

· F O U N D R Y ·

Peer Support Orientation Guide

June 2022



Contents

Introduction	1
First Things First	3
Land Acknowledgement	3
Values	4
Self-Care	4
Supervision and Support	6
Supervision	6
Peer Supervision Guidelines	7
Community of Practice	8
Mentorship	8
Communication Pathway	9
Getting to Know Foundry	10
Foundry's Services	11
What is the Integrated Stepped Care Model?	11
How Do We Know Integrated Stepped Care is Working?	13
Your Role as a Peer Support Worker at Foundry	14
What is Peer Support?	14
Foundry's Approach to Peer Support	15
Colleagues and Community Partners	16
Learning About Your Foundry Team	16
Building Relationships Outside Foundry	17
A Note on Stigma and Support	17
Peer Support Best Practices	19
Electronic Medical Records and Case Notes	19
Toolbox	22
Privacy, Consent & Systems Navigation	23
Release of Records	24
Building Your Resource Database	26
Resource Database Template	27
Appendices	28
Appendix A: How to do a land acknowledgement	29
Appendix B: Peer Support Orientation Timeline Tool	30
Appendix C: Professional Development Planning Template	37
Appendix D: Getting to Know How We Learn Together	38
Appendix E: Circle of Our Peers Community of Practice	39
Appendix F: Family Peer Support Community of Practice	41
Appendix G: Confidentiality	43
Appendix H: Sample Consent to Release/Obtain Confidential Information	44
Appendix I: Glossary	45
Appendix J: Peer Support Canada Competencies	46
Appendix K: Canadian Mental Health Association Calgary Peer Support Competencies	47
Appendix L: Support for Peer Support Workers	49

The development of Foundry's peer support training program has been generously funded through the RBC Foundation.

Production of this document is made possible through a financial contribution from Health Canada. The views expressed herein do not necessarily represent the views of the RBC Foundation or Health Canada.

Content may not be reproduced, modified, or shared in whole or in part, by photocopy or other means, without the prior written permission of Providence Health Care Society, carrying on activities under the name Foundry.

© 2022, Providence Health Care Society d.b.a. Foundry. All rights reserved.

Introduction

This Peer Support Orientation Guide was created by Peer Support Workers with experience working at Foundry centres and online with our provincial virtual service team. We have written it together with the hopes that it will help new Peer Support Workers feel prepared, informed and supported in their roles.



Peer support has always been a part of our human history, as we raise and support each other in shared experiences.

However, the history of peer support as a service, especially within an integrated youth services setting, is a new phenomenon compared to other health and wellness services such as counselling, psychology, physical health, social work and psychiatry.

This guide has been developed by members of our provincial Community of Practice with input from Family Peer Supporters and leaders across Foundry's network of centres. We hope this will be a useful tool to set Peer Support Workers up for success as they begin their journeys as members of Foundry's service team.

In our collective work, we have identified common issues that we have faced. Youth and family peer support within integrated services is a new practice, and we are learning as we go along. This guide is intended to address barriers and frustrations that we have faced by providing:

- A general understanding of what Foundry is;
- Clarity around your peer support role;
- Clarity around the roles of others and how peer support complements and supports service access and quality;
- An understanding of operations and administration within your Foundry centre; and
- Clarity around what supports and resources are available to you.

You don't have to memorize everything in this orientation guide — there is no quiz or test! There might be lots of information that is new for you (or you might be familiar with this content), and we really encourage you to take your time figuring out how it fits into your peer support practice.

This guide is meant to give you space to build understanding and to encourage you to ask questions or seek clarity. It takes time to get the hang of things, so don't feel like you're doing something wrong if it takes some time to pull all the threads together. At the beginning of each section, we will explain the recommended approach for going through the content.

There may be terms that are new to you — if you see a term that is **bold and underlined**, that means you can find it in the glossary in [Appendix I](#).

Welcome to our peer support team!

We acknowledge that our work is done on land steeped in rich Indigenous history and home to many First Nations, Inuit and Métis peoples. We recognize and respect Indigenous People as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. We gain so much from this beautiful land – it nourishes our minds and our bodies, it gives us energy and it teaches us. We commit to caring for the land and teaching future generations about it, so we all can live in peace and harmony with our natural world.

First Things First

Before we begin, it is important to build the foundation of what guides us in our practice of supporting our peers and communities in a good way. These next few pages are for you to do alone (and you don't have to share your responses with anyone) in order to give you some time to reflect on what peer support work means to you.

Land Acknowledgement

In the peer support training you did, you may remember our discussion around land acknowledgements and the importance of grounding our work with the understanding that we hold a responsibility for how we show up on the land we are on.

