



Canadian Mental Health Association
Mental health for all

Campus Peer Support Program Module 2 – Facilitator’s Guide

Estimated Time to Complete: 2.5 hrs total time (including breaks)		
Objectives:	Materials:	Resources:
<p>By participating in this session, students will be able to:</p> <ul style="list-style-type: none"> Build connection with peers 	<ul style="list-style-type: none"> Facilitator Guide PowerPoint slides Participant handouts: <i>Compass handout</i> 	<p>In person:</p> <ul style="list-style-type: none"> Flipcharts/whiteboards, markers Banner paper, stickers, markers Fidgets, opt-out cards, quiet area <p>If virtual:</p> <ul style="list-style-type: none"> Webcam Virtual conferencing tool with: <ul style="list-style-type: none"> Breakout rooms Polling Whiteboard <p>LMS activities:</p> <ul style="list-style-type: none"> Explore your empathy Peer support conversation <p>Local resources:</p> <ul style="list-style-type: none"> Campus accessibility guidelines Campus diversity & inclusion resources
Agenda:		
<ul style="list-style-type: none"> Welcome and connecting (20 mins) Personal experiences (25 mins) Biases (20 mins) Power imbalances (20 mins) Building trust (20 mins) Welcoming spaces (20 mins) Conclusion and next steps (10 mins) <p><i>Current timing: 145 mins (includes 10 mins break)</i> <i>(Max 250 mins)</i></p>		



Timing	Topic / References	Facilitation Notes
<p>Total: 20 minutes</p>	<p>Welcome / Presentation (10 minutes)</p> <p>Slide: Agenda slide</p> <p>Resources: fidget objects, other resources required</p>	<p><i>Welcome students as they arrive and then provide a quick overview of what you will cover in this session. Include (and adjust as required) the following key points:</i></p> <p>Land acknowledgement</p> <ul style="list-style-type: none"> • Prepare in advance your personalized land acknowledgement • Invite students to add to your acknowledgement <p>Agenda</p> <p>The purpose of this session is to help you:</p> <ul style="list-style-type: none"> • Build connection with your peers <p><i>Share why this is important to you (biggest part of peer support is being seen, heard, valued)</i></p> <p>There are also additional resources in the LMS to support and extend our discussion today.</p> <p>We will be sharing ideas as a group and also do some individual reflection.</p> <p><i>Highlight different ways to engage/disengage – move if you need to move, use the opt out cards if you prefer not to participate in an activity/discussion, use the quiet space when you need to and the fidget objects if that helps you stay engaged.</i></p>
	<p>Icebreaker / Group activity (10 mins)</p> <p>Visual: Activity slide</p> <p>Resources: N/A</p>	<p><i>Ask students to check-in for the session by sharing energy levels</i></p> <p>Let's start with a quick check-in. Today we will do it standing up and moving around. Consider your current energy level on a scale of 0-5 (0=sleepy/low energy and 5=so ready/high energy).</p> <p>Now I'm going to ask you to move around the room and share you answer (on a scale of 0-5) and what that means for how you want to engage in our session today with a couple of people. I'll call switch after about a minute so you won't have too much time to discuss your answers! <i>Call time after about a minute and have them find a new partner to share with.</i></p> <p>Debrief</p> <p><i>Connect to peer support principles (meet people where they are at) and the importance of recognizing where you are at individually.</i></p>



