



**Canadian Mental Health Association**  
*Mental health for all*

## Campus Peer Support Program Module 5 – 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"> <li>• Support peers who may be struggling</li> <li>• Connect peers with additional support and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitator Guide</li> <li>• PowerPoint slides</li> <li>• Handouts: N/A</li> </ul>	<p>In person:</p> <ul style="list-style-type: none"> <li>• Flipcharts/whiteboards, markers</li> <li>• Banner paper, stickers, markers</li> <li>• Fidgets, opt-out cards, quiet area</li> </ul> <p>If virtual:</p> <ul style="list-style-type: none"> <li>• Webcam</li> <li>• Virtual conferencing tool with:               <ul style="list-style-type: none"> <li>○ Breakout rooms</li> <li>○ Polling</li> <li>○ Whiteboard</li> </ul> </li> </ul> <p>LMS activities:</p> <ul style="list-style-type: none"> <li>• Tour a resource</li> <li>• Share your agency</li> </ul> <p>Local resources:</p> <ul style="list-style-type: none"> <li>• Additional supports/resources for crisis situations</li> </ul>
Agenda:		
<ul style="list-style-type: none"> <li>• Welcome and connecting (20 mins)</li> <li>• Crisis situations (30 mins)</li> <li>• Local support (10)</li> <li>• Self-determination (25 mins)</li> <li>• Conclusion and next steps (20 mins)</li> </ul> <p><b>Current timing: 120 mins (including 5 mins break)</b></p>		



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<p><b>Total:</b> 20 minutes</p>	<p><b>Welcome / Presentation</b> (10 minutes)</p> <p><b>Slide:</b> Agenda slide</p> <p><b>Resources:</b> 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><b>Land acknowledgement</b></p> <ul style="list-style-type: none"> <li>• Prepare in advance your personalized land acknowledgement</li> <li>• Invite students to add to your acknowledgement</li> </ul> <p><b>Agenda</b></p> <p>The purpose of this session is to help you:</p> <ul style="list-style-type: none"> <li>• Support peers who may be struggling</li> <li>• Connect peers with additional support and resources</li> </ul> <p>We will do this by exploring crisis situations, local support available and then discuss what self-determination looks like in these situations.</p> <p><i>Share why this is important from your perspective (peer support isn't the solution for everything, there will be times when students need more than we can provide them. <b>KEY POINT:</b> our job is to validate what peers are going through and ask how we can best support them)</i></p> <p>There are also additional activities 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. <b>Especially for this conversation – if you need to take a break, please do.</b> As peer supporters, we need to be able to talk about difficult situations. We will get some practice on that today!</i></p>



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	<p><b>Icebreaker / Partner activity</b>            (10 mins)  <b>Visual:</b> Activity slide  <b>Resources:</b> N/A</p>	<p><i>Ask students to check-in for the session with a partner</i></p> <p>For our check-in today, please share a tip that helps you reconnect or calm down when you are feeling overwhelmed. What is your go-to strategy? Write up your tips and post them on the wall.</p> <p><i>Give students a couple of minutes and then have them post their ideas for others to see.</i></p> <p><b>Debrief:</b>            Having strategies to help ourselves self-manage stressful situations is important, especially when we are supporting others. There are some great ideas here – see if you can add another one into your go-to methods! And remember, role-modeling and sharing these strategies with others is a great way to offer hope and inspire those around you!</p>
<p><b>Total:</b>            40 mins</p>	<p><b>Crisis situations/ Presentation &amp; group discussion</b>            15 mins  <b>Visual:</b> Warning signs slide signs  <b>Resource:</b> N/A</p>	<p><i>Explain the topic and what you will be discussing/how</i></p> <p>To begin today, we'll be looking at some warning signs of crisis situations. As with all of our conversations, you do <b>not</b> need to share any personal information in our discussions. And, as mentioned, there may be times when you share challenging experiences as a peer supporter, so practicing today can help prepare for that.</p> <p>We will review some key concepts and then look at resources that are available to support us all.</p> <p>We will also take a break after this section.</p> <p>As we discussed in Module 3: Self-care, there is a difference between what we feel and need when we are stressed versus in distress or in crisis.</p> <p>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.</p> <p>If you or the peers we support use language or share thoughts that sound like they have no hope or that they may hurt themselves or others, we first need to validate and commend our peers for being vulnerable and sharing this with us. Then we can discuss how to work together around seeking additional support immediately.</p>