Take some time to write down a land acknowledgement in the space below. If you are not sure where to begin, you can refresh your memory by looking at [Appendix A](#). Just remember, it's not about perfection, it's about effort and intention!

Values

Consider how you would like to show up in your peer support work within and for your community — what values ground you in your responsibility to your peers?

In the space below, take a moment to reflect on what values you would like to bring to your work. To you, what is important for you to remember while you are engaging with your community? Being kind? Being a good listener? Helping people feel safe? All of the above? Feel free to write prose or a poem, draw, paint, sketch, doodle — however you want to express yourself!

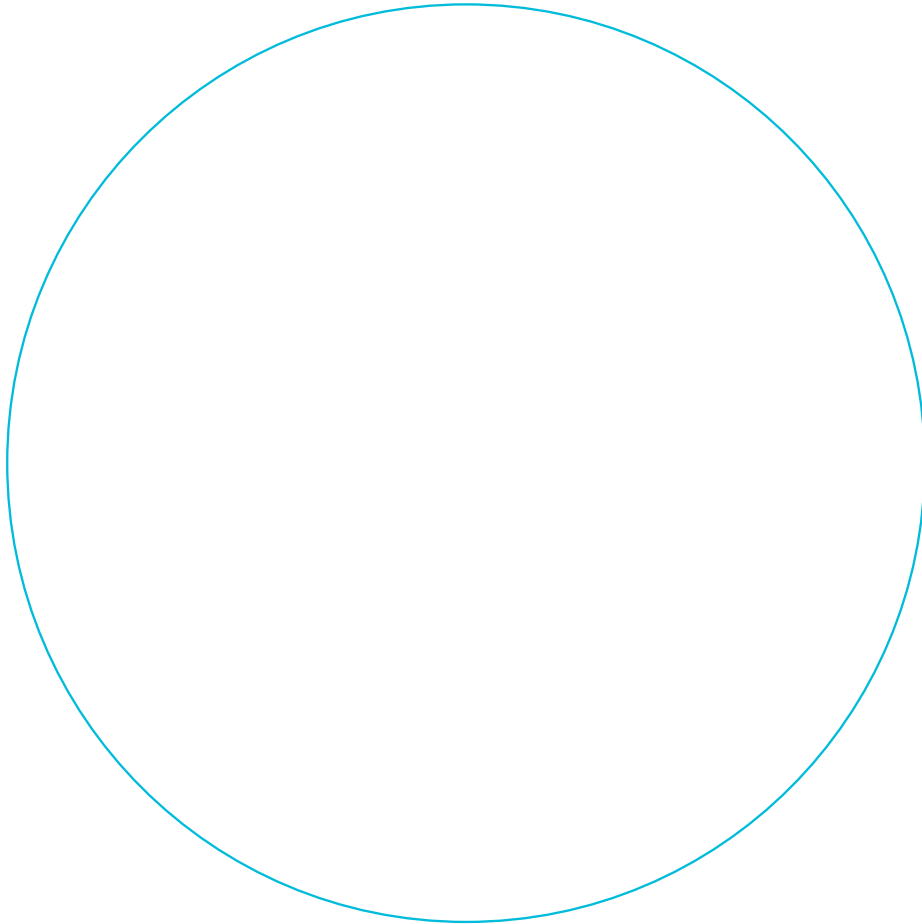
Self-Care

Self-care was also a topic covered in the peer support training, and we are coming back to it because it is so important to remember that we are most able to live our values when our own needs are met. This includes things such as safe shelter, access to food that meets our needs and good medical care. As Peer Support Workers, we are not immune to the challenges that can come with lived/living experience, including not being able to meet certain needs.

When we talk about self-care, we are not talking about facials and bubble baths and lighting a nice candle. We are talking about putting energy into our own health, care and well-being. This might look like a facial, but it also might look like going for a walk, taking prescribed medication, daily spiritual practices, eating a meal and seeing a doctor when we don't feel well.

Self-care is about tuning in to what we need to be well and directing energy towards those needs.

As you might remember from the peer support training, we broke self-care down into four areas including mental health, physical health, emotional health and spiritual health. In the circle below, divide self-care up however you think of it. In each section of the circle, write or draw ways that you care for yourself. In the margins around the circle, write down people, services or supports that you can reach out to if you are struggling to have your needs met.



Being a Peer Support Worker doesn't just mean having lived experience, it also means living experience. If you are needing support, your supervisor at your Foundry centre is someone you can reach out to without being concerned that it will impact their view of you, either personally or professionally. Always being the supporter can be exhausting — we get it! As a valued member of the Foundry network, we are now offering support services for all Peer Support Workers. Please see [Appendix L](#) for more details.

In the next section, we will talk a bit more about supervisors and what you can expect from them, as well as what to do if you find yourself not feeling comfortable with your supervisor yet or are not comfortable discussing a specific topic with them.

