

2

SESSION

**Delving deeper in the
figure of a peer
support agent**

2.1 Introduction

In this unit we will approach the peer support workers' role in inspiring hope, fostering empowerment and encouraging personal growth through change and adaptation. Other aspects we will discuss are providing support at all stages of the recovery process, observing the readiness of the peer to attempt something new and accompanying them in this process; helping the peer build on their strengths. The importance of different aspects: communication, building a relationship of trust, respecting boundaries, supporting another person, resilience and self-care.

2.2 Learning outcomes

- Define the role of a peer supporter
- Identify the responsibilities of a peer supporter
- Familiarize with aspects of secrecy and confidentiality in the work of a peer supporter

2.3 Plan de la sesión

DURATION

2,5 h

MATERIALS

- ATL Trainer Curriculum
- JCS Manual (it includes worksheets, case scenarios and self-assessment exercises)
- Worksheets and case scenario
- Stationery (paper in different sizes, cardboard, pens, pencils, markers, sticky notes, etc.)
- Flipchart/whiteboard
- Power Point presentations of the contents (optional)
- Computer (optional)
- Projector/TV (optional)

CONCEPTUAL CONTENTS

- ATL Trainer Curriculum, Unit 1, Introduction to peer support
- JCS Manual, Unit 2, Delving deeper in the figure of a peer support agent

INTRODUCTION

Introduce the participants to the topics of this session. In particular, focus on the following:

- The core functions of a Peer Support Worker, such as inspiring hope, fostering empowerment and encouraging personal growth through change and adaptation.
- Providing support at all stages of the recovery process, observing the readiness of the peer to attempt something new and accompanying them in this process; helping the peer build on their strengths.
- The importance of different aspects: communication, building a relationship of trust, respecting boundaries, supporting another person, resilience and self-care.
- Need to find a balance between the above-mentioned aspects to make the peer support work for both parties.

DURATION OF THE INTRODUCTION

15-20 minutes

ACTIVITY 1	My role model
DURATION	30 min
WORKSHEET REFERENCE	JCS Manual, Unit 2, Worksheet 1 “My role model”
PROCEDURE	<p>Introduce the participants shortly to the concept of role modeling/ mentoring.</p> <p>Ask the participants to think about one person that was a role model to them at some point. It can be a person that has somehow influenced their recovery from homelessness but not necessarily. If they prefer to recall someone from a different stage of their life, that’s all right.</p> <p>You may write down some key words on a board to help the participants focus on specific aspects, e.g. inspiration, relationship/ interaction, achievements/competences, similarity, status, power... The participants may write their consideration on the “My role model” worksheet.</p> <p>Introduce the participants shortly to the concept of role modeling/ mentoring.</p> <p>Ask the participants to think about one person that was a role model to them at some point. It can be a person that has somehow influenced their recovery from homelessness but not necessarily. If they prefer to recall someone from a different stage of their life, that’s all right.</p> <p>You may write down some key words on a board to help the participants focus on specific aspects, e.g. inspiration, relationship/ interaction, achievements/competences, similarity, status, power... The participants may write their consideration on the “My role model” worksheet.</p>
ALTERNATIVES/ TIPS	You might participate in the exercise and start the round by telling the participants about one of your past or present role models.

ACTIVITY 2	Me as a role model
DURATION	30 min
WORKSHEET REFERENCE	JCS Manual, Unit 2, Worksheet 2 “Me as a role model”

PROCEDURE	<p><i>Discuss the peer support values with the participants (you can use a PowerPoint presentation).</i></p> <p><i>Hope— Experience— Equity— Mutuality— Empowerment— Acceptance— Empathy</i></p> <p><i>Ask the participants to work in pairs or small groups. Assign one to two values to each group and ask them to consider how they'd interact with the person they support to model the value/s in question.</i></p> <p><i>After some time, ask the teams to share their considerations with the big group. The participants may write down the concrete examples of role modeling the values in the worksheet.</i></p>
ALTERNATIVES/ TIPS	<p>The list of values can be more or less extensive depending on the author / practitioner. You may consider modifying or extending the list of values of peer support so that it fits better the approach you wish to follow.</p> <p>It might be useful to suggest to the participants to concentrate on concrete examples / imagine concrete situations rather than talk in terms of general attitudes.</p>

ACTIVITY 3	Secrecy and confidentiality
DURATION	20 - 30 min
WORKSHEET REFERENCE	JCS Manual, Unit 2, Worksheet 3 "Secrecy and confidentiality"
PROCEDURE	<p>Introduce to the participants the aspects of secrecy and confidentiality a peer support worker is obliged to observe and respect.</p> <p>Together with the participants, go through the list of short situations in which secrecy and /or confidentiality are breached by a peer supporter / a social services professional / a service user.</p> <p>Discuss each situation in plenary.</p>

ACTIVITY 4	Case scenario analysis
DURATION	30-40 min
WORKSHEET REFERENCE	Story of Tomas
PROCEDURE	Read the case scenario to the group or ask one of the participants to read it aloud. Ask participants to respond collectively to the questions or do it in small groups. In this case, then, ask each group to share their conclusions.

CLOSURE OF THE SESSION	At the end of the session, ask reflection questions, such as: “How do you think today’s session brings you closer to becoming a peer supporter? Then invite participants to note what caught their attention, what they have learned and what they want to keep as a point of reference from today’s session, as well as to ask any related questions.
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2.4 Bibliography

- Scottish Recovery Network, Fundación INTRAS et al., [Peer2peer. Vocational Training course, 2015](#)

2 *UNIT*

worksheets and case scenario



Accommodating a travelling **life**

Worksheet 1 – Me as a role model

Consider how you could interact with a peer (a person you support) to model each of the peer support values stated below.

