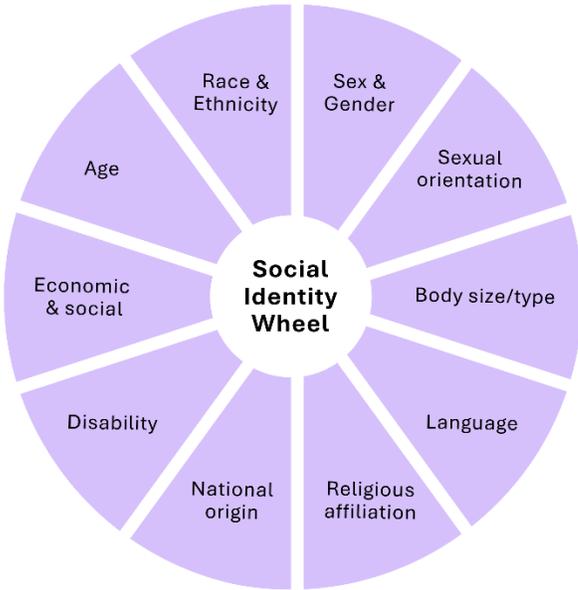


# SEEPS Training Companion I.

## Identity Wheel Reflective Exercise

### Social Identity Wheel



In each section, list any words or descriptions that apply to you.

**Race Ethnicity:**

**Sex:**

**Gender:**

**Sexual orientation:**

**Age:**

**Disability:**

**Socio-economic status:**

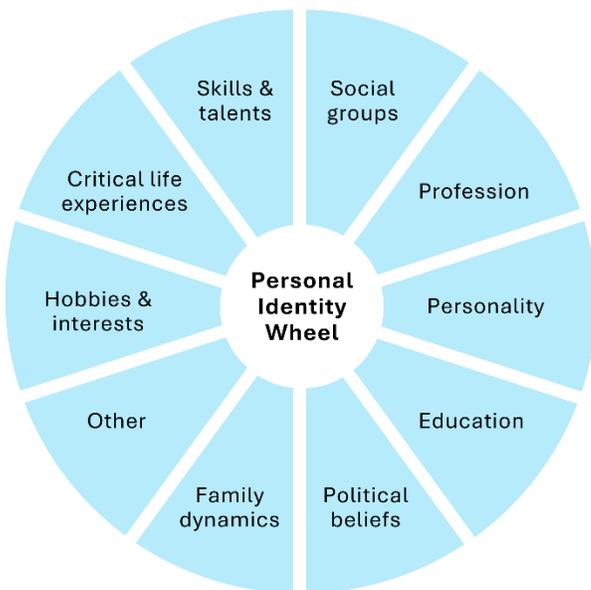
**National origin:**

**Religious affiliation:**

**Language:**

**Body type/size:**

### Personal Identity Wheel



In each section, list any words or descriptions that apply to you.

**Profession:**

**Social groups:**

**Skills/talents:**

**Personality traits:**

**Critical life experience/s:**

**Hobbies & Interests:**

**Education:**

**Family Dynamics:**

**Political beliefs:**

**Other:**

## **Identity Wheel Exercise: Reflection**

Reflect on the many parts of your own identity to increase understanding of your strengths in sharing and relating through identity—and where there is opportunity for growth.

