

MENTAL HEALTH PEER SUPPORT WORKERS
TRAINING PROGRAMME

Mental Health Peer Support Worker Training Programme





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Foreword

UCL Partners, Care City and PPL have used **The Competence Framework** published by Health Education England and created by the National Collaborating Centre for Mental Health to create a Peer Support Worker Training programme.

This training package aims to be flexible and adaptable, and not to over-professionalise or define too tightly a role which is about human connection and relationships (*The Competence Framework for Mental Health Peer Support Workers, Part 1, Supporting Document, Health Education England, 2020*).

This Training Programme is our contribution to understandably contested territory. It is intended to be comprehensive, but certainly not to be the final word on peer support workers and their learning. Dialogue about peer support work will continue – indeed, without such dialogue, this product would not have been possible.

The training also is not a magic bullet. Training needs to be supplemented by the opportunity to put newly skills into practice, and this practice needs to be supervised. Only through practice and support can new learning become expertise.

We have worked collaboratively and rigorously as we can to create a tool for practical use. Please adapt and tailor to suit your own needs. Where possible, please use the original references in this document when re-using the materials.

Some advice on how to approach the materials:

- 1 Start with this current document**
It will provide context and background to the training alongside insights and lessons learned
- 2 Make sure to read the appendices**
the pre-reading materials should help you to contextualise the learning before approaching the 9 sessions
- 3 Finish by reviewing the training sessions slides and supporting materials and adapt as you see fit**
These consist of training slides and trainer notes to support you, handouts for trainees and other relevant materials.

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Background to the Training and Approach





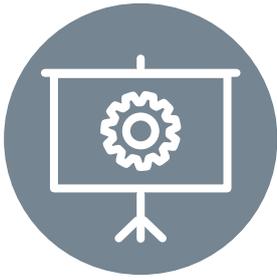
Background to the Development of Peer Support Worker Training Programme

- Mental health challenges are common, affect all age groups and are a leading cause of disability
- When accessed, treatment might be suboptimal and, even for people with more severe mental health problems, there may be limited long term support leading to increased use of crisis care and formal admissions
- The Five Year Forward View and the NHS Long Term Plan have sought to address this problem and have plans to significantly increase access to mental healthcare, but these plans are undermined by the limited availability of mental health staff within the system.



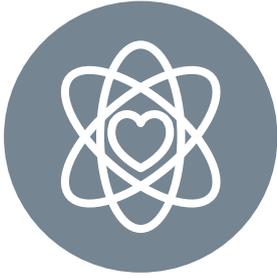
Training Peer Support Workers to Support Early Intervention in Mental Health Care

- One approach to addressing this problem is the development of the peer support role, where people who have experience of mental health challenges provide interventions and support to others with mental health challenges
- Despite the evidence for the value of the peer support role, current development programmes for the role vary between hospital and community trusts
- There is currently no standardised training available for organisations to access.



The Training Sessions





Learning Ethos and Principles

What values should underpin the training?

The following training principles were developed as part of a workshop with a number of staff (including experienced PSWs) from IAPT and Secondary Care services in scope for the training pilot.

Interactive

- Discussions between trainer and participants promoted in order to make it more personal
- Networking and 'getting to know you' discussions encouraged

Reflective

- Reflective practice encouraged
- PSWs supported to share their learning and ideas about peer support work in different contexts

Flexible

- Training aligned to the different levels/experience of PSWs undertaking the training – broad and high level yet with the scope to reflect on and apply learning to different roles
- The different contexts in which primary and secondary care PSWs work within acknowledged by the trainer

Responsive

- PSWs involved in the training development
- PSWs invited to feedback throughout the training – with content and approach developed and evolved in response

True to PSW Role and Ethos

- Focused on maintaining the 'joy' of being a PSW – and how this is different from other MH roles – while acknowledging that they will be operating within a professional context
- PSWs taught how to appropriately use their lived experience to support others
- PSWs taught to identify and define professional boundaries, as this can be a blurred line for some

Safe

- A supportive and confidential environment created where participants can share their experiences safely

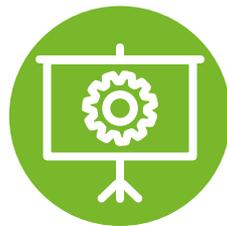


70:20:10 Approach

When designing the training, we identified a range of activities and prompts to encourage participants to build on the learning gained in the classroom by **identifying, using** and **reflecting upon** opportunities to learn from peers, colleagues and managers, and experiences gained on the job between modules and after the training. This includes the use of a buddy scheme to provide all participants with a named person on the course to share learning and challenges with throughout the programme and beyond.

10%

of learning is gained from formal courses and programmes



70%

of learning is gained from on-the-job experience

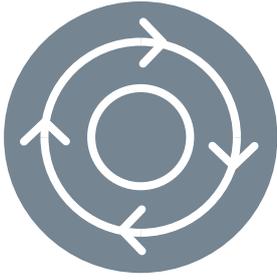


20%

of learning is gained from other people



70:20:10 was developed in the 1980s by Morgan McCall, Michael M. Lombardo and Robert A. Eichinger. <https://www.personneltoday.com/hr/702010-a-model-approach-for-learning/>



Learning Cycle

Planning

We have built in regular opportunities to plan for next steps, building in a continuous loop of learning and action planning that takes the learning back into the workplace.

Doing

The training provides opportunities to try out new approaches in a safe space through role plays and other 'real to life' activities. Participants are also provided with structured activities to test out their learning on the job.



Concluding

Participants have opportunities to draw conclusions based on their learning and previous experiences. They will be challenged to consider the 'so what' in terms of their understanding of their role and professional practice.

Reflecting

Participants also have opportunities to review and reflect on their experiences – in and outside of the training session, and receive feedback from their peers.

The learning cycle is based on the work of David Kolb (1984).
<https://www.eapfoundation.com/studyskills/learningcycle/>



Evaluation

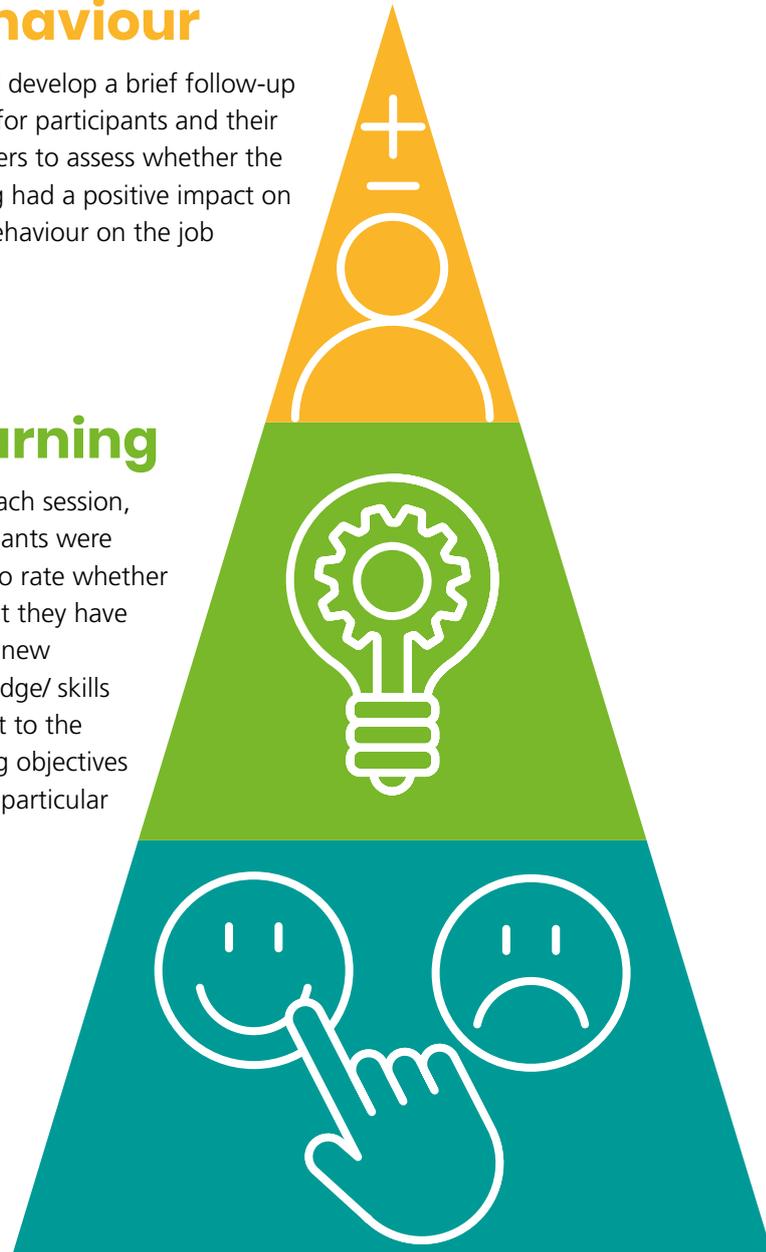
Evaluating the success of the training

Behaviour

We will develop a brief follow-up survey for participants and their managers to assess whether the training had a positive impact on their behaviour on the job