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	<p><b>Continued from above</b></p>	<p>Here are some other things to watch out for:</p> <ul style="list-style-type: none"> <li>● Unable to complete daily tasks like getting dressed, brushing teeth, bathing, etc.</li> <li>● Withdrawing from typical social situations</li> <li>● Showing impulsive or reckless behaviour, being aggressive</li> <li>● Having dramatic shifts in mood, sleeping or eating patterns</li> </ul> <p>What else might be a sign of someone in crisis?</p> <p><b>Debrief:</b>            Remember that what might look and feel like a crisis to you is personal.</p> <p>We've talked about some specific warning signs, but we can't actually know for sure that someone is in crisis from the outside. Which is why it is so important to check in and directly ask how someone is doing and what support they might need right now.</p>



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	<p><b>Crisis support / Presentation &amp; group discussion</b></p> <p>15 mins</p> <p><b>Visual:</b> Crisis support slide, crisis scenario slide</p> <p><b>Resource:</b> N/A</p>	<p><i>Discuss how to support peers in crisis</i></p> <p>Before we get into the supports that are available on campus and locally, let's go through some key steps to take when we are supporting someone in crisis:</p> <p><b>Validate:</b> thank the student for sharing with you, being vulnerable and honest about what they are experiencing. This is a huge first step! Thank them for trusting you with this information. Share personal experiences to reinforce the significance of sharing.</p> <p><b>Collaborate:</b> Reassure them that the next steps are for them to decide and that you'd like to work with them to support them in whatever they need. Ask permission to share available options, additional supports that are available</p> <p><b>Support:</b> Stay with the student as they connect to additional support, checking in on what else they need. <i>Discuss warm transfers - from student perspective, what works/is supportive. (Reviewing content or supports available versus just handing out a pamphlet)</i></p> <p><i>Ask students to consider and share:</i></p> <p>What parts in this process would be hard for you?          What would you need to keep in mind?          Let's see it in action by applying the steps to a situation:  <i>Read out the scenario on the slide:</i>  <i>A student you've been supporting expresses to you that they're not finding any of the coping strategies shared to be helpful for them. They explain that they don't think that anything is going to work to make them feel better and that they feel hopeless. You ask if they've been having thoughts of suicide, and they say yes.</i></p>



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	<p><b>Continued from above</b></p>	<p>What would it look &amp; sound like to validate?  <i>Thank the person for being brave and vulnerable and honest about where they're at. Share personal experiences to help make this validation hit home – I've been there myself and I know how difficult it can be to share this kind of stuff, so thank you for doing it anyways and trusting me with this. (Emphasize the importance of validating!)</i></p> <p>What would collaboration sound/look like?  <i>"I hear that you're really struggling and I'd like to work with you to be able to get you some additional support" – and then discuss the options available and provide options to the student – which of these ones would you like to access, would you like to call them with me, etc.</i></p> <p>What would support sound/look like?  <i>Stay with the student until (and beyond, if possible) they're connected with additional supports. Continue to support the student as they reach out, share information if requested</i></p>
	<p><b>Local resources/ Group discussion</b>            (10 mins)  <b>Visual:</b> N/A  <b>Resource:</b> Local supports flipchart</p>	<p><i>Review and discuss local support resources</i></p> <p>There are lots of resources and services locally and online that can help support someone in crisis, let's capture all the ones we can think of.</p> <p><i>Add to flipchart and prompt students for campus supports, local resources, telephone support/online support</i>  <i>Share any further information about resources available on campus or locally.</i></p>
<p><b>Total:</b> 5 mins</p>	<p><b>Break – play some music, get people up and moving around</b></p>	