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<p>Total: 25 minutes</p>	<p>Rate our space/ Small group activity (25 mins) Visual: Slide Resource: Welcoming and Barriers flipcharts</p>	<p><i>Introduce the importance of connection and then do a quick ‘audit’ of the physical/virtual space you are in as a group</i></p> <p>One of the most important things you will do as a campus peer supporter is to welcome students into a space and conversation. Our discussion today will focus on how to build and create connection and belonging in everything we do.</p> <p>Let’s start with a quick personal reflection. When you arrived at our first session, think about how you felt coming in. Were you nervous? Worried or guarded? As humans we have an automatic response to assess potential threats in new situations. So, where you sat, how you started to engage with me and the others are all based on your lived experiences and how safe you felt.</p> <p>With a partner take 10 minutes to share what made you feel comfortable when you arrived in this space (today as well as previously) and what barriers could exist for you or others (physical, emotional etc.). Write your responses on the Welcoming and Barriers flipcharts <i>Encourage students to walk around/go outside etc.</i></p> <p>Debrief <i>Discuss range of experiences for the group (both flipcharts)</i> What haven’t we thought of? (<i>accessibility barriers or Indigenous acknowledgements</i>) What else might we be missing? How could we find out more?</p> <p>What do you think the difference is between belonging and fitting in? <i>Highlight differences and how they are important for peer support (belonging is about being welcomed as you are versus fitting in where you may have to conform to the dominant group norms).</i></p> <p>At the end of our session today, we will come back to this flipchart to look at things we can do to address the barriers</p>



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<p>Total: 20 mins</p>	<p>Biases/ Group discussion (20 mins)</p> <p>Visual: Statements slide</p> <p>Resource: Compass handout</p>	<p><i>Move the conversation to the biases that can also create barriers for connection & belonging</i></p> <p>When we think of barriers to connection and belonging, one of the more systemic ones that we all need to consider is the personal biases we may hold, sometimes even without realizing it, that can create emotional barriers.</p> <p>Disconnection occurs when we feel excluded, humiliated, not seen or valued. Current neuroscience research shows that feelings of disconnection share the same neural pathways as physical pain! So, if we are trying to create a welcoming space, we need to be aware of the invisible barriers that exist for our peers.</p> <p>One way to consider our biases is to try to understand what we take for granted and how we typically respond to different situations. Let's do an activity to explore where we each start from. For each of the issues on the slide, please write down your opinion. We will not debate these opinions, this is for you to capture your initial reactions (<i>distribute Compass handout</i>).</p> <p>Topics:</p> <ul style="list-style-type: none"> • Mandatory student fees to support equity groups (Black students, LGBTQ+ students, Indigenous students etc.) • Papal apology in 2022 to Indigenous communities in Canada • Police participation in Pride parades <p><i>Introduce the concept (for more details, see end of this document):</i></p> <p>The points on the compass show the range of responses we can have:</p> <ul style="list-style-type: none"> • Intellectual response –thinking about a subject, often with a personal disconnect from the subject or with a desire to have more data/information • Relational response – wanting to act or do something because of relationship to subject • Emotional response – responding with feelings, causing an internal sensation such as anger, sadness, joy etc. • Moral response – believing a specific viewpoint at a deep-seated or gut level (that can be hard to put into words)



Timing	Topic / References	Facilitation Notes
	<p>Continued from above</p>	<p>Go back to the statements and your opinions and now locate where on the compass you would place your response for each one.</p> <p>You may have more than one response – that’s okay. Take a moment to consider why you are there.</p> <p>What lived experience (or lack of lived experience) do you think contributes to this location? <i>(Allow students to reflect for a moment)</i></p> <p>Now try ‘move around the compass’ for our first statement (mandatory fees for equity groups). What might it look and feel like to have an intellectual response to this statement? <i>(Detached, curious, wondering about the merits of the approach, wanting data to help you decide whether this is a good approach or not)</i></p> <p>What about a relational response? <i>(Advocating, wanting to either protest or help with this initiative)</i></p> <p>Emotional response <i>(Feeling excited or frustrated)</i></p> <p>Moral response <i>(strong reaction in right or wrongness of this approach, perhaps you wonder why it’s even necessary)</i></p> <p>Our lived experiences will influence the response we have. For example, if you are not part of a group that would benefit from these fees, you may have an intellectual response because it does not impact you directly. If you have previously benefited from programs that support equity groups, you may have a moral or emotional response as it is personal for you. If you are part of student council and have spoken with equity group leaders, administrators and others about this approach, you may have a relational response because you are involved already.</p> <p>Debrief: The purpose of this tool is to explore and understand the range of responses people may have to different situations. When you are supporting a peer, if you find yourself reacting differently to an experience, pause and ask yourself – where are you on the compass? What lived experience is contributing to this? Where do you think the other person is? What might have contributed to their position? How can you use this understanding to help you foster connection?</p>



