



SAMPLE

APPROVED INSTRUCTOR TRAINING PROGRAM

TEXTBOOK FOR DELIVERING
2-DAY BASIC PEER SUPPORT TRAINING

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ISBN 323-1-2345678-9-0 (EPUB)

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Hi and Welcome back!

This section provides the fundamentals for delivering our 2-day basic peer support training. Fair warning: it's a lot. Note: the purpose of this text is to deepen your understanding of protocols and principles. Not every word in this text needs to be taught. This text provides the rationale that informs our practice and culture. For the "must deliver" teaching points, please reference Presenter Notes in the slide deck provided.

Okay, let's get started...

Title Slide



First things first: the "title slide". Your title slide should be on the screen, displayed when students walk in the room. This not only demonstrates professionalism, but (more importantly) it helps students know they're in the right room. Letting students know that they successfully found the room (and greeting them as they enter) is Hospitality 101.

It stands to reason that if you are greeting students as they enter, that you are in the room *before* they are. What time should instructors be in the training room? It depends on how much is needed to do *before* students arrive.

- Were you able to set up the classroom the day before or will you need to set it up that morning?
- How familiar are you with the training room computer, projector and speakers? Were you able to display slides and play video clips (with sound)? Will you need to meet IT in the training room to help set up *before* students arrive?
- Are you bringing in snacks or making coffee? If so, how much time will you need to set up and have coffee ready when students arrive?

WELCOME & ORIENTATION



The first “formal” interaction is orientation. Orientation is an overview that sets the tone for the entire class. Move through it too quickly and students may feel behind before they even get started. Move too slowly and risk students losing interest and shifting attention elsewhere. Like *Goldilocks*, orientation must be *just right*.

Orientation helps lower stress by giving students a chance to mentally and emotionally prepare for challenges ahead. For example, some will get nervous at the thought of role playing, but may feel relieved to learn it only happens a few times (and not in front of everyone). Since setting expectations is also one of the techniques used during crisis stabilization, it builds credibility as we continually *practice what we preach*.

Orientation should include the following:

- Warm welcome
- Brief instructor introductions
- Brief statement of purpose - (“We’re here because we believe ____”)
- Setting expectations - (“Over the next two days, we’re going to _____”)

Side note: bitmojis are not required. Training pictures, icons, clipart, etc. should reflect your agency’s style, culture and personality. You are welcome to make the slides your own - as long as additions do not change training content or interfere with student learning.

Orientation

- ▶ Schedule
 - ▶ Materials
 - ▶ Methodology
 - Demonstration
 - Small group exercises
 - I-on-I role play labs
 - End of day wrap
 - Homework / practice
-
- **Schedule / agenda**

Students want to know if you will give breaks throughout the day, when lunch will be and when class will end. This doesn't mean that students aren't interested in the course, it's just that life continues to happen while we're in class and students need to know when they are going to get back to "life". Sharing the schedule / agenda helps students set expectations with self and others, allowing them to concentrate on learning while in training.
 - **Materials**

We provide students with a lot of content. Some will be used in class, while other content will be referenced and referred to for continued education. So that we don't overwhelm students, we've found that it helps to tell them what they need in front of them at the moment (ex. Slide deck or checklist).

If you are counting on students to print and bring materials with them, we suggest doing a quick review to make sure they have all the material needed for that training day in front of them. You may want to print a few extra copies in case someone forgot to print or bring with them.

If you are printing and giving to students (in binder, for example), then this will be the first time students will see the material. It's good to preview, but not to overwhelm.

Ensure students that instructors will inform students of materials needed to reference or use throughout the course of the class.

- **Methodology**

Everyone has their preferred style of learning. Learning does *not* happen by lecture alone. Learning happens in many different ways. This is why we use various methods to deliver content. Some students learn best when seeing a skill demonstrated, while others learn best when they are given the chance to practice it. Extroverts often prefer working in a group, while introverts prefer reading and writing exercises.

In short, people learn differently. Which is why it's important to present content in different ways. **It may be worth sharing this information with the fickle or impatient.** Students may not realize there are different learning styles in the room.

Class Courtesy

- Leave title and rank at the "door" - we are *peers* here.
- Class begins each session on time - we do not *punish* the punctual.
- Silence / mute all electronic devices and take all calls outside.
- Agree to be *present*, fully invested in learning - you get out what you put in...
- Complete attendance is expected, but *life* still happens. Please let instructor know when emergencies arise.

