

WORKBOOK MODULE 1

MODULE 1: INTRODUCING PEER SUPPORT: Understanding recovery and peer support.

P2P PROGRAMME OVERVIEW

P2P is going to focus on wellness and recovery, and the importance of creating peer relationships which focus on the individual undertaking the programme and their whole life. That means taking a whole person approach rather than diagnosis and symptom approach.

The approach taken will be facilitative and participative. This course provides an active learning experience where the role of the peer facilitator/supporter is not only to introduce theories and concepts but is also to encourage and support you to share with each other and learn through discussion and reflection.

PURPOSE OF THE WORKBOOK

The workbook is designed to support your learning journey. If you are undertaking this module **INTRODUCING PEER SUPPORT**, then you will have already completed the **PREPARING FOR PEER 2 PEER**. During the programme participants will be encouraged to draw on and share of themselves. This is in order to facilitate learning and skills development.

Participants are reminded that they should only share what they are comfortable with, and it is their responsibility to keep themselves safe. It is important to reiterate that P2P is a learning experience rather than a therapeutic experience.

In the context of the workbook, we invite you to apply these guiding principles to your reflections and comments. You record what feels true for you. Not what you think people want to hear, or a judgement on the thinking of others.

There are no right and wrong responses and the peers facilitating the programme will not be reading what you have written.

Whether your sessions are delivered in person or online we will provide you with a version of the workbook. The workbook will be where you can do your preparation for each session and compile your reflections.

The belief that you know best about what is appropriate for you, and how you want to engage, is central to this reflective process. Equally you take responsibility for your readiness to undertake the work, how you contribute to the overall learning, and, to the other people on the programme with you.

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It is our recommendation that you complete the following pre-work before attending each session. This will allow you to have clear thinking and reflection space in your own time and be prepared to contribute to the conversations.

Peer2Peer is all about you using your lived and learned experience to help others, and preparing in this way is a good habit to get into in your peer role or potential peer role.

MODULE 1

SESSION 1: CO-CREATE AN EMPOWERING AND SAFE LEARNING ENVIRONMENT

WORKBOOK PAGES 4-6

SESSION 2: EXPLORE THE PRINCIPLES AND RELATIONSHIPS IN PEER SUPPORT

WORKBOOK PAGES 7-10

SESSION 3: ENGAGE WITH PERSONAL VALUES AND BEHAVIOURS

WORKBOOK PAGES 11-17

SESSION 4: DESCRIBE THE CONCEPT OF RECOVERY AS AN ENABLING MINDSET

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This module is designed as the foundation stone for Peer2Peer. It introduces the concept of a safe and confidential learning environment, as well as exploring the roles of the key partners in the programme. The foundation to the success of this programme for participants is creating a positive learning environment. A key aspect of the session is the development of a code of behaviour for the group.

SESSION 1: CO-CREATE AN EMPOWERING AND SAFE LEARNING ENVIRONMENT

- Define and agree the key components of an empowering and safe learning environment.
- Come together as a learning group, sharing who you are and what matters to you.
- Commit to a code of behaviour for the group.

PREPARING FOR SESSION 1

In preparation for Session 1 take some time to reflect on the following questions, remembering there are no right and wrong responses, only what is good for you.

What feels positive about undertaking P2P?

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Is there anything that feels challenging?

*To feel safe undertaking the programme, what needs to be in place for you?
What behaviours help you feel safe?*

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*To contribute to others in the group feeling safe, what can you bring from your journey so far?
What behaviours can you demonstrate that will help others feel safe?*

SESSION 2: EXPLORE THE PRINCIPLES AND RELATIONSHIPS IN PEER SUPPORT

- Agree core behaviours that produce an empowering and safe learning environment.
- Outline the unique principles and features of peer support and how this can support the journey of recovery.
- Explore the roles, responsibilities, and boundaries of both parties in the peer relationship.

UNIQUENESS

Peer support is a system of giving and receiving help founded on key principles of respect, shared responsibility, and a mutual agreement of what is helpful. Peer support is not based on psychiatric models and diagnostic criteria. It is about understanding another's situation empathically through the shared experience of emotional and psychological pain... where people are able to "be" with each other without the constraints of traditional (expert/patient) relationships.