Timing	Topic / References	Facilitation Notes
<p>Total: 5-10 mins</p>	<p>Break</p>	
<p>Total: 20 minutes</p>	<p>Power imbalances / Group discussion (20 minutes)</p> <p>Visual: Mutual exchange scenarios slide</p> <p>Resources: Reducing power imbalances flipchart</p>	<p><i>Welcome students back and share the agenda for the remaining time.</i></p> <p>Last session we spoke specifically about the role of a peer supporter and the key aspects that differentiates peer support from mentoring or coaching or other services students may access on campus. Who remembers some of those key distinctions? (<i>Highlight key points around mutuality, self-determination etc.</i>)</p> <p>In peer support, we actively work to minimize power dynamics. Peer support is based on a mutual exchange. So, if we are looking to build connection and belonging, we also need to be aware that at least initially, students may perceive there to be a power imbalance because they are used to this situation when accessing other services.</p> <p>Let's review some specific scenarios you may encounter and how we could work intentionally to build connection and belonging and reduce any feelings of power imbalances.</p> <p><i>For each scenario, discuss the following questions and capture ideas on the flipchart:</i> What can we do to demonstrate that peer support is built on mutual exchange? What can we do to minimize power dynamics?</p> <p><i>See end of document for suggested responses.</i></p> <p>Debrief: <i>Emphasize the importance of the peer supporter to acknowledge any potential situations and clearly state their position (as a peer supporter, I'm here to...give an example)</i></p>



Timing	Topic / References	Facilitation Notes
<p>Total: 20 minutes</p>	<p>Building trust/ Individual reflection (20 minutes)</p> <p>Visual: N/A</p> <p>Resources: post-its, pens, Trust flipchart,</p>	<p><i>Shift now to building trust</i></p> <p>There is one other aspect we haven't touched on specifically yet. Let's talk about building trust and what that could look like in our roles as a peer supporter.</p> <p>How does someone earn your trust? Think about relationships where you trust the other person. What specifically did they do to build trust? Write one idea per sticky note for how trust looks and feels and then we'll create a "word cloud". <i>Group words/themes together on a wall/blank flipchart</i></p> <p>Debrief: Authenticity is a key element to trust and also for peer support situations. And we may not always be able to build trust with everyone. If a student comes in once for a group session, they may just observe the process. For students who are dealing with trauma, trust may be very difficult.</p> <p>In all cases, the best we can do is to be ourselves! Just being there and showing empathy can go a long way to creating a situation where a student may ultimately feel comfortable to participate or open up in a peer support setting.</p> <p>Highlight any other points/tips from your discussion that can help to build trust. (<i>You may want to refer to Brene Brown's Braving inventory for tips</i>)</p> <p>What else can we do to help someone feel comfortable in a peer support context? (<i>Use words from the group's word cloud</i>)</p> <p><i>Capture actions on Trust flipchart</i></p>



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<p>Total: 20 minutes</p>	<p>Welcoming spaces / Group discussion (20 minutes) Visual: N/A Resources: Barriers flipchart, Solutions flipchart</p>	<p><i>Ask for a student to facilitate the discussion on changes to make to the campus peer support space (including intake processes, services offered, as well as simple things like lights dimmed or not, tissues, fidgets, water etc.). Identify any parameters to the discussion (we can't move locations etc.).</i></p> <p>To end our session today, let's go back to the barriers flipchart we identified earlier and discuss some changes we can make to the space to make it more welcoming for all, especially students who may face systemic barriers.</p> <p><i>Ask student volunteer to facilitate the discussion and another one to capture the ideas on a "Solutions flipchart"</i></p> <p>Debrief <i>Agree on actions/timelines to do any 'quick fixes' and discuss how to get feedback from perspectives not included, next steps for involving others for bigger items to address</i></p>
<p>Total: 10 minutes</p>	<p>Summary / Presentation (5 mins) Visual: Slide</p>	<p><i>Summarize the key points from the discussion and highlight additional resources available</i></p> <p>Today we focused on how to build connection and belonging. In our next session we will look at how to take care of ourselves when providing peer support.</p> <p><i>Provide details of the next session as well as self-directed activities on the LMS to complete</i> Remind students to complete their peer support conversation recording and to upload it to the LMS for review feedback</p>
	<p>Check out / Partner activity (5 mins)</p>	<p><i>End the session with a check-out activity:</i></p> <p>Find a partner and share what you are taking away from the session today</p>