Supervision and Support

This next section is for you to complete with your supervisor. We suggest reviewing it once on your own before meeting with your supervisor, but you can also read through it together – whatever best supports your learning and comfort.

Supervision

Your supervisor is the person at your centre who is responsible for onboarding and orienting you to your new role and your peer support practice. They are your point of contact and ally to support you when you have questions or concerns, and they will ensure that you have what you need to do your work in a good way. Your peer support supervisor is responsible for creating a safe space for ongoing and regular supervision sessions, as outlined in the Peer Support Orientation Timeline Tool in [Appendix B](#).

Sit down with your supervisor and gather the following information from them so you can refer to it as needed.

My supervisor's name is:	
Their title is:	
They are available for me to connect with on these days and at these times:	
Email:	
Phone:	
Other means of contact:	
If they are away sick or on vacation, the person I can go to if needed is:	

You will also find an orientation schedule in [Appendix B](#), which is an overview of all the things you will learn as you begin your new role as a Peer Support Worker. Please note that the orientation schedule may vary from one centre to the next. Your supervisor will review this with you.

It is important that you feel comfortable asking your supervisor questions, sharing challenges and debriefing experiences. To support you and your supervisor working together, there is an activity in [Appendix D](#) that is meant to give you some time to get to know each other a bit and to chat about how best to work together.

Peer Supervision Guidelines

This section is designed to support you and your designated peer support supervisor with guidelines to inform your supervision sessions. The most important aspect of supervision is that it happens!

1. Scheduled 1:1 supervision time

- Frequency of weekly or biweekly
- Reflective practice reviewing how Peer Support Workers are drawing from their lived experience when working with clients
- Accommodations related to specific needs
- Discussion of sharing of lived experience (right to privacy), boundaries (e.g., previous friendship before the peer support relationship, following each other on social media platforms) and potential dual relationship (the relationship between service user and service provider when a Peer Support Worker is both accessing and delivering services in their community)
- Workplace wellness strategies
- Case load management
- Professional growth opportunities, training and skill building

2. Daily check-in

- Daily work and upcoming tasks
- Opportunities for using strengths within the team environment
- Potential challenges for upcoming day
- Case consultation
- Wellness strategies review
- Site activity update

3. Group supervision

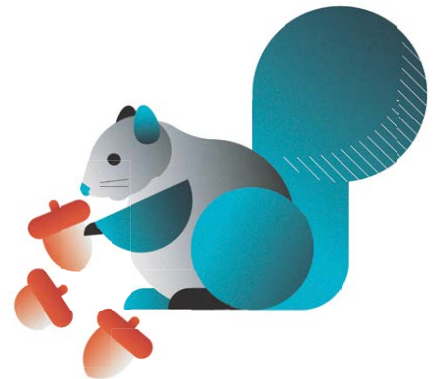
- Case reviews
- Role clarification
- Team integration
- Skill building and training opportunities
- Growing lived experience voices
- Upcoming events
- Operational updates

When building our peer support program, youth and family peers had different perspectives and preferences for the title of their role.

Youth peers chose **Youth Peer Support Worker** – it felt more in alignment with the advocacy and social justice perspective of peer support work.

Family peers chose **Family Peer Supporter** – it felt more in alignment with the focus of caregiver support.

You may find both titles used throughout Foundry's communication and training materials.



Community of Practice

You may also want to speak to other Peer Support Workers in the Foundry network.

Our provincial peer support team at Foundry Central Office (FCO) hosts Community of Practice (CoP) meetings on a regular basis. This is an opportunity to talk with your fellow Peer Support Workers from across the Foundry network and share your experiences in a safe and supportive learning environment. We have two Communities of Practice:

1. Youth Peer Support Workers are invited to join us at Circle of Our Peers (Co-OP), a community of Youth Peer Support Workers who meet once per month for 1.5 hours. Our meetings focus on debriefing situations and issues and hosting discussions that support the development and increase the capacity of Youth Peer Support Workers in our network. We also support the sharing of updates from centres and, in turn, updates from FCO as well. For more information about Co-OP, please refer to Appendix E.
2. Family Peer Supporters are invited to join our Family Peer Support Community of Practice (FPS CoP), which meets monthly for 1.5 hours. The first half of the meeting is focused on operations and delivering peer support in your community. The last half of the meeting is focused on practice support, sharing challenges, celebrations and discussing case scenarios. To see FPS CoP's intention, purpose and roles and responsibilities and our community agreement, please refer to Appendix F.

For an updated calendar of meeting times, ask your supervisor.

