



Canadian Mental Health Association
Mental health for all

Campus Peer Support Program Module 3 – Facilitator’s Guide

Estimated Time to Complete: 2 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"> • Prioritize their own wellbeing while supporting others 	<ul style="list-style-type: none"> • Facilitator Guide • PowerPoint slides • Participant handouts: <i>Mood meter handout, Wellbeing wheel</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"> • If then statements • Substance use health additional modules <p>Local resources:</p> <ul style="list-style-type: none"> • Campus support services • Local resources/numbers
Agenda:		



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<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"> • Prioritize your own wellbeing while supporting others <p><i>Share why this is important from your perspective (can't help others when we are in distress, by learning about ourselves and what we need, we are better able to share our experiences, offer hope in peer support situations)</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: How are you feeling slides</p> <p>Resources: Mood meter handout</p>	<p><i>Ask students to check-in for the session by reflecting on energy levels</i></p> <p>Let's start with a quick check-in. Today we'll do an individual check-in on our feelings.</p> <p><i>Explain the mood meter dimensions:</i> Would you describe your current feelings as high energy or low energy? Would you describe your feelings as pleasant or unpleasant? What word comes to mind to describe what you are feeling? <i>Show words and ask students to see if one matches where they are at.</i> And finally, ask yourself: do you want to stay with this feeling or shift?</p> <p>Debrief</p> <p>We often have a pretty limited vocabulary when it comes to describing our feelings. The more specific we can be – the easier it is to figure out what we need. You can use this tool as a way to check-in and expand the words you use to describe how you are doing and what you need. You can also use it with peers and there is even an app you can download!</p>



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<p>Total: 40 mins</p>	<p>Wellbeing continuum / Guided reflection</p> <p>15 mins</p> <p>Visual: Wellbeing slide</p> <p>Resources: blank paper, pens, stickers etc.</p>	<p><i>Go through the range of wellbeing and invite students to make notes/reflect on how it looks and feels for them. While the intent of covering this content is to normalize the range of feelings, you may want to warn students that parts of this topic may be triggering – remind them of the supports available and tell them they do not have to share their responses with anyone.</i></p> <p>Part of self-care is paying attention to our complete range of wellbeing. Noting when we are feeling engaged and thriving as well as when things are calm, maybe coasting or starting to feel heavy or too big for us to manage by ourselves. So, let's explore what this range looks like for each of us and how to recognize when we move through the various points along the complete range.</p> <p><i>Ask students to draw out a line and put thriving at one end, surviving in the middle and struggling at the other.</i></p> <p>Under thriving, write down or draw what this feels like for you. What shows up in your emotions, your body, your thoughts? See if you can think of an example or situation where you have felt this. Try to also describe how you behave, how you show up when you are thriving.</p> <p>Now, move along the line, to the middle. When you are surviving, doing okay, sort of neutral ground. What does that feel like? Make a few notes. What kinds of activities or situations for you feel as though you are doing okay/surviving? How do you behave when you are surviving?</p> <p>And now move further along the line to the other end, when you are struggling. What does that feel like in terms of your emotions, your thoughts and what typically goes on in your body? Make some notes about what shows up, how you behave when you are struggling.</p> <p>Debrief: Again – this is unique to you! The purpose of this activity is to bring some awareness to what that range feels like for you. We'll focus on some strategies for the struggling end today but it's also important to remember what it feels like when things are going well.</p>



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	<p>Personal needs/ Group discussion</p> <p>10 mins</p> <p>Visual: N/A</p> <p>Resources: Self-care flipchart</p>	<p><i>Ask students to brainstorm some personal needs/things that help</i></p> <p>Let's get a quick list of things that we need or help us to stay at that thriving end of our range. Are there specific things you need in your life to feel more engaged? What helps you when you are feeling low? Do you like a friend giving you a hug or just sitting with you? Do you need to vent and share what you are feeling or do you prefer to do a hard workout or blast music or play a video game to help you feel better?</p> <p>Let's make a list of the things that can help when we need a boost or to relieve some stress.</p> <p><i>Ask students to split into two or three groups and create a list of their top 10 ideas for self-care</i></p> <p>Debrief: <i>Review the lists and highlight themes</i></p> <p>Finding what works for us is a big part of staying resourceful. There is no right or wrong here. Find what feels good for you. Once you know that, you are in a better place to use those strategies and you can also share these examples, as appropriate, in your peer support situations.</p>