Learning

After each session, participants were asked to rate whether they felt they have gained new knowledge/ skills relevant to the learning objectives of that particular session



Experience

After each session, participants were asked to rate the session in terms of their experience on the day

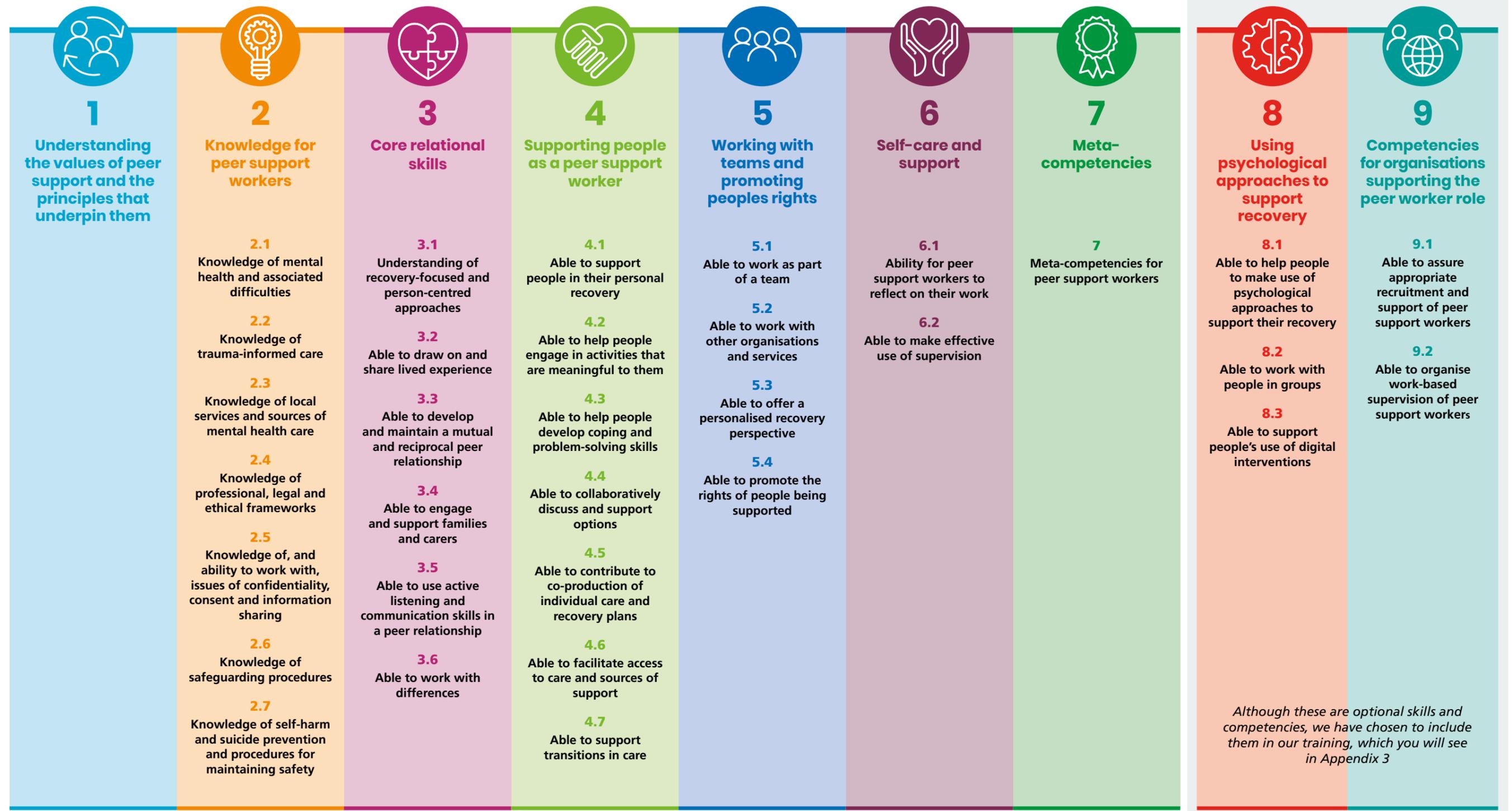
The evaluation approach is adapted from the Kirkpatrick evaluation model
<https://www.mindtools.com/pages/article/kirkpatrick.htm>

Peer Support Worker In Mental Health Training Approach

Competence Framework

This framework and the one in Appendix 3 illustrates how the Peer Support Worker Training Team mapped the competencies to each training day. For more information, please see the Health Education England guidance:

<https://www.hee.nhs.uk/our-work/mental-health/new-roles-mental-health/peer-support-workers>



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Guide for Trainers/ Facilitators





Guide for Trainers/ Facilitators

When identifying an appropriate trainer/facilitator for this training, we would recommend individuals who have:

- Significant experience of working in a peer role in a range of settings (working with both individuals and groups) relevant to the setting/sector potential participants will be working in
- Experience and confidence of delivering training both face-to-face and online (if applicable)

More specifically, trainers should have skills, confidence and experience in the following areas:

- Interpersonal skills to build a safe and trusting environment, in which participants feel safe to disclose their personal experiences with the trainers and other participants on the course
- Confidence to work with theoretical models and principles, and an ability to explain these to groups with diverse learning styles and educational backgrounds
- An ability to flex their delivery style and approach to the needs of the group, balancing this with the delivery of key learning and learning outcomes
- A strong awareness of diversity and inclusion, and an ability to demonstrate this awareness through their work with the group and how they share their experiences
- Ability and confidence to share their personal experiences and examples of working as a peer in a way that supports participants' understanding and learning
- Ability and confidence to use their own lived experience of mental health challenges and using mental health services in a way that builds trust and rapport
- Confidence to manage any challenging behaviour or conflict within the group positively and proactively.

Tips for trainers:

Feedback from the pilot has emphasised that the value of the course for participants is broadly in three key areas:

1. **The models and tools**
2. **The opportunity to connect, and share experiences with, other peers**
3. **The insights, experiences and stories shared by the trainers**

It is important, therefore, that when preparing to deliver a session, you consider all three of these areas to maximise the experience people gain from the training.

The models and tools

- Take time to read through all of the slides and trainer notes well in advance to familiarise yourself with the flow of the day
- Make sure you are really clear on the purpose of each session, so you know what you are trying to get out of each model/tool/approach
- Take time to do any suggested reading so that you are confident to answer questions about any frameworks or tools that are less familiar to you.

The opportunity to connect, and share experiences with, other peers

- Each session includes opportunities to work with a buddy – this is a really important part of the experience that participants on the pilot really valued
- Consider how you might support buddy pairs who aren't connecting well or who aren't finding the relationship supportive
- Don't underestimate the importance of informal time to connect as a group – this might be before/after sessions, during the breaks, or simply by allowing some 'off-topic' conversations throughout the day. It's really important that the group is able to have fun together

The insights, experiences and stories shared by the trainers

- Consider how you will bring to life the content of each session using your own stories and examples
- For each session, spend time in advance thinking about what is appropriate, and comfortable, to share, and what you would prefer not to share
- The trainer notes include prompts to share your examples, but do not feel restricted to these opportunities. Just make sure there is a good balance of theory, examples, and opportunities for participants to contribute.

General principles

The facilitator notes provide lots of exercises, activities and group discussions to support the group to reflect on, and apply the learning. There may, however, be times where people need additional support or guidance from you. One of the key skills of an effective facilitator is to be able to judge when the group needs additional input from you, or when you can draw on the skills and experience of the wider group to support wider learning.

According to M. David Merrill (First Principles of Instruction, 2012), who has studied learning design for over 50 years, one of the key principles of effective learning is to provide participants with opportunities to apply the learning to their own situations, and to draw upon their own previous experiences. Supplement the training guide where appropriate with additional questions and group discussion to support participants to reflect on their previous knowledge and use this to consider how they might apply the learning to future challenges.

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Insights Into Delivering the Peer Support Worker Training Programme





Insights Into Delivering the Peer Support Worker Training Programme

We have collated some insights from our experience of delivering the Peer Support Worker (PSW) Training Programme, to provide an idea of our main learnings and advice for delivering the training in another organisation. This will cover:

- **Insights about the PSW role, based on our experience of the training**
- **Descriptions of the experience of the training**
 - Trainee and employer feedback themes
 - How we collected feedback after each session
- **Insights and advice about delivering the training successfully**
 - What was significant and the training
 - General advice – what worked well for us, and our challenges
 - Advice about delivering online

Our experience of delivering the training has highlighted that PSWs are at times isolated in their roles and lacking in confidence. The training has been beneficial in equipping peers with learning and frameworks to underpin their lived experience – supporting them to understand the value of their role and building their confidence and skillset. The training has brought peers together in a positive, safe learning environment, and has helped to form a network and a support system for many.