PEER RELATIONSHIP

Relationships are different; some are positive, and some are less helpful. As a peer supporter, who is supporting recovery, the ability to develop positive relationships is crucial. Positive peer relationships are based on mutuality and empowerment. The first step in this process is establishing a connection.

One of the great things about peer support is that people generally connect easily to others with whom they have a shared experience. It's a wonderful moment when people have been feeling like the only one, and finally meet someone else who has been there. This bond or affiliation is quite powerful, and people relate well to someone whom they think understands or gets it. Sometimes, though, things don't necessarily go as smoothly, and it might be harder to connect.

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Peer supporters need to know themselves before they can develop an awareness of who the other person is and how they might best connect with them. There are three important starting points in making a connection:

- Be open, interested and curious
- Be authentic
- Be self-aware.

Being authentic means being genuine and true to self and living life according to sense of self rather than being swayed by external pressures or expectations. The opposite occurs in relationships where people mould themselves into being what the other person wants them to be or what they perceive should be for that particular situation. This sort of authenticity is underpinned by self-awareness.

Being self-aware means being conscious of biases, impressions and judgements, as well as what we're feeling. Self-awareness creates a chance to look at assumptions without acting on them.

Thinking about the difference between a helper type relationship and an empowering peer relationship can be helpful.

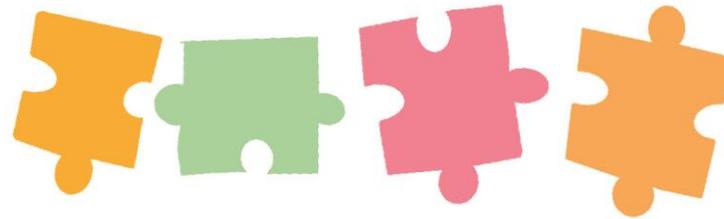
<i>Helper type relationship</i>	<i>Mutually empowering peer relationship</i>
Sets one person up as the expert	Two experts by experience
Advice is offered	Finding solutions together
Problem focused	Solution focused
Unequal	More equal
Encourages dependence	Encourages interdependence
Charitable and paternalistic	Mutually empowering
Doing to	Doing with
Disempowering	Empowering

Take a moment to consider the table above and mark where you think you spend most of your time. Middle, more to the left, more to the right?

BOUNDARIES AND THE PRINCIPLES AND FEATURES OF PEER SUPPORT

Boundaries refer to the borders or limits of a relationship. They relate to what is and what is not acceptable, and the types of boundaries that exist vary depending on the type of relationship. As relationships become more formal – where one party is in a peer supporter role whether paid or unpaid – clear and negotiated boundaries become more important. There are reasons why more boundaries exist in more formal relationships; particularly when one party has a responsibility and duty towards the other.

The table on the following page outlines the core principles and features of Peer Support and then invites you to make a few notes on what you think this means in terms of boundaries. It could be helpful to refer back to your thoughts on pages 4-6.



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PRINCIPLE	FEATURE	WHAT DOES THIS MEAN FOR BOUNDARIES?
Mutual: a relationship based on shared experience, empathy, authenticity and respect.	Peers provide a lived experience perspective, without labelling. A recovery based not illness-based relationship.	
Reciprocal: a relationship based on equally valued contributions and joint problem solving and goal setting.	Peers are not medical experts, but experience experts. The relationship is of equals sharing and exploring.	
Non-directive: a relationship with no hierarchy and no judgement about what is best.	Peers support people to find their own solutions and goals. They do not assume that what worked for them will work for others.	
Recovery focussed: a relationship that inspires hope and possibility, beyond what has happened.	Peers will share practical strategies, facilitate opportunities and support people to take control.	
Strengths based: a relationship that recognises and builds on strengths, skills and positive life experience.	Peers will look for possibility even when things go wrong. They will support people to learn from experience and move on.	
Inclusive: a relationship that encourages and outward focus as well as inward reflection.	Peers will support people to engage with their wider context in their communities supporting actions to promote inclusion and growth.	
Progressive: a relationship that is fluid and a shared journey of learning.	Peers are not friends, they are a travelling companion, learning alongside people, discovering opportunities and reframing challenges.	
Safe: a relationship that is respectful and safe, where support and constructive challenge can work alongside each other.	Peers will negotiate what this means in each relationship, without judgement about what is appropriate.	