**What parts of identity do you think about most often? Why?**

**What parts of identity do you think about least often? Why?**

**What parts of your own identity would you like to learn more about?**

**What parts of identity have the greatest effect on how you perceive yourself?**

**What parts of identity have the greatest effect on how others perceive you?**

**When talking about identities with young people, what's easier to talk about, what's harder? Why?**

**SEEPS Training Companion II.**  
 Intentional Sharing Guide for Youth Peer Support Specialists

<b>Part of Your Self/Life</b>	<b>Always OK to share about? Never OK? Sometimes OK?</b>	<b>With whom? Why? When/in what settings? What details do you share or not share?</b>
Personal beliefs (political, religious, etc.)		
Personal identity (gender, sexuality, race/ethnicity, community, culture, etc.)		
Personal hopes, dreams & desires		
Social life and/or dating experiences		
Personal accomplishments & successes		
Ongoing personal struggles and/or obstacles		
Current emotions (even when feeling anxious, angry, exhausted, etc.)		
Personal recovery practices/story		
Family dynamics and/or history		
Traumatic and/or formative life experiences		
Experiences with substance use		
Mental health diagnoses or symptoms		
Frustration with the mental health system/other systems or institutions		
Experience with taking medication		
Other?		

## SEEPS Training Companion III.

### Burnout Prevention Strategies: **Observing Boundaries**

*The purpose of this activity is to explore personal boundaries and identify how and what is needed to best support ourselves and others with boundaries. Reflect and respond to the prompts, then continue to observe and reflect on boundaries throughout the week.*

**Identify a few boundaries that are important to you as a peer provider:**

**Observe how others react to your boundaries when they are crossed:**

**Reflect on your own reactions when boundaries are crossed (in the moment/after):**

**How/do you practice self-care when boundaries are crossed (both during and outside of work)?**

## SEEPS Training Companion III. Burnout Prevention Strategies

### Understanding Overwhelm Signals

Reflect on a situation when you felt overwhelmed, distressed, anxious, activated or frustrated during your work over the past week.

How did overwhelm look and feel like for you in the situation?  
Choose 2 overwhelm “signals” to focus on:

- Physical
- Emotional
- Social
- Environmental
- Spiritual
- Intellectual

Example descriptions:

- **Signal 1: Physical:** *I felt my ears getting hot, I couldn't sit still.*
- **Signal 2: Social:** *I was less patient in conversation, unable to engage in small talk.*

Describe the situation:

How did you feel overwhelmed in this situation? Focus on 2 signals.

Signal 1:

*Describe:*

Signal 2:

*Describe:*

What coping strategies did you use, or may have been useful to reduce overwhelm in the moment or afterwards?

## SEEPS Training Companion III. Burnout Prevention Strategies

### Understanding Signs of Empathetic Burnout

Create awareness for when your capacity for empathy with a person or situation feels limited or may be wearing out.

#### Internal signs

Thoughts, feelings, or patterns

*(ex. I'm sick of hearing about this, this person doesn't want to change; zoning out, irritated)*

- 
- 
- 
- 

#### External signs

Can include signs you observe in yourself and others

*(ex., you have a hard time maintaining eye contact, you're at a loss for words in conversation or don't know how to respond, the other person seems frustrated with you.)*

- 
- 
- 
-

## SEEPS Training Companion IV.

### Defining Your YPS Role: Responsibilities & Expectations

Create a list of **all the tasks and responsibilities** you currently have in your job.

This should include the basic functions of your job as well as any additional responsibilities, including emotional labor (e.g., regularly hearing and/or correcting stigmatizing language and beliefs)

- Reflect on what are the actual expectations of your role vs. what work you are currently doing.
- Identify any areas in which your role is unclear, misunderstood or not being respected (e.g., clinicians offload case management tasks onto you; family partners demand that you share about your lived experiences whenever prompted).
- Obtain and review your current job description.
- Reflect on how you can gain clarity or address situations that are unclear; what steps can you take, who can you speak to, what needs to change?
- **See examples:**

Task or Responsibility (examples)	Is this part of my role (yes, no, or unsure)?	If no or unsure, how can you gain clarity or address the situation?
Meeting with clients	yes	
Sharing about my lived experiences with my team	unsure	Discuss the situation with supervisor when it comes up
Educating my team about harm reduction	yes	
Case management	unsure	Review tasks with supervisor
Hospitalizing clients	no	Informing coworkers
Providing emotional support to coworkers	no	Respectfully setting boundaries when a situation feels imbalanced