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	<p>Stress vs crisis / Discussion & reflection</p> <p>10 mins</p> <p>Visual: Stress vs crisis slide</p> <p>Resources: N/A</p>	<p><i>Now shift to an explanation between stress, distress and crisis</i></p> <p>Let's explore what can happen at that struggling end of the spectrum.</p> <p>Stress: What is stress? What causes stress for you? How does it feel? What purpose does stress serve?</p> <p>Stress is our body's reaction to a certain situation or event that we feel may be a threat to us. It may cause our heartbeat to quicken or our stomach to feel upset. We may also think differently about situations or not take time to slow down when we are stressed.</p> <p>And yet, stress also can be motivating! It can help us make a change or finish something/meet a commitment.</p> <p>Stress is a normal part of life – we will all have stressful moments in our lives. Manageable stress tends to be time-bound (this week or this month).</p> <p>Distress: How would you define distress? Think about what kinds of situations are distressing for you. How does that feel compared to stress?</p> <p>Distress is typically defined as stressful situations that are hard to cope with or when our normal coping strategies are not enough. Distressful situations may occur suddenly from life events or situations and impact our routines (it can be hard to sleep, study, be with friends etc.).</p> <p>Distress also serves a purpose! It shows us that we need to be paying attention to and prioritizing our wellbeing.</p> <p>How do you know when you could benefit from support? What are some signs for you?</p>



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	<p>Continued from above</p>	<p>Crisis: And finally - how would you define crisis? What causes a crisis for you? How does it feel? When distress becomes severe, there is a feeling of not being in control or being able to cope with situations or feelings. There may be thoughts of suicide or self-harm as an escape from the feelings. At this point, support can help. What purpose does crisis serve? Crisis shows us that we likely need to ask for help and make an immediate change.</p> <p><i>Pause here and check-in with the group</i></p> <p>And remember, that stress, distress and crisis all look and feel different for everyone. By exploring what they mean to us, doesn't necessarily mean we can understand or even recognize those situations for others. As a peer supporter, we always need to check in and ask how someone is managing a situation and not react or respond with our own view. Our job is to accept how someone views and describes an experience.</p> <p>We will talk about how to support peers who may share that they are in crisis in Module 5. For today's session, let's focus on taking care of ourselves.</p> <p>If at any point during your role as a peer supporter, you start to feel overwhelmed, please reach out to me, trusted friends, each other or any of the supports and resources available on campus and locally.</p> <p><i>Highlight LOCAL NUMBERS for help</i></p>



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	<p>Warning signs/ Presentation 5 mins Visual: Warning signs slide</p>	<p><i>Share potential challenges of peer support to be aware of</i></p> <p>Sometimes, when supporting others who have experienced similar challenges as ourselves, we can find it tough to want to support them because we have to work through our own emotions that may be present as a result of hearing their story. If you notice a change in yourself during your role as a peer supporter, please reach out.</p> <p>And here are some things to watch out for (emphasize the emergence of new or changed behaviours as the key here):</p> <ul style="list-style-type: none"> ● Isolation from others ● Bottled up emotions ● New/excessive irritability ● Flashbacks to traumatic events ● Chronic physical ailments ● Feelings of dread when you think about your peer support role
<p>Resiliency Total: 25 mins</p>	<p>Resiliency/ Presentation (5 mins) Visual: Resiliency slide Resource: N/A</p>	<p><i>Introduce resiliency</i></p> <p>Resiliency is a key skill that can help us manage our roles as peer supporters. Resiliency is typically defined as the “ability to bounce back” or to successfully adapt to difficult or challenging life experiences.</p> <p>We can all develop resiliency - it is a skill that we can strengthen. So, let’s take some time now to discuss how we can all build up our resiliency skills to help us as peer supporters.</p>



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	<p>Your early warning system/ Individual reflection (10 mins) Visual: Early warning slide Resource: journal</p>	<p><i>Ask students to reflect individually on the circumstances that are likely to create situations when physical, emotional and/or mental cues will be present</i></p> <p>We all have our “perfect storm” where we need to use all our strategies to take care and try to meet those personal needs we identified earlier so we can avoid feeling overwhelmed.</p> <p>Part of building resilience involves knowing what is likely to create stress in our system and to try to plan ahead! We need to build self-awareness on what it looks like for each of us (what is likely to push you to your limits) and then develop an ‘early warning system’ to put in place strategies, safeguards and resources to help us manage.</p> <p><i>Give an example – we all know exam time is stressful. When I get stressed, I tend to not sleep well and have a hard time focusing – so what I would do to prepare is plan out the couple weeks before exams start to make sure I am well-rested leading up to exams and to create some study notes for at least one course.</i></p> <p>Capture a few ideas in your journal based on how being a peer supporter can add stress at certain times for you.</p> <p><i>Share example:</i> On top of my course load, social life and family commitments, I will be working as a peer supporter this year. This is likely to be hard for me when.... The early warning signs I need to look out for are.... The way that I’ll respond to these early warning signs is to....</p>