SESSION 3: ENGAGE WITH PERSONAL VALUES AND BEHAVIOURS

- Agree core behaviours that produce an empowering and safe learning environment.
- Introduce the CHIME (Connectedness, Hope, Identity, Meaning and Empowerment) model and the connection to personal values and behaviours.
- Connect values and communication to maintaining empowerment on the peer support journey.

CHIME

Characterised by motivation to change; positive thinking and valuing success; having dreams and aspirations. Regaining a positive sense of self and identity and overcoming stigma. Living a meaningful and purposeful life, as defined by the person (not others).

The CHIME framework is as follows:

Connectedness	Having good relationships and being connected to other people in positive ways. Characterised by peer support and support groups; support from others; community.
Hope & Optimism	Having hope and optimism that recovery is possible and relationships that support this. Characterised by motivation to change; positive thinking and valuing success; having dreams and aspirations.
Identity	Regaining a positive sense of self and identity and overcoming stigma.
Meaning	Living a meaningful and purposeful life, as defined by the person (not others). Characterised by meaning in mental 'illness experience'; spirituality; meaningful life and social goals.
Empowerment	Having control over life

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Reflecting on the CHIME model what does this look and feel like for you in your life at this point?

How could you engage more intentionally with CHIME in you peer support capacity?

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PERSONAL VALUES

Values drive behaviour. These values are built up over time through a wide variety of internal and external stimulus. Values and beliefs are closely linked, and both have links back to families of origin and past learning experiences. In the peer support role, it is critical we understand our own values and how these show up in our behaviour especially if they take us to the helper or fixer roles and away from mutual learning, facilitation and empowerment.

You can go online and complete this mini values assessment for fun and see where it takes you. <https://personalvalu.es/> Try and think about your role in peer support when you respond to the questions.

Note your top 5 and what they mean to you in the context of peer support.

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VALUES IN COMMUNICATION

In the early 1950s, Dr Eric Berne developed a theory about development tied to communication, which he called 'Transactional Analysis' (TA). Linking Transactional Analysis with peer support can help everyone in the relationship consider patterns of belonging and expectation, how communication enables or disables trust, connectivity, safety and the growth of an empowering space for reflection and learning.

A healthy peer relationship is comfortable with ambiguity, is diverse and inclusive, and works from the basis of collective thinking and experience. In his framework, Berne identified that we all communicate from what he called EGO STATES. Understanding these ego states (patterns, frames of mind) and their impact can help everyone in the peer relationship to communicate well, aligned with personal and peer values. In addition, understanding why we communicate in particular ways based on particular stimulus or 'hooks' from others can also be valuable in breaking unhelpful communication patterns.

In this work, we are using this framework to enhance communication and gain a better understanding of others' communication, rather than as a therapeutic intervention.

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In his framework he identified 5 ego states: Controlling Parent, Nurturing Parent, Adult, Adapted Child and Natural Child. We all operate in all of these states, and each has advantages and limitations.

PARENT STATES: sometimes described as 'Life as it is taught'.

CONTROLLING PARENT

The Controlling Parent in TA is the set of recordings in a person's mind of imposed, unquestioned, **external events** perceived between birth and age five. They are derived mostly from parents' (or parental figures') speech and behaviour. This communication and behaviour show up as boundary setting, admonitions, rules, judgements and punishments.

In a peer relationship this has a minimal value, as mutuality is key and this type of communication and behaviour favours control. At best it can be used to set boundaries at worst it can be overly controlling and disabling of collective thinking.

NURTURING PARENT

The Nurturing Parent in TA is the set of recordings in a person's mind of imposed, unquestioned, **external events** perceived between birth and age five. They are derived mostly from parents' (or parental figures') speech and behaviour. This communication and behaviour show up as supportive, helpful, caring and empathic, equally these behaviours can be over nurturing and disabling if taken too far.

In a peer relationship this has considerable value, as empowerment and connectedness are key and this type of communication and behaviour favours caring and empathy. At best it can be used through the process to coach, enable, and support learning, at worst it can be overly nurturing and disabling of personal accountability.

How do you feel about the two descriptions; what do you need to learn and what do you need to let go?

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CHILD STATES: sometimes described as 'Life as it is felt'.

ADAPTED CHILD

The Adapted Child in TA consists of recordings of **internal events** (feelings, emotions and judgements) experienced in the first five years of life in response to **external events**. Often that 'hook' comes from a Controlling Parent set of behaviours and communication. This communication and behaviour show up as fear, anger, frustration, low self-belief, compliance and obedience.

