?

How are you feeling today?

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TRAINER

“How are you feeling today?”

As the trainers, feel free to go first. Keep it brief and thank people for sharing. People often associate meals with the culture and community. This question is a way to have us reflect on the self-care we are implementing in our everyday life.

After everyone has answered the question. Ask about the reflections that people have completed for this class. Now that we are over half-way through the training program, how confident do they feel about their roles as Peer Supporter? What are the most important things they’ve learned about Peer Support or themselves?

Module Overview

In Module 11 we will be discussing crisis response. In an ideal world, we wouldn't require this module, but unfortunately, crises do emerge, and the best way to respond to them is with preparation.

In this module, we will talk about recognizing the signs of an emerging crisis and responding to it. We also acknowledge that crises can be very emotional experiences that require debriefing. In a debrief, we can process what happened and what we've learned to apply to a future situation.

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 11 you will have the skills and knowledge to:

1. Recognize a potential crisis. Put plans in place that prevent crises from occurring.
2. Respond—not react—to a crisis.
3. Debrief following a crisis in order to create a stronger Peer relationship moving forward.

TRAINER

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

Resolving Conflict

Resolving Conflict is supporting a Peer or Peers in settling or finding a solution to a serious disagreement. A serious disagreement may be an argument, a prolonged struggle, or an incompatibility between opinions or principles.

Examples of how interactions reach the point of conflict include continual boundary crossing, repeated unsuccessful attempts at resolution, and avoidance of the issue.

TRAINER

“Today we are going to talk about crises, and before we get to that, we are going to briefly touch on conflicts. This has come up in previous modules, particularly boundaries. A conflict isn’t as extreme as a crisis, but it is still important to know how to approach this challenge. Resolving conflicts can keep things from becoming a crisis.”

Read out the slide or have a participant read out the slide.

Read out the slide or ask a participant to read it out.

Steps for Resolving Conflict

1. Acknowledging the Disagreement involves openly identifying the conflict, recognizing the Peer's position, as well as sharing your or the other person's position.
2. Exploring Possible Solutions involves identifying shared interests and brainstorming possible solutions to which both parties can agree. (collaboration vs. competition – move away from the language of winning)
3. Determining the Best Solution is working together as much as possible to decide on a course of action that is in the best interests of the conflicted parties.

TRAINER

Talk through the steps for resolving conflict. Ask the participants if there is anything that they would like to add or if they have any experiences of resolving conflicts.

“There are going to be times when conflict cannot be resolved. If that's the case, you will have to decide if you and your Peer can continue on in your Peer Support relationship.”

Addressing Crises

A Crisis is a time of intense difficulty or danger requiring immediate attention. Critical situations may include physical or mental health crises, situational crises such as eviction, and personal crises such as the death of a significant other.

What constitutes a crisis is in the eye of the beholder—the perspective of the Peer. A Crisis may be experienced as dramatic and traumatic and may be overwhelming for the Peer.

Sometimes, a crisis can involve physical violence. This goes beyond the scope of this training, and your workplace should provide you with additional training to protect you in those situations.

TRAINER

Read out the slide or ask a participant to read it out.

Preparing Yourself

Through our practice of self-awareness, we can identify our own triggers and learn how to remain calm and confident during a challenging Peer meeting.

Check-ins: Check in with a colleague at the beginning of your shift. Some workplaces do a workplace check-in at the start of a new shift.

This is a time to bring up any concerns about work or any personal stressors that might impact your work. It can be as easy as asking the question we started with today: “How are you feeling?”

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“In our Listening Module, we talked about preparing ourselves to listen. One aspect of this was minimizing internal and external distractions. This is especially important for preventing crises. As Peer Supporters, we need to ensure that we are practicing Self Awareness by acknowledging and minimizing distractions *and* paying attention to our emotional/mental/physical state before a Peer meeting.”

Read out the slide or ask a participant to read it out.

Helping Your Peer Prepare

Similarly, we can learn about our Peer's triggers in general and their specific emotional/physical/mental state at the start of a meeting. It might take some time for your Peer to feel comfortable opening up to you. Sharing one of your own triggers might help your Peer feel more comfortable opening up to you.

Checking-in! In the same way that you would check in with a colleague, you can check in with a Peer. Ask them if there's anything they would like you to know about or anything that might impact the meeting.

Keep the conversation open and invite someone to share, instead of requiring them to share.

TRAINER

Read out the slide or ask a participant to read it out.

Creating a Crisis Plan

You may ask: What helps you when you feel like that? How have you previously gotten through these experiences? What can I do to make you feel supported and heard?