VALUE	ROLE MODELING
HOPE	
EXPERIENCE	
EQUITY	
MUTUALITY	
EMPOWERMENT	
ACCEPTANCE	
EMPATHY	



Worksheet 2 – My role model

Think of a person that was (or still is) a role model to you. It can be a person that has somehow influenced your recovery from homelessness but not necessarily.

What did that person do to role model certain behaviors / attitudes / achievements to you? Was this person aware of being a role model to you? Think about the characteristics / attitudes that encouraged you to follow her/his example. Write them down.

Worksheet 3 – Secrecy and Confidentiality

Some of the situations described below represent a breach of the right to secrecy and confidentiality. Can you determine which? Discuss it with the rest of the group.

SITUATION	DESCRIPTION	PERSONS INVOLVED
Access to a shelter	Name the residents by name	Staff, the person who's named, the rest of the clients/residents who can hear the name of the person
Police agents intervening at the entrance to a shelter	The police ask for someone who stays at the shelter	Exchange of information between the police and the staff only
Police agents intervening inside of the shelter	The police ask for someone who stays at the shelter	Exchange of information between the police and the staff. The other residents can hear the name of the person the police are searching for.
Intervention of healthcare services	The intervention takes place in a room for common use at the shelter.	Medical staff, shelter staff, the person who is attended, the rest of inhabitants present in the room.
Intervention of healthcare services	The intervention takes place in the room of the person, and no other residents nor staff are present.	Medical staff and the person who is attended
List with personal data of residents that are left in places where they can be seen by other people	The list can be seen by other residents	Staff and other clients at the shelter
Intervention with a client in a private space	Intervention in a private room, behind a closed door	Staff member (or a peer supporter) and the client



SITUATION	DESCRIPTION	PERSONS INVOLVED
Intervention with a client in a common space	Intervention with a client in a common space where other residents and staff members can hear what's said	Staff member (or a peer supporter), the client, other residents
Intervention over the phone with other professionals in a private space	Derivación o gestión de algún trámite con otro/a profesional	Monitor y el otro profesional
Intervention over the phone with other professionals in a space for common use	Referring a case or managing a procedure with other professionals	The professionals involved in the conversation (or a peer supporter)
A complaint about another client in a private space	Referring a case or managing a procedure with other professionals in which a conversation can be heard by third persons	Cliente que reclama, monitores y cliente del que se pone la reclamación.
A complaint about another client in a space for common use	A user complains about another client to the staff member in a room where there are more people (residents)	The client who makes the complaint, the staff, other residents who do not participate in the complaint but can hear the conversation
Personal documents of a client being seen by third persons	Personal documents are placed in places where third persons can see them	The staff, the owner of the documents, other clients

CASE SCENARIO – Story of Tomas

Tomas (40) has been living on the streets of different Spanish towns for the last few years. Last year, he arrived in Valladolid where he became acquainted with other homeless persons and found a place to sleep near the main bus station.

Tomas used to work as a construction worker. He had been married once, but he and his wife fought continuously, and the marriage broke down after a few years. After his wife left, Tomas began to drink. He developed a severe alcohol addiction and eventually lost his job.

Tomas' addiction has contributed to him losing all the contact with his relatives. At first, his parents tried to support him, but one day, during a heated argument, Tomas hit his father causing him to sustain serious injuries. Following this incident, Tomas was sent to prison for a period.

In the area which he now frequents, he has built a friendly relationship with Ana, an elderly lady living nearby. Tomas saved Ana's beloved dog from being hit by a car. She was so thankful to Tomas that she started to ask him for small favors, such as to carry her grocery bags or to walk her dog when she feels unwell. Tomas is happy to help her and he doesn't want anything in exchange but she always insists that he takes some money for his help.

Despite his addiction, Tomas is still in good physical health and is willing to go back to work. He told Ana about his previous life and his experience as a construction worker, and it turned out that her son runs a small renovation company. Ana asked her son to consider employing Tomas. The man hesitated, but he finally agreed to offer Tomas a trial period. He asked Tomas for his national ID to formalize the trial contract. However, Tomas had lost his ID and had no documents to prove his identity nor did he have contact with his family members who might have any documentation of his.

He went to the police office where the IDs are issued. In the first place, they told him that he had to make an appointment over the phone or the internet. He called the number they provided him and he was asked to indicate his national identification number which he didn't remember. As a result, he wasn't able to get an appointment.

The employer claims he cannot hire an unidentified man. Tomas doesn't know whom to turn to for help and will not accept the suggestion of Ana to try to get in contact with his family. He feels deeply ashamed and guilty because of his past behavior and the addiction that he is still struggling with.

Having explored different avenues in order to find employment and finding failure each time, Tomas has lost what little faith he had left in being able to improve his current situation. This has caused him to increase his reliance on alcohol.

Questions for reflection

1. What services and key persons should be put in place to help Tomas?
2. What kind of help is needed on behalf of these professionals?
3. What may be the barriers for the person(s) trying to help Tomas?
4. Which could be your role as peer support agent? How peer support could help?
5. Is there anyone else who might need to cooperate, besides the professionals and the peer supporter? In what way?



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end of session

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