In a peer relationship this has a minimal value, as empowering self and others is key, and this type of communication and behaviour demonstrates either over reliance or over rebellion. At best it includes socially accepting what our part is in making things work, at worst it is self-consuming and reinforces the feeling of being stuck.

NATURAL/FREE CHILD

The Natural Child in TA consists of recordings of **internal events** (feelings, emotions and judgements) experienced in the first five years of life in response to **external events**. This communication and behaviour show up as curiosity, playfulness, creativity and free from inhibition.

In a peer relationship this has considerable value, as change and growth are the key, and this communication and behaviour encourages learning. At best it can be used to be curious about the story of others, develop managed risk taking, and creating energy, at worst it can be unreliable and unstructured.

How do you feel about the two descriptions; what do you need to learn and what do you need to let go?

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ADULT: sometimes described as 'Life as it is tested'

The Adult in TA is developed from around a year old and acquired and computed through exploring, thinking out and testing ideas. When behaving in our adult state we operate in the 'here and now', are rational and unemotional. This communication and behaviour show up as seeking information, respecting other people, and being assertive, considered and unemotional in our communication.

In a peer relationship this has considerable value, as mutuality, respect and boundaries are key. At best this communication and behaviour is calm, clear and avoids judgement, at worst it can be too detached and cold.

How do you feel about the description; what do you need to learn and what do you need to let go?

SO WHAT?

In a healthy peer support relationship, expect to see a lot of Nurturing Parent, Adult and Natural Child behaviour and communication. An unhealthy relationship is the opposite and works on the basis that knowledge and position are power. It has exclusive groups and norms. In this relationship expect to see a lot of Controlling Parent and Adapted Child behaviour and communication.

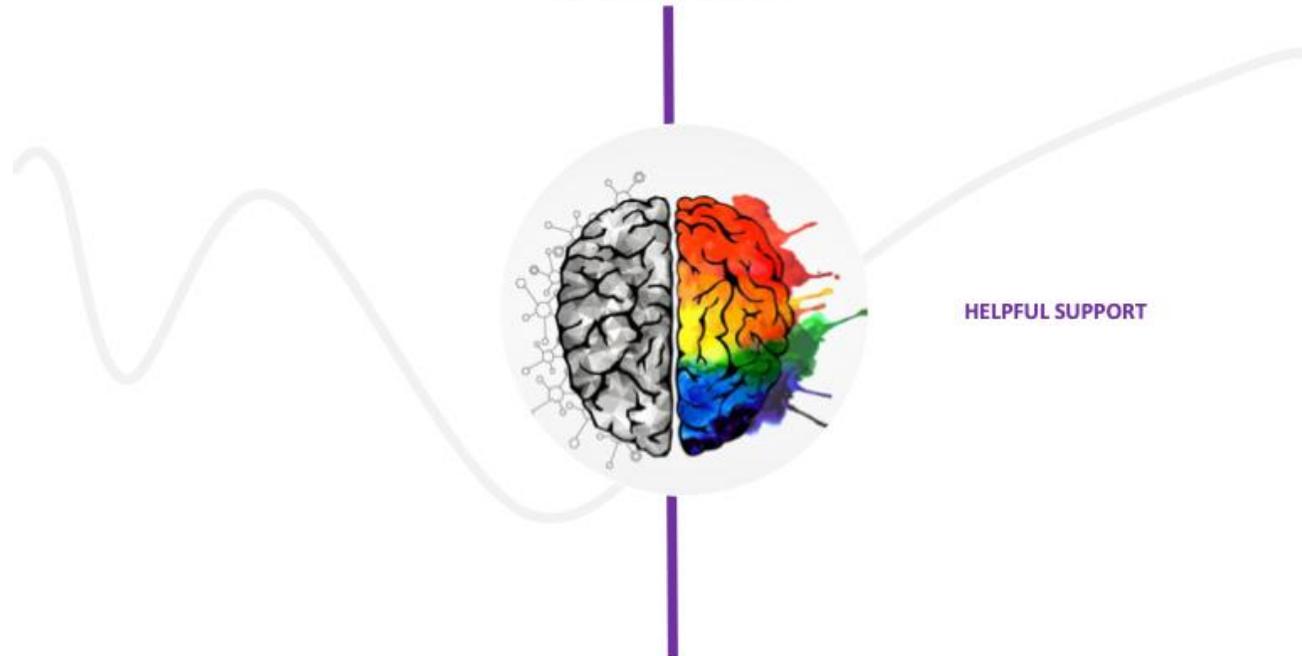
Having awareness about self, team, and organisation (where applicable) and the people being supported allows the peer supporter to tune into the hidden dynamics, patterns and energy and the loyalties that influence communication and behaviour. This can help tap into change and possibilities. To offer this kind of peer support requires opening of self and letting go of long-held patterns of convictions and stories. It requires co-creation of an environment of belonging and growth and opening self to being vulnerable, wrong and not knowing.