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	<p>Resiliency tips/ Group discussion (10 mins) Visual: N/A Resource: Wellbeing handout</p>	<p><i>Move the conversation to things that can help</i> Now that we have a bit better understanding of what difficult times can look and feel like for each of us, let's come up with some strategies to help us stay resilient.</p> <p>The better we are able to identify our own strategies for supporting our physical, emotional and mental wellbeing, the better positioned we will be to be able to support the wellbeing of the students we are supporting.</p> <p><i>Distribute the Wellbeing handout to students. Discuss the suggestions and then ask students to complete the blank wheel with ideas for each section that can help them.</i></p> <p>See how many ideas you can add to each segment of the wheel so that you have a variety of strategies to help you. For example, maybe you always use physical strategies to help you cope. See if you can add in a few professional ideas to help with your role as a peer supporter or maybe some strategies to boost your emotions.</p> <p>Debrief Another important thing to remember is that we all have strengths that will help us stay resilient. If you are really good at planning, this can be a strength to help you manage difficult times. If you are good at talking about how you are feeling – this will help.</p> <p>The one that we all probably need to work on, especially as peer supporters, is asking for help! <i>Share tips on how to let you know if a student is struggling/doesn't feel they can show up for work.</i></p>
<p>Total: 5 mins</p>	<p>Break</p>	



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<p>Total: 15 minutes</p>	<p>Substance use health / Group discussion (15 minutes)</p> <p>Visual: Substance use health slide</p> <p>Resources: Chair video</p>	<p><i>Introduce substance use – focus here is on setting up some key principles and encouraging students to complete the LMS activities. Emphasize self-care aspects and normalize talking about how we all use substances (and the range of what that looks like)</i></p> <p>There is one other important area to discuss when it comes to both self-care and also peer support. Substance use is something that is much more common than we might think. In fact, most substance use issues begin in adolescence and young adulthood but because of the stigmas that exist around addiction and substance use in general, we don't talk about it.</p> <p>Let's watch this short video from the Student Recovery Community at UBC that explains the perspective we'd like to explore so we can first take care of ourselves and second meet our peers where they are at. <i>Show video (2:32 mins): LINK FROM LMS</i></p> <p><i>Discuss reactions to the video:</i></p> <ul style="list-style-type: none"> • What stood out for you? • How does this explanation of substance use help you understand issues that some students may have with substances like alcohol or meth or cannabis? • How does the video explain substance use in a way that is less stigmatizing?



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		<p><i>Discuss campus context:</i> What aspects of campus life do you think promote substance use? <i>Discuss the variety of situations where substances may be used (parties/social life, faculty events, stress/mental health self-care, study drugs etc.)</i> We know that about 1 in 4 students across post-secondary institutions have substance use issues. (Laudet et al., 2016). And, as we said because of stigma, many will not receive the support they need.</p> <p>To start to shift our perspective, we like to use the term “substance use health” to recognize that substance use can help and keep people sustained in positive ways (such as prescribed substances) and that if someone has a more problematic relationship with substances, that we need to support them along the journey to wellness - whatever that looks like for them.</p> <p>Take a moment to reflect on your relationship status with substances. Individually reflect on whether your use of substances is sustaining you in positive ways or not.</p> <p>Debrief Finally, as with all aspects of peer support, if you find that your use of substances changes during your time as a peer supporter or that you need additional support, please speak with us or someone you trust. We also have additional support available for you as part of this program. To learn more about substance use health and how to support someone with substance use issues, we have three self-study activities in the LMS.</p>



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Total: 10 minutes	Summary / Presentation (5 mins) Visual: Summary slide	<p><i>Summarize the key points from the discussion and highlight additional resources available</i></p> <p>Today we focused on how to take care of ourselves when providing peer support - identifying our own range of feelings and what our strategies look like. We also touched briefly on substance use health. There is a lot more to say here! There are additional resources and activities in the LMS.</p> <p><i>Provide details of the next session as well as self-directed activities on the LMS to complete</i></p>
	Check out / Partner activity (5 mins)	<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>