While the previous slide outlined what students can expect from the class and instructors, this slide outlines what you expect from the student. We call this "class courtesy". Each bullet point was added following a critical comment from a previous student.

After each class, we review course evals and student comments - which can be helpful in setting expectations for future classes. Some things we think *go without saying* still may need to be said.

Feel free to take away from our list (if not applicable) and add your own - again - as long as additions do not change training content or interfere with student learning.

Peer Principles

- As peers, our aim is to do no *further* harm. Remember and demonstrate our core values.
- Remember and demonstrate ethical principles. Example - confidentiality ("sharing", gossiping, storytelling, etc.). *If it's **not** my story, then it's **not** my story to tell.*
- Network. Connect. Learn from each other. Learn to lean on each other.

You're not just taking a class, you're learning to be a team.

Since we agree we're all peers here, then let's agree to *practice what we preach*.

- **Peers seek to do no *further* harm.**

By the time we are called (or get involved) in someone's life, harm / hurt has already occurred. Therefore, we must not do *further* harm (hopefully, instead, actually help). The application during class time is don't be a *jerk*. Realize that words and actions have consequences.

Feel free to disagree or challenge each other (iron sharpening iron), but practice compassion and care for one another. We have no idea what someone is carrying or how heavy their burden is. As peers, practice core principles of kindness, patience, compassion, grace, humility, maturity and assume positive intent at all times.

- **Uphold and practice ethical principles.**

We see confidentiality violated all the time in training. Because we put students in a lot of 1-on-1 interactions, naturally stories get shared. Far too often after we return to the main classroom (MCR) and the instructor asks, "How'd that go?" that one well-meaning

student begins to share the deeply personal story of his/her lab partner.

Nooooooooooooo! There's no putting the toothpaste back in that tube. As such, instructors must emphasize this principle throughout the training: *If it's NOT my story, then it's NOT my story to tell.*

- **Building rapport. Building relationships.**

Finally, encourage students to use this time to get to know each other and begin building connections and strengthening bonds. It is such a bonus (gift) when everyone in the room is on your peer team. Let peers know that the people in this room are the ones who have your back - that we lean on each other and no one is alone and goes it alone.

We are not just taking a class, we are learning to be a team!

Student Introductions

- Make a Connection -

- Who are you?
- What do you do (when not doing this)?
- What **excites** you about being a peer / chaplain?
- What **concerns** you about being a peer / chaplain?
- What are you looking forward to learning most?

Don't let the "student instruction" title fool you, this is *still* a teaching slide (never miss a moment to teach). With that, we use student introductions to *make connections*. Students will soon learn that peers leave their "comfort" and move towards the individual, listen (without interrupting) and find ways to connect. As such, students will introduce themselves but only if/when they can "connect" with the student that introduced themselves prior.

A visual to demonstrate connections is 2 ways:

1. Invite students to leave their chair, stand next to the person with which they connect, then proceed with their introduction. This works well with a smaller class. The bigger the class, the longer the introductions, which means, the longer students (who

introduced themselves first) have to stand.

2. Use yarn or string that people can hold while making their introduction. Once finished, they continue to hold their piece while tossing to the person that connects with them. By the end of the exercise, the room will be filled with string with a “spider web” effect.

Either method you use, the teaching points are the same:

- When listening closely, we can always find something with which we can connect
- It is the responsibility of the peer to move towards the person (lean in)
- During introductions, likely no one felt pressure to “fix” - instead letting the individual share without interruption

Be sure to invite students to share their insights following the exercise.

Key Terms

Download *Glossary* handout:

<https://crisissupportsolutions.com/individual-class/>

“Contact” is the term we probably use the most in this class. We define *the contact* as “the individual seeking peer support services.” Other programs use terms like: *client*, *consumer*, *person in distress* (PID), etc.

It does not matter to us which term you use to identify the individual(s) seeking support, as long as (1) it does not include any identifiable information (violate confidentiality), (2) the term you select is not disrespectful in any way and (3) you use the term consistently throughout the training program.

EXCERPT / SAMPLE

FOR MORE, ENROLL IN 3-DAY
APPROVED INSTRUCTOR TRAINING PROGRAM:
<https://crisissupportsolutions.com/train-trainer/>