SESSION 4: DESCRIBE THE CONCEPT OF RECOVERY AS AN ENABLING MINDSET

- Agree core behaviours that produce an empowering and safe learning environment.
- Differentiate between an illness mindset and a recovery mindset including the relationship with peer support language and behaviours.
- Define the importance of a strengths-based approach in peer support.

ILLNESS AND RECOVERY MINDSETS

Think about what the two terms mean to you, make some notes about how you feel in both mindsets and what kinds of situations influence you ending up in each. Finally make a note of what types of support have helped you get to and stay in your recovery mindset.



STRENGTHS BASED APPROACH IN PEER SUPPORT

Each person has their own unique strengths and abilities, focussing on strengths is a positive recovery focussed approach as opposed to a deficit-based approach that focusses on what's wrong.

A strengths-based approach starts with what's strong and not with what's wrong. In doing so it is possible to:

- Promote hope - knowing what you can do to recognise your potential is a hopeful endeavour. Working with people to identify their strengths and abilities generates hope, a key ingredient of recovery.
- Encourage empowerment - being overly focused on problems and deficits is in itself disempowering. Strengths-based practice is one of the tools by which we encourage.
- Promote resilience — people who are more aware of their strengths are more able to anticipate and bounce back from challenges.
- Recognise each person as a unique individual with strengths, goals and dreams rather than as a collection of problems. This helps us recognise and celebrate the unique contribution we all make.
- Recognise and validate the experience brought by people with experience of mental health problems. They can bring unique insight, knowledge and experiences that can be applied in the support of others.
- Focusing on strengths does not mean that people will not experience problems, but it does help to foster environments and learning opportunities that support recovery.

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Discover your strengths with some mini descriptions based on a tool developed by Gallup called Strengths Finder. Choose 8 strengths across the 4 columns, they could be spread, or not, just go with what feels true for you, mark them on the diagram. Thereafter read through the descriptions on the next two pages and make some reflections.

Executing	Influencing	Relationship Building	Strategic Thinking
Planner	Energetic	Adaptable	Analytical
Accountable	Manages	Developer	See the big picture
Consistent	Communicator	Connected	Ideas
Disciplined	Maximises others	Empathy	Curious
Focused	Self-aware	Includer	Likes knowledge
Responsible	Significance	Positive	Learner
Problem Solver	Wins others over	Relator	Strategic
Values driven and goal focussed, EXECUTORS get stuff done. They are responsible problem solvers, planners and pragmatists.	Energy driven and engagement focussed, INFLUENCERS sell ideas and opportunities. They are promoters, connectors, communicators and believers.	Team driven and people focussed, RELATIONSHIP BUILDERS get others involved. They are coaches and mentors, empathic and caring.	Future driven and decision focussed, STRATEGIC THINKERS drive and deliver change. They are creatives, learners, analysts and doers.

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EXECUTING	
Planner	You can organise and figure out how all of the pieces and resources can be arranged to make things work. Remember to take time to explain your thinking, especially when there are changes to be made, so that others aren't left behind.
Accountable	You have strong core values, and these are reflected in how you live your life. Be aware of when others' values don't align with yours, to avoid being judgmental when thinking about their motivations.
Consistent	You treat people the same by setting up clear rules and sticking to them. Be careful that your 'the rules apply to everybody' perspective doesn't keep you from considering valid exceptions or circumstances.
Disciplined	You enjoy routine and structure which is reflected in the world around you. Routine and structure are helpful but be mindful that sometimes as situations change adjustments need to be made.
Focused	You can take directions, follow through, and make the changes necessary to stay on track. When you are deeply focussed, don't forget to engage with others as they will have great ideas too.
Responsible	You commit to doing what you say you will, showing strong values in honesty and loyalty. Remember to avoid over-committing and instead allow others to take control or lead.
Problem Solver	You are great at dealing with problems, figuring out what is wrong and sorting it. Avoid jumping in too quickly to solve problems which will give others the chance to use their thoughts and skills.