They might not know the answers to these questions at the moment, but when/if they do produce answers, they will know you are open to hearing them.

The important thing is to respond to a crisis, not react. A reaction is instinctual, while a response is prepared and serves an intended purpose: in this case, to support the person in crisis.

TRAINER

“Before a crisis occurs, ask your Peer about things that help them during a crisis.”

Read out the slide.

“If your Peer feels angry, one instinct is to become defensive or feel that anger yourself. These emotions can be felt and acknowledged, but they shouldn’t be acted on. If necessary—and possible—take a moment to breathe and remember that your Peer’s anger is not necessarily about you or your relationship with them. Think back to your crisis plan.”

“A Wellness Recovery Action Plan (www.mentalhealthrecovery.com) is an example of a supportive approach that includes crisis planning.”

You should be about halfway through your allotted time.

Small Group Discussion

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1. Do you know what your triggers are? You do not have to share them.
2. What are your early warning signs of a crisis? It could be physiological, mental, or emotional.
3. What helps you when you feel these early warning signs?

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COORDINATOR

“Part of devising a plan involves self-awareness through reflection. Take 2-3 minutes to answer the following questions and then we will break into small groups and share.”

Responding to a Crisis

Acknowledge how the other person is feeling. If they are venting, encourage them to express themselves, and offer them a private place if you are in a public/group setting.

Recognize how you might have contributed to their response. Was there a miscommunication? Did you respond defensively?

Encourage deep, slow breathing to calm physiological responses. Inhale for the count of ten, and exhale for the count of ten. Repeat as needed.

TRAINER

Read out the slides.

Remind the participants that they are using the active listening skills we practiced in Module 9.

Remember that everyone is going to respond to crises differently and that's why it helps to have these conversations *before* a crisis occurs.

Go through each point with the participants. Make sure to stop and ask if there are any questions or if anyone has anything that they would like to add.

Responding to a Crisis builds on everything we have discussed so far. It requires support, self-awareness, self-care, active listening, etc.

Responding to a Crisis

Ask your Peer what they need in that moment. Do they want to be heard, or do they need to be distracted from their overwhelming feelings? They might want to go for a walk to get some air or have a cold drink. They might need some personal space, or they might want to hold your hand.

Refer to their crisis plan.

Anger does not disappear if we ignore it. Address the situation and try to navigate a solution.

Engage in positive talk both for yourself and your Peer: “This is a difficult situation, and we can get through this.”

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TRAINER

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Responding to a Crisis

Remain professional and respectful.

Remind your peer that your priority is supporting them in how they need to be supported.

Take their issue/area of concern seriously and ask a co-worker for help if you need it. “I’m not familiar with resources in this; are you okay if I ask a coworker for some help.” (Acknowledge that you won’t give specifics/mention the Peer.)

TRAINER

Read out the slides.

Remind the participants that they are using the active listening skills we practiced in Module 9.

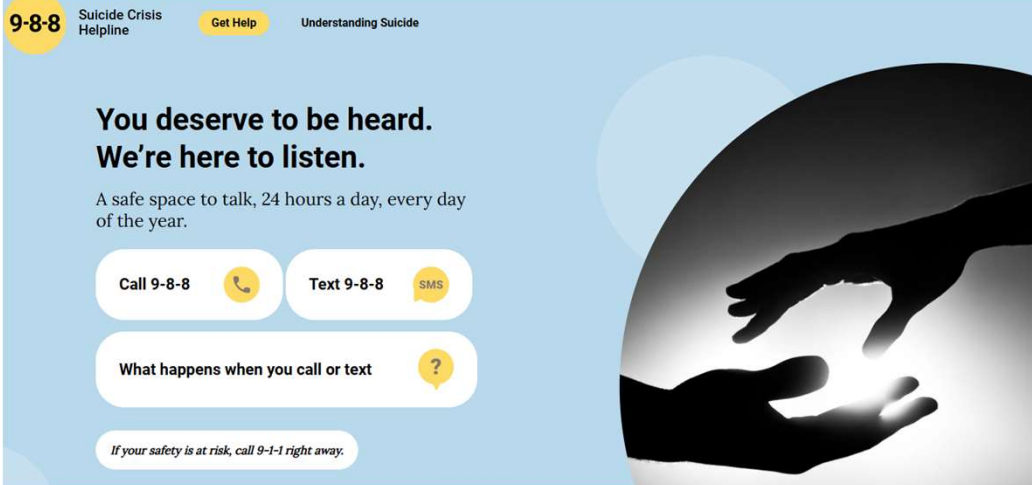
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Canada's Crisis Line