1.

Peer Support Worker insights into the role based on our experience of the training

There are a few insights in regards to the PSW role we thought would be useful to share initially which emerged through our training experience. This should help in providing some context of our trainees' roles in their organisations parallel to their enrolment in the training.

1.1 The PSW role can be isolating, and peers lack confidence and autonomy

An important theme to emerge related to how the training enabled PSWs to develop and build their own confidence and autonomy in the PSW role. At the outset of the programme, some of the trainees expressed that they felt as if they had limited autonomy and agency in their role and found it difficult to voice their opinions within their workplaces. However – throughout the course of the training we saw confidence increase within all trainees, particularly in relation to self-assurance in their own role, relationships to colleagues and confidence in their place within their organisation. For example, as the sessions progressed, trainees began to demonstrate strength in the experiences they brought to the sessions, were confident to speak up in the group and interact with others and demonstrated passion and belief in the importance of their roles. An important example was during Session 3 where we looked at Effective Relationships and assertiveness. Trainees were able to practice some of the communication styles within their own workplaces. Most trainees put this into practice and came back to the group with detailed experiences of their confident conversations, and a feeling of empowerment from learning how to communicate differently and find their voice as a peer. For peers to gain more confidence in their roles, the content they learn needs to be applicable to their roles and the trainees are required to dedicate the time to put this into practice.

1.2 PSWs work in silos – peers are often the only one working in their organisations

A PSWs' place within organisations has a significant impact on their experience of the role. PSWs often work in silos in different organisations with little communication between them to share experiences – for example, two of our trainees were working in the same organisation but had never met each other. It can be a real culture shift to employ PSWs and having credible training can be a good enabler to recruit more people, as we learnt from employers and trainees alike. Some organisations see the benefit of a PSW but do not have the organisational support to recruit more or make them a permanent fixture in an MDT. As a result, valuable learning from delivery of this training programme was the importance of organisational infrastructure. For example, organisations seeking to recruit and deploy peer workers need to have an established induction programme for them, dedicated and regular supervision, and an opportunity to meet others peers in similar roles, as well as access to standardised training.

Managing the changing relationship and dynamic when a service user becomes and employed PSW can be difficult for teams, particularly when the MDT resource is stretched to capacity. As a result, PSWs can feel isolated, particularly as many of them do not know any other PSWs working in their organisation, and very rarely know of any outside of their workplace. Currently, there is not standardised training for a PSW and the experience of PSWs can vary markedly between (and within) organisations. For example, some of our trainees completed a few days of PSW training or just a trust induction, one trainee had never had any PSW specific training at all.

1.3 The PSW identity can be disempowering and uncertain

Our trainees expressed lots of challenges in their workplaces, more often a perception of being undervalued which meant they approached the training initially feeling disempowered with little confidence in their role. Peers' career progression is not always clear and job security can be a worry – some of our trainees were on bank/part-time contracts. Some of our trainees also described incidents of conflict within their workplace – which when probed more deeply, seemed to be related to the lack of understanding around the PSW role and feeling unsupported by the wider MDT. Identity – particularly as non-clinical members of the team was something that the peers spent much time discussing and unpicking. In response to these issues, the training programme was designed to give more attention to supporting trainees to find ways to A main challenge we encountered in the training is that a third of our trainees had conflict in the workplace with other colleagues. The training focused on ways of communicating, how to develop effective interpersonal relationships. Several trainees reported that these skills supported them in achieving better outcomes at work.

2.

A blended approach to data collection can capture rich feedback

We triangulated a couple of qualitative methods, conducting semi-structured interviews with trainees and employers, and also used online surveys at the end of each session to collect their feedback about the session.

Please see appendix one for data from the surveys and an example survey form.

3.

‘Creating a digital online community’ – descriptions of those who experienced the training

Using a variety of qualitative tools (including surveys and interviews with trainees and employers), we were able to obtain rich data from trainees and employers about their experiences of the training. A number of themes emerged from dialogue with trainees, which included:

The training has aided the development of a support network of PSWs

The trainees regularly communicate outside of the training space now and have created lasting relationships.

- The opportunity to meet other PSWs working in the same role, with similar experiences as them as been described as being really powerful and one of the key benefits of the training:
“Before as someone with lived experience in a trust I didn’t feel part of a collective, but now part of the training, I feel part of a shared group. Independently we’ve formed a separate group/support network with potential for longevity – we catch up between the training sessions.”
- Learning from others, having shared experience and interests with the group was also noted as being one of the best parts of training:
“We all still share our experience of our past which is lovely, and all get on well together. We all give each other advice. We have things in common.”

Buddy system

- In addition to this, the buddy system was also an important mechanism in the training. Each trainee had a buddy who they spent 1:1 time with during each session. This ensured no one was alone either during or after they leave a session. The buddy is also there to watch for signs that their own buddy is struggling or upset and to offer support outside the session.
- *“I like having a buddy as it is a private time for me to talk about any worries or concerns I have.”*

Positive experience of taking part in training online and building an online digital community

- We conducted some informal conversations with trainees after we recognised the pandemic situation was becoming more serious, and 70% (7/10 trainees) agreed to online training, and felt safer in this environment due to their own concerns such as shielding or vulnerable family members. This was a positive start to our experience of learning online, as the project team had some reservations about converting this type of training to a virtual environment
- The feedback around taking part in the training online has been wholly positive. One trainee said they loved the use of virtual breakout rooms, because they allowed smaller group discussion where those who were perhaps less confident in a bigger group were able to express themselves

- Trainees have said they were at first nervous about learning online due to the nature of the training, and had really enjoyed the first face to face session, and were concerned about losing some of the relationships they had built with other trainees
- These views changed once the training begun, and they praised the variety of the content, which was engaging and interactive online:

““ I was not sure if the online sessions would work out and had concerns about the length and if I had the facilities to take part and had concerns about confidentiality would be maintained. I have enjoyed the virtual training, the content and delivery is varied and engaging, with use of videos and interactive exercises and opportunities to be involved in discussion and learn from the trainers and peers.
- The trainees recognised that they were still able to connect with each other, creating a 'digital community':

““ When I first heard the training was going to be held over Zoom instead of in person I was dubious but it's actually turned out to feel like I am connected to an online digital community learning more than I could even imagine from the comfort of my own home.

Safe psychological space and a supportive learning environment

- The training has received lots of positive feedback from trainees around the facilitators creating a safe psychological space and a warm and engaging learning environment. Trainees felt comfortable to share their experiences and supported by the facilitators to do so:

““ The trainers created a very warm and supportive learning environment both when in person and when the training moved online.
- We think that was achieved by the buddy system, the use of small breakout rooms, flexibility of the sessions and openness of the trainers to respect trainee's boundaries e.g. we relied heavily on the chat function to engage trainees, and encourage discussion amongst those who were not as confident to speak up, and respected trainees who preferred to have their camera off.
- *““ The virtual training is new to me. To be honest I have got used to it now. We all still share our experience of our past which is lovely, and all get on well together.*

Engaging content and supportive facilitators

- An overarching theme in the feedback received from the training has been around how skilled, supportive, and engaging the facilitators were. In addition to this, many comments were made around how well the content was presented online. We think it is important to have skilled and engaging facilitators, particularly in an online context.
- Furthermore, having facilitators who have a light-hearted manner, and an ability to put the trainees at ease was crucial in an online environment where hiccups arise with Wi-Fi, distractions in the background, etc.

- Feedback around the content was that the sessions were varied and interactive, they had enough breaks from the screen, breakout rooms for smaller conversations were useful to share thoughts, and there was enough variety in all of the sessions which meant they were not repetitive:

““ *The course leaders have made a huge effort to keep the online sessions fresh and engaging, it hasn't been as difficult as i thought it would be to stay focused completing the course online. The sessions still involve a mixture of teaching and learning styles and the topics are varied which helps means the training hasn't felt repetitive.*
- We received some important feedback around the training contributing to a peer to feel valued:

““ *People are finally thinking about us as peers and the importance of the role. Facilitators are great and are so real.*
This brings home the reason we delivered the training – to allow peers to feel valued, respected and skilled.
- Another quote from a trainee discussed how the course was still engaging even online, with the facilitator also learning as well as the trainees:

““ *I think the course is very well done, given the situation we have at the moment with COVID-19. The lecturers and support staff are very helpful. Everyone gets on with each other. Its good when we go into our groups as we all have different ideas how to support the services users. We are learning from each other in each of the sections, and I think the tutors are learning as well. The staff send out information about the topic so we can download the information. I would recommend this course to anyone who wants to be a peer worker.*

In addition to trainee feedback, we also conducted employer interviews from a variety of organisations (NELFT, WL NHS Trust), to gain some learning around their experience of the training, and key themes emerged:

- The training has increased peers' confidence, knowledge, and skills to work as a PSW – all of the employers described how their PSW's confidence has grown in their role, and they have a wider understanding of the peer role and how it fits into organisations
- ““ *My PSW was really excited and motivated and gaining confidence; I think the course is brilliant.*
- The range and depth of the training has supported one PSW to transition to a different role needed in the COVID-19 pandemic. The employer said:

““ *it has provided the PSW with the confidence and knowledge to move to the new role and really excel in it – the training widened their point of reference in mental health services, which has meant they are now confident in a new service which requires the knowledge and confidence to deliver training.*
- The training has provided an incentive for organisations to recruit PSWs, and view it as a credible position. It potentially might also lead to opportunities for PSWs to progress and move organisations

- *““ This course is very significant– it can be a real culture shift to employ PSWs and having credible training backs this up.*
- The course content and support were highlighted as being useful particularly the co-design element as the trainees and the facilitators are constantly learning from each other.
- The training itself also covers a wide range of specific content for the role, which PSWs don't always get access to in their own organisation – it can be short training or just a trust induction and learning on the job
- *““ PSWs get a trust induction but it doesn't always cover all the bases. This training covers the participants' own journey and experiences which is great.*
- *““ Context and frameworks module stands out as being important as there is a focus on knowledge, professional, ethical, legal frameworks – really pleased to see that on the course. It has become quite an issue for PSWs, as they want to advocate for their client, but fundamentally they need to adhere to all the trust guidelines, so this is a bit of a pressure point.*

4.

Delivering the training successfully – recognising the importance of coproduction, relationship building and discussion time

Before sharing the insights and advice about delivering the training successfully, it's worth recognising that trainers will want to adapt this training for their own context, circumstances and group. However, based on our experience, we think there are a set of principles trainers should bear in mind in terms of how they adapt the training and seek to make it a success:

- **Give the delivery team ownership of the materials, by reducing the sign off process** – We found that having a design group to review the content sometimes delayed sign off and made the training team feel less autonomous – if you are going to edit the content/add more, try to keep this as simple as possible in terms of a sign-off process so that the development does not take a backseat for too long
- **Spend time building a relationship between the facilitators and project team** – it's crucial to spend time building a relationship between the facilitators and delivery team to ensure any development is smooth, and the facilitators are aligned when delivering the training to reduce any disagreements – we coordinated half a day at the start of the training development process for everyone to get to know each other
- Use the training notes as a guide, but adapt to your own style of language and delivery
- Don't underestimate the importance of discussion time – the training requires plenty of space and time to discuss and reflect as a group
- Use breaks to facilitate informal discussion and build relationships with trainees
- Invest in building relationships with trainees in preparation for the training programme.
- Ensure you have good administrative support. This is even more important when working in a virtual environment.
- Consider the training venue – ensure it supports and encourages collaboration and discussion. Prior to a move to virtual training we used a large, flexible and welcoming space which could be adapted easily
- As with any peer training, establishing trust and respect within the group is essential. This will support effective co-production and collaboration within the group
- Using co-produced ways of working and frequently referring back to these and reflecting on them will encourage continual learning and create a safe space for peer development. Using those at every stage and reminding people with any learning is crucial.

5.

Building mutual trust with trainees from the outset – the first day is a key driver for the rest of the training

We also have some insights into what elements of the training we found particularly significant:

- The first day is a key driver for the rest of the training, the mutual trust gained at this stage helps support the delivery of all the other modules which are important in their own ways, but keeping the personal journey at the heart is fundamental to keep everyone engaged
- How to safely disclose is also significant, which we covered in session 2, Use of self, is important to learn about and understand
- Session 8, Supporting access to care, covered the transition between services – that felt very powerful, either to people who could relate to this through their lived experiences, or if it was completely new to people the case studies we used explained how service users might have gone through different services, which highlights some of the challenges in the system
- This learning taught peers how to understand a service user's narrative, as well as a staff member's and learning how to marry these together to ensure everyone's needs are met. Similarly, learning about empathy and how to look through our own biases and work with families in this context felt very important and useful for trainees.

6.

Advice about training online – how can we deliver the course in a way that is meaningful through a screen?

Although we've covered our key principles for delivering the training face to face, we thought sharing our experiences of delivering the training online is also important. Once the COVID-19 pandemic prevented the teaching of the remaining 9 out of 10 days face to face, we decided alongside the trainees to continue the training as an online course. Some of the initial questions we asked ourselves as a project team were:

- What is appropriate given the audience of the training? The training is usually delivered in a face to face context, where building a relationship with the group of trainees is crucial to contributing to feeling safe to share experiences, and learn about how lived experience can enhance the PSW role
- How do we balance the Zoom online learning environment with enough conversation, freedom to speak up, comfort and accessibility to the concepts?
- How do we create a sense of safety and confidence to share in an online context?
- How do we manage the logistical flaws of online teaching – internet and computer access, digital literacy skills, how do we capture engaging and personal learning among the chaos of a pandemic and working from home?
- Is the trainee's home environment somewhere that they feel safe?
- How do you enable trainees to get to know each other so that they feel safe engaging and sharing?

7.

Advice about training online – digital delivery can capture a similar feeling of safety and enjoyment, if you make the most of the online platform tools

We have collated some of our main tips for delivering the training online.

- Virtual networking before the session – we scheduled the session to start at 9.45am instead of 10am, to allow trainees to log on to Zoom, troubleshoot any internet or computer issues, get a cup of tea and have an informal conversation as a group or with each other
- Relaxed and flexible trainers, who have the humour and patience to get through online delivery and all of the quirks and hiccups it brings – this was so important in delivering online and making it an enjoyable experience for the trainees
- Having fluid timings for the day – sometimes trainees would be late or would struggle to logon, so it was crucial to be flexible
- Making the most of the technology – Zoom has a chat function that was used throughout the training. We also used the breakout rooms and interactive whiteboards which worked well. Trainees who felt less comfortable having their cameras on used the chat to express their opinions and ask questions. The trainers encouraged the use of the chat to have a live conversation throughout the sessions, to keep trainees engaged and involved
- With that in mind it was important to continue to monitor the chat function, and to facilitate this so that everyone who wanted to speak got their time to do so, and asking questions to the views and experiences shared where appropriate. Also, without the ability to read social clues as easily online, it was important for the trainers to monitor this constantly as well as those who were contributing verbally.
- Co-production with the trainees – asking them at the start of each session what they want to learn and what they expect and maintaining this momentum throughout all of the sessions
- Acknowledge trainees' different environments – at home, in the office, etc and recognise constraints some of them face so they do not feel worried or nervous to tell you they have to leave early, or are struggling to focus in certain aspects of a session
- Being organised with materials for trainees in advance – circulating training handouts and materials pre session to trainees was crucial to ensure they were prepared for the sessions
- There were some limitations as usually there is time built in the day to build relationships e.g. tea/coffee and lunch breaks, and you do not get that time in the same way online as everyone turns their cameras off/mutes, etc to have a break separate to the group.

8.

Digital delivery is challenging, a full day on a screen can be draining, and distractions are aplenty

Our biggest challenge was that digitally delivering training was difficult in retaining a consistent number of trainees throughout the day:

- For example, some trainee would not turn up on the day, or would only stay for an hour. If the training was face-to-face, there is more of a commitment needed from trainees as they will need to travel there and take time out of work, etc
- Online it is easier to get distracted from other commitments e.g. emails, family, etc. This was an issue for the trainers and the trainees too, as continuity is a real factor in delivering engaging training
- This also impacted on the delivery as some trainee's buddies might leave mid-session, the breakout rooms were one less person and it took some logistical re-arranging to get back on track.



Summary

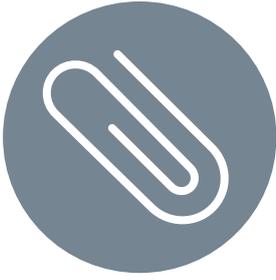
In summary, we believe that the training has created a shared space for peers, a place that people feel comfortable to share their lived experience freely.

Many trainees brought challenges from their workplaces which we helped to resolve in the training, so we believe the training helped trainees to respond to challenges and equip them with the tools to do so. However, the training alone is not enough to support and embed peers safely into a service. Organisations need the right infrastructure to support peers – spaces to connect peers together within the organisation, supervision, a sufficient induction. The training cannot produce a peer work force, but it can provide access to tools, a shared network of peers and enhance confidence in the value of the role and their place in a service users' journey.