INFLUENCING	
Energetic	You can make things happen by turning thoughts into action. You can be impatient so try not to rush ahead without a concrete plan or asking others for their ideas.
Manages	You have presence and can take control of a situation and make decisions. Remember that your directness can seem confrontational so try to soften your approach by encouraging others to express their views.
Communicator	You generally find it easy to put your thoughts into words and are good at making conversations. Be mindful not to dominate conversations and take time to listen to others.
Maximising Others	You focus on strengths as a way to support personal and group excellence and seek to change something good to great. With your constant focus on making things better, don't forget to recognise the achievements of yourself and others before moving on.
Self-aware	You feel confident in your ability to manage your life using an inner compass which gives confidence in making decisions. Avoid coming across as arrogant or stubborn by listening to others, admitting mistakes and encouraging others to share their views.
Significance	You are independent and like to be recognized by others. You enjoy the limelight, however, be mindful that bragging about your skills is much less effective than showing them in your actions towards tasks and others.
Wins others over	You love the challenge of meeting new people, making a connection and winning people over. Some people might find your high energy and natural enthusiasm off-putting so think about your surroundings and how best you can use your skills to influence without being superficial.

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RELATIONSHIP BUILDING	
Adaptable	You tend to 'go with the flow', take things as they come and discover the future one day at a time. Because your natural instinct is that whatever or whoever is in front of you is your priority, be sure to be clear about goals or targets so that you keep on track.
Developer	You recognise and support the potential in others and get satisfaction from any small improvement. You may become so invested in others that you forget to invest in your own development so remember to take time for your own growth.
Connected	You have faith in the links between all things, believe there are few coincidences and that almost every event has a reason. Remember that this may come across as minimising challenging situations so be sure to acknowledge others' feelings at these times.
Empathy	You can sense the feelings of other people by imagining yourself in others' lives or others' situations. Because you worry about others' feelings you may put off conversations that need to be had.
Includer	You are accepting of others and show awareness of those who feel left out, trying to include them. Sometimes the important people in your life want time with just you so be sensitive to their needs and resist the urge to invite 'the whole gang' when that might not be appropriate.
Positive	You have an enthusiasm that is contagious, are upbeat and can get others excited about what they are going to do. Others may feel that your optimism is unrealistic and that you don't like to hear negatives so give others time to 'vent' before moving to positive actions.
Relator	You enjoy close relationships with others and find deep satisfaction in working hard with friends to achieve a goal. You are selective in your relationships so be careful about giving others the impression that you have an "in" group and an "out" group.

STRATEGIC THINKING	
Analytical	You search for reasons and causes and have the ability to think about all the factors that might affect a situation. Remember to recognise the emotions involved in decision making to avoid being perceived by others as uncaring or harsh.
See the big picture	You are inspired by the future and what could be and inspire others with their visions of the future. You can jump ahead, anticipating what others are going to say, thinking about the next thing, so focus on being present and listen to what others have to say.
Ideas	You are fascinated by ideas and able to find connections that others can't. Be mindful about avoiding getting carried away with too many ideas which can mean things don't get done or moved forward.
Curious	You have a craving to know more and like to collect all kinds of information. Be careful of giving others too much information or probing too much as this can cause others to lose attention or feel uncomfortable.
Likes knowledge	You enjoy thinking and appreciate intellectual discussions. You can get lost in your own thoughts so let others know that you are 'just thinking' so that they know you are still interested and engaged.
Learner	You have a great desire to learn, want to improve and enjoy the learning journey. Your knowledge of a subject area does not necessarily make you the only expert in the room so value the opinions and ideas of others.
Strategic	You can create alternative ways to proceed and quickly spot patterns and issues. Because you sort alternatives and arrive at the best route quickly, others may not see it so be sure to "show your work" so others can come with you.

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How do you feel about discovering your strengths?

Where can you intentionally use your strengths as a peer supporter?