<https://988.ca/>



The screenshot shows the Canada's Crisis Line website. At the top left, there is a yellow circle with '9-8-8' and the text 'Suicide Crisis Helpline'. To the right are two buttons: 'Get Help' and 'Understanding Suicide'. The main heading reads 'You deserve to be heard. We're here to listen.' followed by the text 'A safe space to talk, 24 hours a day, every day of the year.' Below this are two buttons: 'Call 9-8-8' with a phone icon and 'Text 9-8-8' with an SMS icon. A third button asks 'What happens when you call or text' with a question mark icon. At the bottom, a small note says 'If your safety is at risk, call 9-1-1 right away.' The background features a large graphic of two hands reaching towards each other against a blue and white circular backdrop.

9-8-8 Suicide Crisis Helpline

Get Help Understanding Suicide

**You deserve to be heard.
We're here to listen.**

A safe space to talk, 24 hours a day, every day of the year.

Call 9-8-8 Text 9-8-8

What happens when you call or text

If your safety is at risk, call 9-1-1 right away.

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Canada's Crisis Line is now 9-8-8. If in crisis, peers can call or text 9-8-8 for support. Link is provided in the module 11 handbook resource section.

Fight-Flight-Freeze-Fawn

Fight: this is when someone aggressively confronts the perceived threat.

Flight: this is when someone runs from the perceived threat.

Freeze: this is when someone is unable to move or act against the perceived threat.

Fawn: this is when someone complies with the perceived threat in order to save themselves.

TRAINER

“During an emotionally charged experience, and often when someone faces a perceived threat, they experience an extreme physiological reaction. Traditionally, this has been known as the ‘fight or flight’ response, which has been expanded to include ‘Fight, flight, freeze or fawn.’”

Read out the slide.

“After this physiological response, and once the person feels safe, adrenaline leaves the body. At that point, a person might feel other overwhelming emotions, such as regret or embarrassment. They might also feel exhausted and sad.”

“This slide serves to reiterate that people are going to respond to a crisis in different ways, and they might not be in ways we would or that we are familiar with.”

Reflecting on the Experience

- The time following resolution of a crisis offers an opportunity for the Peer Supporter to invite the Peer to review and reflect on the experience with the intention of learning more about themselves, their needs and what will further support them in the future.
- Plan a time to discuss what happened and how to handle it next time. Did anything trigger the crisis? How was your response? Is there anything either of you can do differently next time? What worked?
- Moving forward, there might be some things you both want to rediscuss regarding your relationship.

TRAINER

Read out the slide or have a participant read out the slide.

Note: the discussion does not need to happen immediately. This might be the challenge that leads to developing a crisis plan if you haven't developed it yet.

Debriefing

- Debriefing among colleagues/supervisor/CoP can be done after a crisis and can also be a regular practice to reflect on how the Peer Support relationship is progressing.
- Especially important after a crisis in order to make sure that Peer Supporters do not suffer vicarious/secondary trauma.
- Can be done in a group setting or one-on-one.
- Rules: make sure to keep confidential.
- Depends on the organization's rules.

TRAINER

Read out the slide or have a participant read out the slide.

“Provides an opportunity for Peer Supporters to share their experiences among other Peer Supporters. It allows participants to voice their unique experience and takes into consideration the needs of everyone.”

Vicarious trauma is an occupational challenge for people working and volunteering in the fields of victim services, law enforcement, emergency medical services, fire services, and other allied professions, due to their continuous exposure to victims of trauma and violence. This work-related trauma exposure can occur from such experiences as listening to individual clients recount their victimization; looking at videos of exploited children; reviewing case files; hearing about or responding to the aftermath of violence and other traumatic events day after day; and responding to mass violence incidents that have resulted in numerous injuries and deaths.

For Next Time

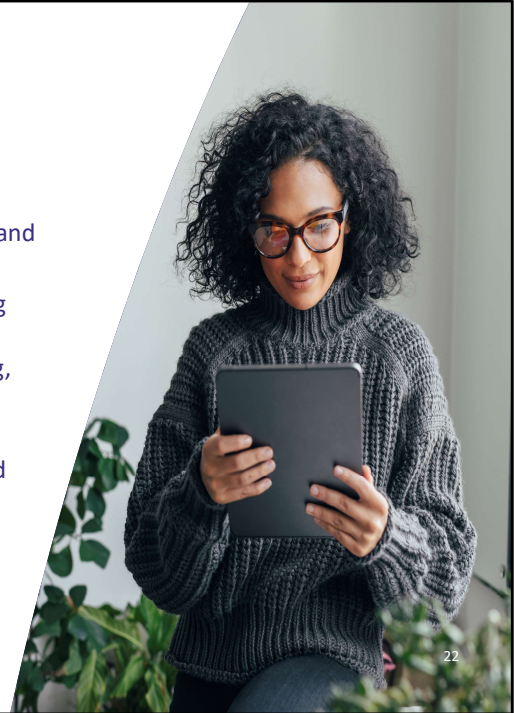
Complete Your Second Check Self-Evaluation:

Using the link provided in the Module 11 Handbook, self-reflect and self-evaluate your work in the training so far.

For the second-check evaluation, you will reflect on the following criteria: Attendance/Punctuality, Participation, Homework Timeliness, Homework Content, the Four Cornerstones, Listening, Sharing, and Skills Practice.

Next session, we will be talking about Trauma-informed Care and Being Suicide Informed. You will not be required to share your experiences with these topics.

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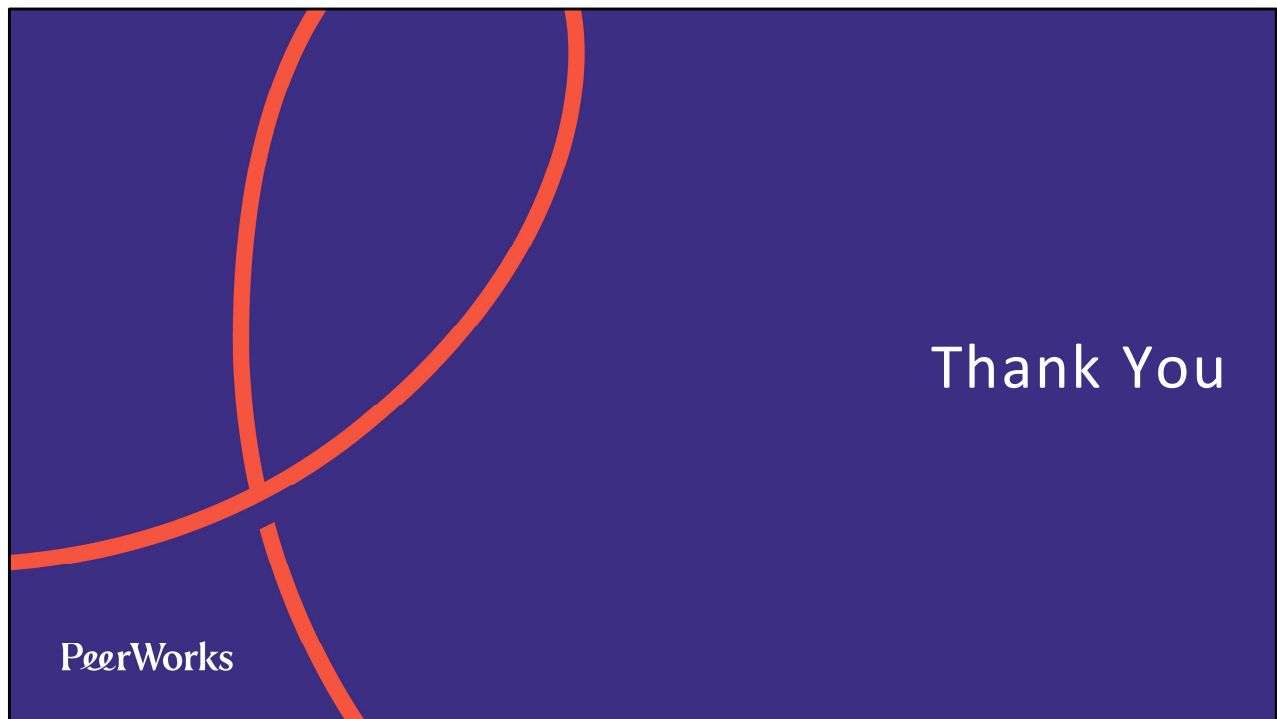


COORDINATOR

Read the instructions for the second-check evaluations.

“Note about self-evaluations: When evaluating your performance in the training thus far, consider your reflection from the Module #10 homework and self-reflect on your areas of growth and improvement in all areas of peer support. The Trainers are not looking for perfection; they are looking at your ability to self-reflect and recognize areas you have grown and areas you would like to improve.”

Keep practicing self-care and reflection. Note that participants will not be required to share their experiences with these topics.



TRAINER

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