MENTAL HEALTH PEER SUPPORT WORKER TRAINING PROGRAMME

Appendices



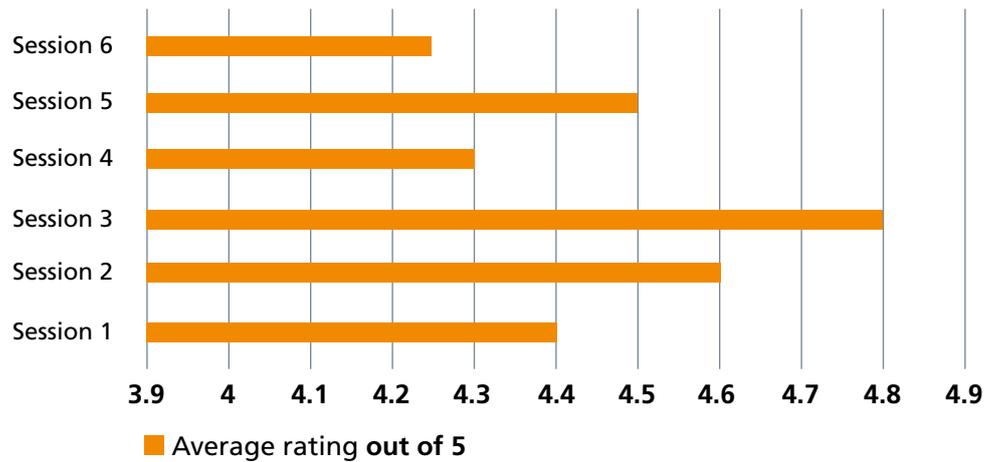


Appendix 1

Data from the trainee survey which was completed at the end of each session.

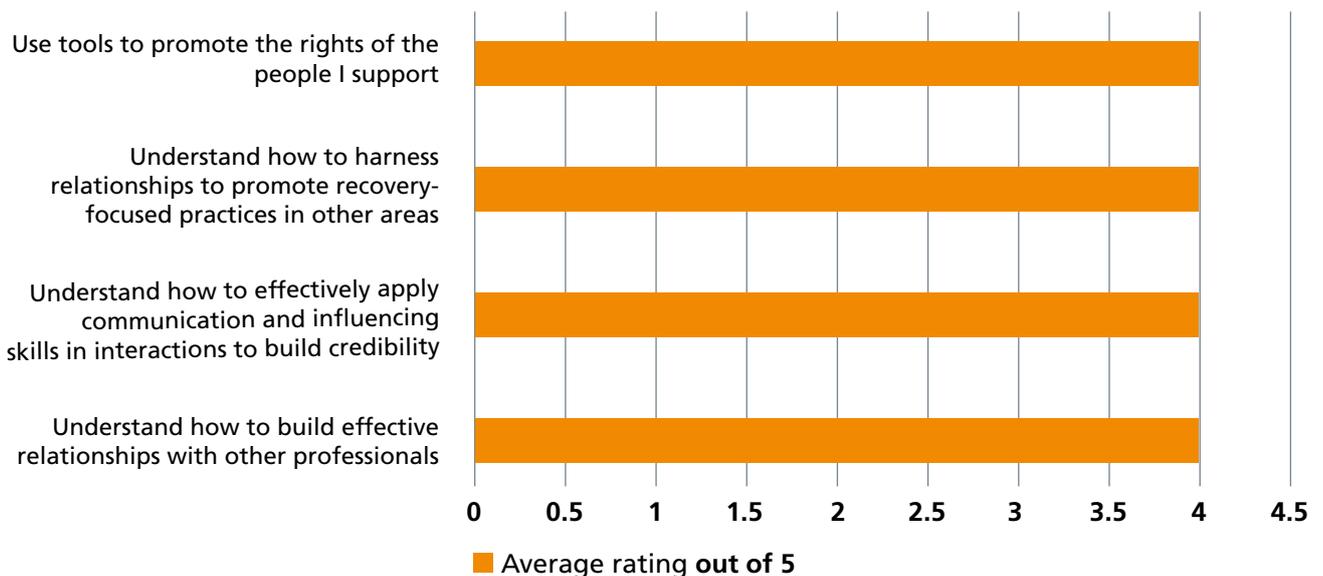
Give the session an overall rating of 5

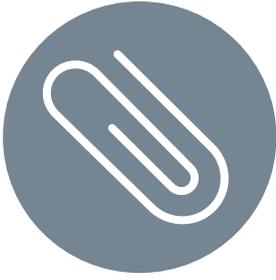
Each session was scored by the trainees out of 5. From session 1-6, no trainee scored the day less than 4. On average 8/10 trainees completed each survey.



Example – Session 6: Working with other professionals

In session 6, trainees rated whether they thought they understood the learning objectives by the end of the session. This was rate on average 4 out of 5 by 8/10 trainees.





Appendix 2

PSW in Mental Health – Session 3 Feedback – Effective Relationships

#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, July 10, 2020 4:03:49 PM
Last Modified: Friday, July 10, 2020 4:08:10 PM
Time Spent: 00:04:21
IP Address: 80.6.111.193

Page 1: Feedback

Q1

Please give the session an overall rating based on the scale below:

☆	Good
Why have you given this rating?:	Very organised content and good delivery.

Q2

The session provided:

A number of strategies to build rapport through soft skills	Agree
An understanding of how to build constructive relationships with people from a variety of backgrounds	Agree
A chance to develop insight and empathy for other's positions and perspectives	Agree
An understanding of how to engage an individual's wider network to enhance the support offer they provide as a PSW	Strongly Agree
An understanding of the concept of unconscious bias	Agree
An understanding of the barriers to building effective relationships and how to identify and address these in practice	Agree

Q3

What was the most useful thing you learned during the session?

Unconscious bias.

Q4

The relevance of the training to your role

☆	5
---	----------

Q5

The knowledge and experience of the facilitators

☆	5
---	----------

Q6

The opportunities for you to get involved and participate

☆ 5

Q7

Your sense of safety and comfort to share your experiences

☆ 5

Q8

The Zoom learning experience

☆ 5

Q9

About right

How would you rate the pace of the session?

Q10

Respondent skipped this question

Do you have any suggestions about how we can improve your experience of learning on Zoom?

Q11

What will you do differently in your daily work following this training?

Apply better questioning , think more deeply surrounding my unconscious bias.

Q12

Would you recommend this training to other peer workers?

Yes,
Why?:
It is very insightful and considers a wide range of reflective practices which can be applied to the job role to improve practice.

Q13

Respondent skipped this question

How can we improve future training sessions?

#2

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, July 10, 2020 4:04:54 PM
Last Modified: Friday, July 10, 2020 4:11:53 PM
Time Spent: 00:06:58
IP Address: 80.229.34.144

Page 1: Feedback

Q1

Please give the session an overall rating based on the scale below:



Excellent

Why have you given this rating?:

The Group is really friendly and the tutors keep my attention the whole time, they are inspirational

Q2

The session provided:

A number of strategies to build rapport through soft skills	Strongly Agree
An understanding of how to build constructive relationships with people from a variety of backgrounds	Strongly Agree
A chance to develop insight and empathy for other's positions and perspectives	Strongly Agree
An understanding of how to engage an individual's wider network to enhance the support offer they provide as a PSW	Strongly Agree
An understanding of the concept of unconscious bias	Strongly Agree
An understanding of the barriers to building effective relationships and how to identify and address these in practice	Strongly Agree

Q3

What was the most useful thing you learned during the session?

Interview/ Listening skills. challenge bias

Q4

The relevance of the training to your role



5

Q5

The knowledge and experience of the facilitators

☆ 5

Q6

The opportunities for you to get involved and participate

☆ 5

Q7

Your sense of safety and comfort to share your experiences

☆ 5

Q8

The Zoom learning experience

☆ 4

Q9

About right

How would you rate the pace of the session?

Q10

Do you have any suggestions about how we can improve your experience of learning on Zoom?

i feel the training is delivered as well as it could be via zoom

Q11

What will you do differently in your daily work following this training?

I will be more aware of my clients social network and also think about how i can give feedback in a more constructive way

Q12

Yes

Would you recommend this training to other peer workers?

Q13

How can we improve future training sessions?

in the feedback exercise maybe include a script of a bad feedback conversation and a good conversation for person A and person B.

this might be easier alternative for those who find it hard to improvise what to say but still demonstrates the "ideal" way to give feedback.

#3

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, July 10, 2020 4:06:15 PM
Last Modified: Friday, July 10, 2020 5:13:11 PM
Time Spent: 01:06:55
IP Address: 95.144.174.22

Page 1: Feedback

Q1

Please give the session an overall rating based on the scale below:



Excellent

Why have you given this rating?:

Excellent structure, interactive, brilliantly delivered by all 3 facilitators (including the tech support)

Q2

The session provided:

A number of strategies to build rapport through soft skills	Strongly Agree
An understanding of how to build constructive relationships with people from a variety of backgrounds	Strongly Agree
A chance to develop insight and empathy for other's positions and perspectives	Strongly Agree
An understanding of how to engage an individual's wider network to enhance the support offer they provide as a PSW	Agree
An understanding of the concept of unconscious bias	Strongly Agree
An understanding of the barriers to building effective relationships and how to identify and address these in practice	Strongly Agree

Q3

What was the most useful thing you learned during the session?