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<p><b>Total:</b> 25 mins</p>	<p><b>Self-determination/Small group activity</b> (15 mins) <b>Visual:</b> Activity slide <b>Resource:</b> N/A</p>	<p><i>Introduce the activity and ask students to discuss how they would respond to the scenarios below (you can adjust as appropriate)</i></p> <p>Let's review some situations you may find yourselves in. In your groups, discuss how you would handle the situation and then we will debrief as a group.</p> <p><b>Scenario 1:</b> A student coping with substance use issues tells you they are going to a 'kegger' this weekend. How do you respond while honoring the value of self-determination?</p> <p><b>Scenario 2:</b> A student shares they have been finding study drugs really helpful since midterms. They are wondering how safe it is to continue taking them and ask your opinion.</p> <p><b>Debrief</b> <i>Share approaches, discuss other considerations/boundaries and when to connect with additional resources/support</i></p> <p><i>For suggested themes/questions to use, see end of this document</i></p>



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	<p><b>Self-determination principles/ Group discussion</b></p> <p>(10 mins)</p> <p><b>Visual:</b> Self-determination, quote slides</p> <p><b>Resource:</b> N/A</p>	<p><i>Extend the debrief with a discussion on the key principles around self-determination</i></p> <p>Let's discuss the key points of self-determination and what it means in context of peer support</p> <p>Self Determination is when we honour an individual's autonomy and inherent right to make their own choices as they determine their path to recovery</p> <ul style="list-style-type: none"> <li>• Goal with self-determination is to respect the fact that the people we're supporting know more about their own circumstances and what they need than we do</li> <li>• Empower people to make decisions for themselves so that they can take accountability for their own recovery</li> <li>• Remain non-judgmental about decisions that are made, so that the door is always open for people to come back to us and seek additional support</li> </ul>
<p><b>Total:</b> 5 mins</p>	<p><b>Break</b></p>	
<p><b>Total:</b> 20 minutes</p>	<p><b>Summary / Presentation &amp; group discussion</b></p> <p>(10 mins)</p> <p><b>Visual:</b> Summary slide</p>	<p><i>Summarize the key points from the discussion and highlight additional resources available</i></p> <p>Today we focused on recognizing when to get extra support for ourselves or for others. And we reviewed some key principles of peer support, including self-determination and supporting peers where they are at.</p> <p>Today is also our last session! Over these past five sessions, we've explored a lot of aspects of how we show up for others and how we create spaces for mutual exchange and support.</p> <p><i>Share some specific appreciation for the group's efforts and ask the group to share some highlights from the discussion (which topics resonated, where do they still have questions).</i></p> <p>To complete this program, you need to submit your recorded peer support conversations and do a final closing reflection.</p> <p><i>Provide details of the additional self-directed activities on the LMS</i></p>





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	<p><b>Check out &amp; Celebration/ Group activity</b>            (10 mins)  <b>Visual:</b> N/A  <b>Resources:</b> Flipcharts for each participant, post-its, markers</p>	<p><i>End the session with a check-out activity:</i></p> <p>Let's celebrate the work we've done together with some kudos and high fives!</p> <p>What are the things you appreciated in each other? Write up your high fives of the actions/behaviours that you've seen throughout our time together.            Please write one idea per post-it and then place it on the flipchart for each person.</p> <p>Let's make sure everyone has some kudos, so please write something for each person.</p> <p><i>Have each student take their flipchart home!</i></p>



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### **Self-determination suggested responses:**

**Scenario 1:** *A student coping with substance use issues tells you they are going to a “kegger” this weekend.*

**Suggested responses:** Ask questions to understand where the student is at. Ex: “you’ve mentioned to me before that you have a difficult relationship with substances – do you have any concerns about attending the party and possibly being triggered?” If they say no, then we move on.

Peer supporters could also self-disclose. Ex: “I struggle with my relationship with alcohol and I would find that kind of situation really tough to navigate... is it similar for you?” If they no, then we move on.

**Scenario 2:** *A student shares they have been finding study drugs really helpful since midterms. They are wondering how safe it is to continue taking them and ask your opinion.*

**Suggested responses:** Responses here would vary based on personal experiences with study drugs.

Set boundaries based on experience and expertise. Ex: “It’s outside the scope of my role to comment on the safety of certain substances. I’d be happy to chat with you and the campus healthcare centre about safe use if you’d like”.

Peer supporters could also help the student explore their feelings about it. Ex: “you said that you find them really helpful – what’s making you curious about whether or not you should continue taking them? What are you worried about or not worried about?”