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Compass background information

Please review the “*Explore your compass*” activity in the Intensive program section of the LMS.

This compass comes from the work of Glenn Singleton’s *Courageous conversations about race*. It is a personal navigational tool to help people have conversations about race. The compass identifies four primary ways that people deal with racial events or issues: intellectually, relationally, emotionally and/or morally. Most of us will start in one place on the compass and we may stay there without understanding or seeing other responses. Conversations about race often end unfavorably because we struggle to see/understand where we are responding from and because we struggle to see/understand where others are on the compass.

Using the compass as a way to position our responses, we can start to discuss how we might all move more the centre for a more empathetic understanding of each other and the range of responses a specific situation or event may prompt. In this session, the compass is a way for students to consider how they can stay out of judgement and connect with individuals, especially with different lived experiences.

Example: Imagine you are supporting a peer who tells you about an experience. You listen and realize that you are having a very different reaction to the situation than they are. How do you stay out of judgement and find connection? The compass can help you! If you feel yourself reacting to a situation, ask yourself where you are on the compass. What lived experience has led you to that location? Where might the other person be? What lived experience is contributing to their location? How can you foster connection by understanding their position?

The diagram is a circular compass with a central star. The star is divided into four quadrants: top-left (MORAL), top-right (INTELLECTUAL), bottom-left (EMOTIONAL), and bottom-right (RELATIONAL). The star is surrounded by four outer rings: SOUL BELIEVING (top-left), THINKING HEAD (top-right), FEELING HEART (bottom-left), and ACTING HANDS FOR FEEL (bottom-right). The center of the star contains the text 'COURAGEOUS CONVERSATION'.

PACIFIC EDUCATIONAL GROUP

Four Agreements

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

Six Conditions

1. Focus on PERSONAL, local and immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a "WORKING DEFINITION" for race
6. Examine the presence and role of "WHITENESS"

Courageous Conversation is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!

20 YEARS



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Mutual exchange scenarios - suggested responses

Scenario 1:

A student you are supporting explains that they've gotten in a huge fight with their friend group, after the friends find out that the student has been talking about a few of them behind their backs. The student asks you whether they should text the group chat and apologize or just wait until they see each other on the weekend.

Suggested responses:

- *That sounds really hard, I'd really have a hard time with that situation. What are the benefits to texting them instead of waiting?*
- *Would it help for me to share some things I would think about if it was me? I think I'd try to think about 'which situation am I going to be most calm in' - and I'd go with the answer to that.*
- *That's tough. What is your gut feeling?*

Scenario 2: You have been coping with the challenges associated with a diagnosis of borderline personality disorder and accessing treatment supports for over 6 years. A student lets you know that they recently received this diagnosis and they're feeling uncertain about their future.

Suggested responses:

- *Wow, that's some big news to receive. When you say you're feeling uncertain about the future, what do you mean by that?*
- *Thanks for telling me, that's a lot to deal with. Do you mind if I share some of my own experiences with you? I've also received a BPD diagnosis, and I've also felt very uncertain at many points. I found it helpful to talk to other people who were older than me and had received the same diagnosis.*

Scenario 3: You've been working with a student for about 5 weeks and have built a comfortable peer-peer supporter relationship rooted in mutuality. The student finds out that you're a paid peer supporter. The student mentions that they feel weird about you being paid to spend time with them.

Suggested responses:

- *Yeah, I hear you. Thanks for letting me know that it feels weird for you.*
- *This is something I should have been upfront with from the start. I'm sorry that I wasn't.*