How important this training is for self care, self work as well as the professional role.

Q4

The relevance of the training to your role



5

Q5

The knowledge and experience of the facilitators

☆ 5

Q6

The opportunities for you to get involved and participate

☆ 5

Q7

Your sense of safety and comfort to share your experiences

☆ 5

Q8

The Zoom learning experience

☆ 5

Q9

About right

How would you rate the pace of the session?

Q10

Do you have any suggestions about how we can improve your experience of learning on Zoom?

would love a zoom presentation lesson from Tash, as well as a tutorial on how to set up funky backgrounds - I want to travel the world too!

Q11

What will you do differently in your daily work following this training?

Share resources with the Therapeutic Community; bring resources, concepts and activities to Peer Group Supervision, the wider team as well as individual supervision and mediation process.

Q12

Would you recommend this training to other peer workers?

Yes,
Why?:
Helpful for personal and professional development, vital for self-care in general and even more so during C-19

Q13

How can we improve future training sessions?

Developing, resourcing, supporting the 'Peer' movement/paradigm shift/profession and professional body

#4

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, July 14, 2020 11:50:49 AM
Last Modified: Tuesday, July 14, 2020 11:53:23 AM
Time Spent: 00:02:33
IP Address: 92.40.168.51

Page 1: Feedback

Q1

Please give the session an overall rating based on the scale below:

☆ **Excellent**

Q2

The session provided:

A number of strategies to build rapport through soft skills **Agree**

An understanding of how to build constructive relationships with people from a variety of backgrounds **Agree**

A chance to develop insight and empathy for other's positions and perspectives **Agree**

An understanding of how to engage an individual's wider network to enhance the support offer they provide as a PSW **Agree**

An understanding of the concept of unconscious bias **Agree**

An understanding of the barriers to building effective relationships and how to identify and address these in practice **Neutral**

Q3

Respondent skipped this question

What was the most useful thing you learned during the session?

Q4

The relevance of the training to your role

☆ **4**

Q5

The knowledge and experience of the facilitators

☆ **5**

Q6

The opportunities for you to get involved and participate

☆ **5**

Q7

Your sense of safety and comfort to share your experiences

☆ **5**

Q8

The Zoom learning experience

☆ **4**

Q9

About right

How would you rate the pace of the session?

Q10

Respondent skipped this question

Do you have any suggestions about how we can improve your experience of learning on Zoom?

Q11

Respondent skipped this question

What will you do differently in your daily work following this training?

Q12

Yes

Would you recommend this training to other peer workers?

Q13

Respondent skipped this question

How can we improve future training sessions?

#5

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, July 14, 2020 11:51:48 AM
Last Modified: Tuesday, July 14, 2020 11:54:54 AM
Time Spent: 00:03:05
IP Address: 2.100.78.2

Page 1: Feedback

Q1

Please give the session an overall rating based on the scale below:

☆

Excellent

Why have you given this rating?:

The course tutors are doing a good job , and this when are lockdown during COVID .

Q2

The session provided:

A number of strategies to build rapport through soft skills	Agree
An understanding of how to build constructive relationships with people from a variety of backgrounds	Strongly Agree
A chance to develop insight and empathy for other's positions and perspectives	Strongly Agree
An understanding of how to engage an individual's wider network to enhance the support offer they provide as a PSW	Strongly Agree
An understanding of the concept of unconscious bias	Strongly Agree
An understanding of the barriers to building effective relationships and how to identify and address these in practice	Strongly Agree

Q3

What was the most useful thing you learned during the session?

The way others work , with networks and clients parents.

Q4

The relevance of the training to your role

☆

4

Q5

The knowledge and experience of the facilitators

☆ 5

Q6

The opportunities for you to get involved and participate

☆ 5

Q7

Your sense of safety and comfort to share your experiences

☆ 5

Q8

The Zoom learning experience

☆ 4

Q9

About right

How would you rate the pace of the session?

Q10

Do you have any suggestions about how we can improve your experience of learning on Zoom?

No

Q11

What will you do differently in your daily work following this training?

Think before I speak .

Q12

Would you recommend this training to other peer workers?

Yes,
Why?:
Because it run well by the tutors

Q13

How can we improve future training sessions?

You cannot not

#6

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, July 14, 2020 1:14:10 PM
Last Modified: Tuesday, July 14, 2020 1:29:17 PM
Time Spent: 00:15:07
IP Address: 208.127.199.47

Page 1: Feedback

Q1

Please give the session an overall rating based on the scale below:

☆	Excellent
Why have you given this rating?:	Motivational Interviewing Reflecting, paraphrasing and summarising

Q2

The session provided:

A number of strategies to build rapport through soft skills	Agree
An understanding of how to build constructive relationships with people from a variety of backgrounds	Strongly Agree
A chance to develop insight and empathy for other's positions and perspectives	Strongly Agree
An understanding of how to engage an individual's wider network to enhance the support offer they provide as a PSW	Agree
An understanding of the concept of unconscious bias	Strongly Agree
An understanding of the barriers to building effective relationships and how to identify and address these in practice	Agree

Q3

What was the most useful thing you learned during the session?

Unconscious bias
 Listening activity
 Feedback framework

Q4

The relevance of the training to your role

☆	5
---	----------

Q5

The knowledge and experience of the facilitators

☆ 5

Q6

The opportunities for you to get involved and participate

☆ 5

Q7

Your sense of safety and comfort to share your experiences

☆ 5

Q8

The Zoom learning experience

☆ 5

Q9

About right

How would you rate the pace of the session?

Q10

Do you have any suggestions about how we can improve your experience of learning on Zoom?

Really good and thoroughly enjoyed

Q11

What will you do differently in your daily work following this training?

Feedback framework
Addressing power imbalances

Q12

Would you recommend this training to other peer workers?

Yes,
Why?:
To gain knowledge and understanding

Q13

How can we improve future training sessions?

Training was perfect

#7

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, July 15, 2020 11:44:35 AM
Last Modified: Wednesday, July 15, 2020 12:20:40 PM
Time Spent: 00:36:05
IP Address: 86.176.68.17

Page 1: Feedback

Q1

Please give the session an overall rating based on the scale below:

☆

Why have you given this rating?:

Excellent

Because I feel like its the first training I've had that is relevant to something that I'm very passionate about which is using my lived experienced. Really benefiting from the course. Learning a lot from the trainers but also from the group - formed a great bond with others.

Q2

The session provided:

A number of strategies to build rapport through soft skills **Strongly Agree**

An understanding of how to build constructive relationships with people from a variety of backgrounds **Strongly Agree**

A chance to develop insight and empathy for other's positions and perspectives **Strongly Agree**

An understanding of how to engage an individual's wider network to enhance the support offer they provide as a PSW **Strongly Agree**

An understanding of the concept of unconscious bias **Strongly Agree**

An understanding of the barriers to building effective relationships and how to identify and address these in practice **Strongly Agree**

Comments:

All clear points we worked on in the last session. Before as someone with lived experience in a trust didn't feel part of a collective, but now part of the training, feel part of a shared group. Independently we've formed a separate group/support network with potential for longevity - we will catch up between the training sessions. Turning it from in a group to virtually has landed really well.

Q3

What was the most useful thing you learned during the session?

All of it was really useful but one thing that stands out to me was learning about emotional intelligence and learning about the different personality types.

Q4

The relevance of the training to your role

☆ 4

Q5

The knowledge and experience of the facilitators

☆ 5

Q6

The opportunities for you to get involved and participate

☆ 5

Q7

Your sense of safety and comfort to share your experiences

☆ 5

Q8

The Zoom learning experience

☆ 5

Q9

About right

How would you rate the pace of the session?

Q10

Do you have any suggestions about how we can improve your experience of learning on Zoom?

Not sure - its working as well as possible. Trainers gave detailed slides on how to use zoom. and really like the fact that the guidance on using zoom is visual and took the time to properly screenshot each step.

Q11

What will you do differently in your daily work following this training?

Be more aware, feel more confident in what I am doing.

Q12

Would you recommend this training to other peer workers?

Yes,
Why?:
Because I think that it has been a really insightful useful space that is packed with a lot of insightful learning which is also really relevant.

Q13

How can we improve future training sessions?

Good to start the training early - gives people a chance to logon to zoom. Everything was well ran & i enjoyed it so nothing!



