

## SEEPS Youth Peer Support Specialist Training Content Outline

SEEPS YPS Training Objectives	Example Activities
<p><b>Session 1</b> (180 mins)</p> <ol style="list-style-type: none"> <li>1) Define the YPS role &amp; the term "peer."</li> <li>2) Practice <b>introducing yourself as a peer.</b></li> <li>3) Reflect on the role of <b>identity</b> in peer relationships.</li> <li>4) Understand and practice <b>intentional use of self in sharing.</b></li> <li>5) Introduce the concept of <b>boundaries</b> and how it relates to:</li> <li>6) Intentional sharing</li> <li>7) Advocacy</li> <li>8) Being supportive and empowering young people</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Pair practice:</b> practice introducing yourself as a YPS and your role to different people (clients, community partners, coworkers, friends).</li> <li>• <b>Group activity &amp; discussion (Identity Wheels):</b> Reflect on the role of social and personal identity in peer relationships.</li> <li>• <b>Individual reflection (Intentional Sharing Guide):</b> Create a list of things you are and aren't comfortable sharing about as a YPS. Identify what is ALWAYS, NEVER, or SOMETIMES OK to share.</li> <li>• <b>Group discussion:</b> not just about what you share—but <i>how, why, when and with whom.</i></li> <li>• <b>Reflection in pairs:</b> reflect on a time when you felt like you shared too much detail about something with a client and any boundaries that you used or gained from the situation.</li> </ul>
<p><b>Session 2</b> (180 mins)</p> <ol style="list-style-type: none"> <li>1) Understand &amp; practice how to provide <b>validation and empathy</b> from a peer perspective.</li> <li>2) Learn how to <b>create opportunities for young people to explore</b> topics or ideas that are important to them.</li> <li>3) Navigate <b>responding to difficult and uncomfortable topics</b> as a YPS.</li> <li>4) Create strategies for <b>preventing empathetic/emotional burnout.</b></li> <li>5) Gain awareness of signs of <b>empathetic burnout</b> in self &amp; others</li> </ol>	<ul style="list-style-type: none"> <li>• <b>1-1 sharing:</b> share about a time when someone recently responded to you in a way that didn't feel <b>empathetic or validating.</b></li> <li>• <i>How/could their response have made you feel more understood or validated?</i></li> <li>• <b>Group activity (word cloud):</b> What are "<b>taboo</b>" topics in your work with young people &amp; coworkers?</li> <li>• <b>Group discussion:</b> How can you normalize, share about, listen &amp; discuss taboo topics as a peer without "encouraging" high risk behaviors/harmful beliefs?</li> <li>• <b>Role play:</b> Responding empathetically when someone just wants to vent.</li> <li>• <b>Experience &amp; skill-sharing:</b> burnout prevention techniques</li> </ul>
<p><b>Session 3</b> (180 mins)</p> <ol style="list-style-type: none"> <li>1) Define <b>empowerment</b> and how to know when someone is empowered.</li> <li>2) Learn ways to use <b>self-advocacy</b> to support advocacy for others</li> <li>3) Develop strategies to support young people in <b>making effective decisions</b> about their mental health treatment &amp; beyond</li> <li>4) Identify <b>power differentials</b> in professional relationships</li> <li>5) <b>Reflect</b> on skills, strategies learned and training overall as a group.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> Create a list of tasks/responsibilities you are currently doing in your job. Reflect and respond individually to each listed item: <i>Is this part of my role? (yes, no, unsure)</i> <i>If no or unsure, how can you gain clarity or address the situation?</i></li> <li>• <b>Small group discussions:</b> Share about a situation when systems or institutions impacted your ability to support a client's personal agency. How did you approach the situation with them?</li> </ul>