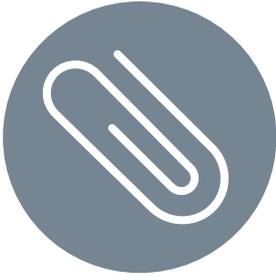
Appendix 3

Training Sessions and Competencies

Session 1	Session 2	Sessions 3 & 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10
Working as a peer	Use of self	Effective relationships	Context and frameworks	Mental health	Supporting self-management	Working with other professionals	Support accessing to care	Working with groups
Understanding the values of peer support and the principles that underpin them	Understanding the values of peer support and the principles that underpin them	Understanding the values of peer support and the principles that underpin them	Understanding the values of peer support and the principles that underpin them	Understanding the values of peer support and the principles that underpin them	Understanding the values of peer support and the principles that underpin them	Understanding the values of peer support and the principles that underpin them	Understanding the values of peer support and the principles that underpin them	Understanding the values of peer support and the principles that underpin them
Understanding of recovery-focused and person-centred approaches	Knowledge of mental health and associated difficulties	Understanding of recovery-focused and person-centred approaches	Knowledge of mental health and associated difficulties	Knowledge of mental health and associated difficulties	Knowledge of mental health and associated difficulties	Understanding of recovery-focused and person-centred approaches	Knowledge of mental health and associated difficulties	Understanding of recovery-focused and person-centred approaches
Able to draw on and share lived experience	Understanding of recovery-focused and person-centred approaches	Able to draw on and share lived experience	Knowledge of professional, legal and ethical frameworks	Knowledge of trauma-informed care	Understanding of recovery-focused and person-centred approaches	Able to draw on and share lived experience	Knowledge of local services and sources of mental health care	Able to draw on and share lived experience
Able to work with differences	Able to draw on and share lived experience	Able to develop and maintain a mutual and reciprocal peer relationship	Knowledge of, and ability to work with, issues of confidentiality, consent and information sharing	Understanding of recovery-focused and person-centred approaches	Able to draw on and share lived experience	Able to develop and maintain a mutual and reciprocal peer relationship	Understanding of recovery-focused and person-centred approaches	Able to use active listening and communication skills in a peer relationship
Able to support people in their personal recovery	Able to work with differences	Able to engage families and support families and carers	Knowledge of safeguarding procedures	Able to draw on and share lived experience	Able to develop and maintain a mutual and reciprocal peer relationship	Able to work with differences	Able to draw on and share lived experience	Able to work with differences
Able to offer a personalised recovery perspective	Able to support people in their personal recovery	Able to use active listening and communication skills in a peer relationship	Knowledge of self-harm and suicide prevention and procedures for maintaining safety	Able to develop and maintain a mutual and reciprocal peer relationship	Able to use active listening and communication skills in a peer relationship	Able to work as part of a team	Able to work with differences	Able to support people in their personal recovery
Ability for peer support workers to reflect on their work	Able to contribute to co-production of individual care and recovery plans	Able to work with differences	Understanding of recovery-focused and person-centred approaches	Able to use active listening and communication skills in a peer relationship	Able to work with differences	Able to work with other organisations and services	Able to support people in their personal recovery	Able to help people engage in activities that are meaningful to them
Meta-competencies for peer support workers	Able to offer a personalised recovery perspective	Able to support people in their personal recovery	Able to work with differences	Able to work with differences	Able to support people in their personal recovery	Able to offer a personalised recovery perspective	Able to collaboratively discuss and support options	Able to help people develop coping and problem-solving skills
	Ability for peer support workers to reflect on their work	Able to work as part of a team	Able to make effective use of supervision	Able to collaboratively discuss and support options	Able to help people engage in activities that are meaningful to them	Able to promote the rights of people being supported	Able to contribute to co-production of individual care and recovery plans	Able to offer a personalised recovery perspective
	Meta-competencies for peer support workers	Able to work with other organisations and services	Meta-competencies for peer support workers	Able to contribute to co-production of individual care and recovery plans	Able to help people develop coping and problem-solving skills	Able to make effective use of supervision	Able to facilitate access to care and sources of support	Meta-competencies for peer support workers
		Able to offer a personalised recovery perspective		Able to facilitate access to care and sources of support	Able to collaboratively discuss and support options	Meta-competencies for peer support workers	Able to support transitions in care	Able to help people develop coping and problem-solving skills
		Meta-competencies for peer support workers		Able to offer a personalised recovery perspective	Able to contribute to co-production of individual care and recovery plans	Able to promote the rights of people being supported	Able to offer a personalised recovery perspective	Able to offer a personalised recovery perspective
				Able to promote the rights of people being supported	Able to facilitate access to care and sources of support	Able to make effective use of supervision	Able to promote the rights of people being supported	Able to offer a personalised recovery perspective
				Meta-competencies for peer support workers	Able to offer a personalised recovery perspective	Meta-competencies for peer support workers	Meta-competencies for peer support workers	Meta-competencies for peer support workers
				Able to help people to make use of psychological approaches to support their recovery	Able to promote the rights of people being supported	Able to offer a personalised recovery perspective	Meta-competencies for peer support workers	Meta-competencies for peer support workers
					Meta-competencies for peer support workers	Able to help people to make use of psychological approaches to support their recovery	Meta-competencies for peer support workers	Meta-competencies for peer support workers
					Able to help people to make use of psychological approaches to support their recovery	Meta-competencies for peer support workers	Meta-competencies for peer support workers	Meta-competencies for peer support workers
					Able to support people's use of digital interventions	Meta-competencies for peer support workers	Meta-competencies for peer support workers	Meta-competencies for peer support workers

Key:
● Understanding the values of peer support and the principles that underpin them
● Knowledge for peer support workers
● Core relational skills
● Supporting people as a peer support worker
● Working with teams and promoting peoples rights
● Self-care and support
● Meta-competencies
● Optional skills: Using psychological approaches to support recovery
● Competencies for organisations supporting the peer worker role





Appendix 3

Suggested Reading for Trainers

Before you start

This document provides an overview of suggested reading to support you to deliver the peer support worker training effectively. The suggested reading is drawn from a range of sources, not all of which are specifically targeted at people in a peer support worker role. You will therefore be guided to resources aimed at a broad range of professionals, such as counsellors, therapists, facilitators, and managers in a corporate context. The principles, tools and learning in these articles are just as applicable in the peer support worker role, and the training notes will support you to think about how these tools might apply.

Some modules have significantly more tools and models than others, and while you don't need to read all of the articles suggested in this guide, it is really important that you have a good overview of the models covered in order to be able to answer any questions and feel confident in your delivery. This guide includes a range of different types of resource including blogs, articles, videos, and podcasts, as well as original sources such as books and research papers. Where we have included books, there is also a recommended article or blog to provide a quick overview of the core content.

While we have chosen theories and tools that we feel best fit the learning outcomes of the training, it is important to recognise that none of these models are perfect, and therefore we encourage you to present any tools or theories with a critical approach which encourages debate and challenge.

In addition to the reading in this guide we strongly recommend you to do broad research around the topic you are training, and in particular to keep abreast of the latest thinking and research in the peer support worker world as this is likely to evolve and develop over time.

Session 1:

Working as a Peer

The focus of this session is to support participants to get to know each other, explore ways of working together, and start to build understanding of the role of the peer.

You might find it useful to research the latest developments and thinking around peer support to enrich the thinking in the session.

More specifically, we recommend that you read:

- Mental Health Peer Support Workers: Competence Framework and Curriculum (Health Education England 2020): <https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/core/competence-frameworks-16>
- The peer support charter developed by a range of statutory and voluntary sector organisations in Sussex (2017): <https://www.nsun.org.uk/peer-support-charter>
- Peer Support Workers: Theory and Practice (Julie Repper, 2013): <https://imroc.org/wp-content/uploads/2013/06/5ImROC-Peer-Support-Workers-Theory-and-Practice.pdf>

We would also recommend that you read up on, and become familiar with, a range of wellness/recovery action plan formats and templates, including:

- Wellness recovery action plans (WRAP©): <https://mentalhealthrecovery.com/wrap-is/>
- Wellness action plans (Mind): <https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-your-staff/employer-resources/wellness-action-plan-download/>

Session 2:

Use of Self

The focus of this session is to support participants to understand the role and importance of recovery in the peer role, and to consider how to self-disclose and exercise self-care in their roles.

You might find it useful to research the latest developments and thinking around recovery to enrich the thinking in the session.

More specifically, we recommend that you read:

- Recovery in the bin: a user led group who are challenging traditional and medicalised views of recovery: <https://recoveryinthebin.org/>
- Recovery: the business case (Slade M, McDaid D, Shepherd G, Williams S, Repper J, 2017): https://imroc.org/wp-content/uploads/2017/10/ImROC-Recovery-Business-Case-Paper_final-5.pdf

We would also recommend that you read up on, and become familiar with, self-care tools and techniques, including:

- Aspects of self care: <https://schools.au.reachout.com/articles/developing-a-self-care-plan>
- Mental Health First Aid stress resources: <https://mhfaengland.org/mhfa-centre/resources/resource/?id=48b51c37-3ca5-e811-8147-e0071b668081>
- Mind: How to manage stress: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/what-is-stress/>

Session 3&4:

Effective Relationships (1/2)

The focus of this session is to support participants to understand the importance of building effective relationships in their peer role, and to provide skills and tools to do this.

Frame of reference/window on the world:

- Frames of Reference (Schiff, J.L. and Schiff, A. 1975): Transactional Analysis Bulletin, Volume: 5 issue: 3, page(s): 290-294
- Window on the World (blog article): <https://theimpactmentor.co.uk/blog/your-window-on-the-world/>

Emotional intelligence:

- Emotional Intelligence: Why It Can Matter More Than IQ (Goleman, D. 1995): Bantam Books
- Daniel Goleman introduces Emotional Intelligence (video): <https://www.youtube.com/watch?v=Y7m9eNoB3NU>
- Goleman And Other Key Names in Emotional Intelligence Research (Article): <https://positivepsychology.com/emotional-intelligence-goleman-research/>

Thoughts, feelings and behaviours:

- Managing thoughts and feelings (A CBT approach) (Cambridge and Peterborough NHS Foundation Trust 2017): <https://www.cpft.nhs.uk/PDF/Miscellaneous/Managing%20Thoughts%20and%20Feelings%20CBT%20Booklet%20May%202017.pdf> (Thoughts and feelings, page 10 onwards)
- Traps, Dilemmas and Snags (Association for Cognitive Analytic Therapy): <https://www.acat.me.uk/page/traps+dilemmas+and+snags>

Session 3&4:

Effective Relationships (2/2)

Building empathy:

- Integration idea: Empathy (Brene Brown 2019): https://brenebrown.com/wp-content/uploads/2019/08/Integration-Ideas_Empathy.pdf
- The art of asking open ended questions (blog): <https://blog.hubspot.com/sales/the-art-of-asking-open-ended-questions>
- Barriers to effective listening (article): <https://www.skillsyouneed.com/ips/ineffective-listening.html>
- Reflecting (article): <https://www.skillsyouneed.com/ips/reflecting.html>

Communication:

- TRACOM's SOCIAL STYLE Model (video): <https://youtu.be/wRBx8IkV-kQ>
- What is SOCIAL STYLE? (video): <https://tracom.com/resources/what-is-social-style-video>
- The Pros & Cons of Each SOCIAL STYLE: <https://tracom.com/resources/video-the-pros-cons-of-each-social-style>

Working with families and carers:

- The Triangle Of Care. Carers Included: A Guide To Best Practice In Acute Mental Care: <https://www.nhsconfed.org/~media/Confederation/Files/public%20access/CareTriangle.pdf>

Barriers to relationships:

- What is unconscious bias? (video): <https://www.youtube.com/watch?v=rbe5D3Yh43o&feature=youtu.be>
- Understanding the Trust Equation (article and video): <https://trustedadvisor.com/why-trust-matters/understanding-trust/understanding-the-trust-equation>
- The Trusted Advisor (Maister, D.H. and Green, R.M. 2001): Gardners Books

Courageous conversations:

- Crucial Conversations: Tools for Talking When Stakes are High (Patterson, K., Grenny, J., Mcmillan, R., and Switzler, A. 2002): McGraw-Hill Contemporary
- Crucial Conversations Training: Summary of Techniques (article): <https://virtualspeech.com/blog/crucial-conversations>

Session 5:

Context and Frameworks

The focus of this session is to support participants to understand the importance of the professional, legal and ethical frameworks and policies relevant to their roles, and how to use supervision effectively.

If you are running the session with participants from the same organisation, you should familiarise yourself with the relevant policies for that organisation in advance of the training. This will include the organisation's policies on:

- Confidentiality and information sharing
- Safeguarding
- Self-harm and suicide prevention
- Supervision

In addition, you might find useful to read some of the following:

- Safeguarding Adults: a guide for health care staff (NHS England, 2017): <https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf>
- Confidentiality and information sharing - For carers, friends and family (Rethink Mental Illness, 2014): <https://www.rethink.org/advice-and-information/carers-hub/confidentiality-and-information-sharing-for-carers-friends-and-family/>

Session 6:

Mental Health

The focus of this session is to support participants to understand the importance of recovery focused language when supporting other people's mental health, to provide tools to support people to tell their mental health stories in their own style, and to reflect on the impact of diagnosis and labels on peer relationships.

While this session doesn't talk explicitly about definitions of different mental health diagnoses, you might find it useful to familiarise yourself with some of the more common diagnoses and how they are used within the medical model.

<https://www.mind.org.uk/information-support/types-of-mental-health-problems/>

- Recovery oriented language guide (Mental Health Coordinating Council, 2018): https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf
- Engaging with complexity (Centre for Mental Health, 2019): https://www.centreformentalhealth.org.uk/sites/default/files/2019-05/CentreforMH_EngagingWithComplexity.pdf
- An Introduction to VAK Learning Styles (article): <https://www.businessballs.com/self-awareness/vak-learning-styles/>

Session 7:

Supporting self-management

The focus of this session is to support participants to understand the journey that people go on when they try to change an aspect of their lives, and how a peer can support somebody on that journey.

- The Transtheoretical Model of Health Behavior Change (Prochaska, J.O. and Velicer, W.F. ,1997): American Journal of health promotion
- Prochaska and DiClemente's Stages of Change Model for Social Workers (article/podcast): <https://socialworkpodcast.blogspot.com/2009/10/prochaska-and-diclementes-stages-of.html>
- The Community Mental Health Framework for Adults and Older Adults: Support, Care and Treatment (NHS England, NHS Improvement and NCCMH, 2019): <https://www.england.nhs.uk/wp-content/uploads/2019/09/community-mental-health-framework-for-adults-and-older-adults.pdf>
- Advance statement about your wishes: <https://www.nhs.uk/conditions/end-of-life-care/advance-statement/>
- Mental Capacity Act 2005: Advance decisions: <https://www.mind.org.uk/information-support/legal-rights/mental-capacity-act-2005/advance-decisions/>
- Mental Capacity Act 2005: Lasting Power of Attorney: <https://www.mind.org.uk/information-support/legal-rights/mental-capacity-act-2005/lasting-power-of-attorney-lpa/>
- The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace (Brian Stanfield, 2013): New Society Publishers
- ORID — strategic questioning that gets you to a decision (article): <https://medium.com/permaculture-3-0/on-technique-oid-strategic-questioning-that-gets-you-to-a-decision-c373bf57753b>
- Drive: The Surprising Truth About What Motivates Us (Daniel Pink, 2018): Canongate Books
- Pink's Autonomy, Mastery and Purpose Framework (article): <https://www.mindtools.com/pages/article/autonomy-mastery-purpose.htm>

Session 8:

Working with other professionals

The focus of this session is to support participants to understand the importance of building good relationships with their colleagues, and in particular to support them to have a voice when working with other professionals, and how to present their views assertively.

- Amygdala Hijack: When Emotion Takes Over (article):
<https://www.healthline.com/health/stress/amygdala-hijack>
- What's in my control (London Leadership Academy):
https://www.londonleadershipacademy.nhs.uk/sites/default/files/What_is_in_my_control-LAL1.pdf
- I'm Ok, You're Ok – Assertiveness at work explained (article):
<https://www.managementcentre.co.uk/insights/assertiveness-at-work-explained/>
- I'm OK – You're OK (Thomas Anthony Harris, 2012): Arrow
- Conflict and challenge (The Thomas Kilmann Model) (article):
<https://challengingcoaching.co.uk/conflict-and-challenge/#:~:text=The%20Thomas%20Kilmann%20model%20model,satisfy%20the%20other%20person's%20concerns.>

Session 9:

Supporting access to care

The focus of this session is to support participants to understand the mental health system in England, how people typically transition through the system, and the impact of those transitions on the individual.

You might find it helpful to start with an understanding of the context that your participants are working within, i.e. whether they are all working in a particular sector, or whether they are from a mix of different parts of the system.

- Reimagining community services: making the most of our assets (The King's Fund): <https://www.kingsfund.org.uk/publications/community-services-assets>
- An introduction to the NHS (Contact): <https://contact.org.uk/advice-and-support/health-medical-information/health/an-introduction-to-the-nhs/>
- Health and social care rights (Mind): <https://www.mind.org.uk/information-support/legal-rights/health-and-social-care-rights/overview/>
- Guides to support and services (Mind): <https://www.mind.org.uk/information-support/guides-to-support-and-services/>
- What is the voluntary sector? (Reach volunteering): <https://reachvolunteering.org.uk/guide/what-voluntary-sector>

Session 10:

Working with groups

The focus of this session is to support participants to understand the role of the peer in facilitating group sessions.

- The Facilitator's Toolkit – Tools, Techniques and Tips for Effective Facilitation (NHS Institute for Innovation and Improvement): <https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/Facilitator-Toolkit.pdf>
- Support Group Facilitation Guide (Mental Health America, 2016): <https://www.mhanational.org/sites/default/files/MHA%20Support%20Group%20Facilitation%20Guide%202016.pdf>
- Developing peer support in the community: a toolkit (Mind, 2017): <https://www.mind.org.uk/media-a/4247/peer-support-toolkit-final.pdf>



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