Mentorship

Mentorship is a foundational part of peer support. Your mentor may be an FCO Peer Support Coordinator who meets with you 1:1 in mentorship meetings and provides an initial orientation to the Foundry network. A mentor may also be someone in your network you build a relationship with through the CoP. And you may become a mentor to someone else! Peer support is always grounded in reciprocal, mutual relationships.

Mentors can help:

- Build relationships and connection within the Foundry network;
- Support your growth and development in your peer support practice;
- Build agency in your role and within your integrated team;
- Come alongside to advocate and provide allyship;
- Expand your knowledge of the peer support competencies and values;
- Practice your skills and debrief case scenarios; and
- Increase your understanding of peer support through self-awareness and reflection.

We encourage you to build relationships with your peers within the Foundry network.

Connecting with your peers can be an opportunity to share collective wisdom and lean into each other's expertise.

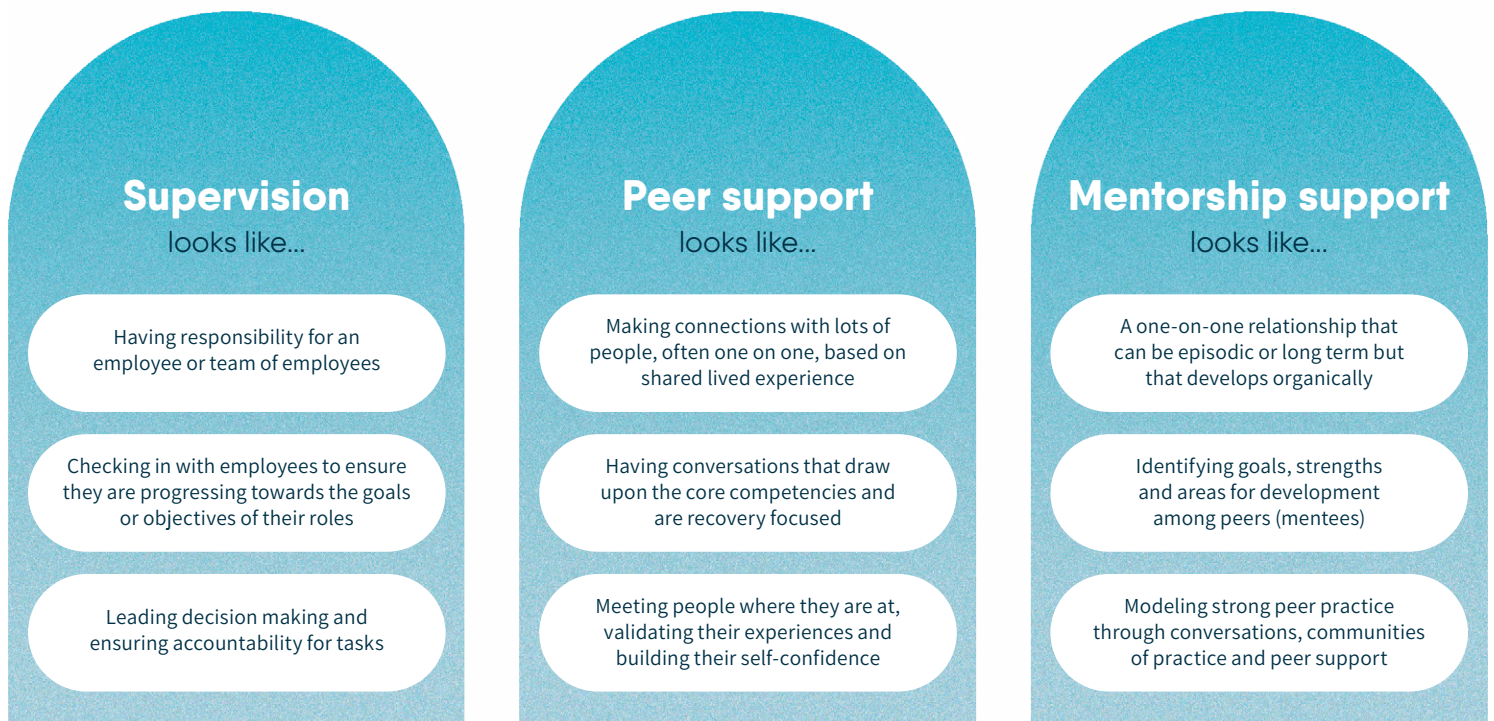
Communication Pathway

There is a communication pathway between FCO mentors, centre supervisors and Managers, Service Implementation and Integration (MSII). MSII's collaborate with Foundry centres to support broader implementation of Foundry's model, which means the process of making all of our services active and effective in centres. MSII's also support network connection and bridging back to FCO. MSII's can support both peers and supervisors to address how things are running on the ground and how teams are working together within a centre.

The goal is to bridge and foster strong connected relationships between peers and their supervisors. On occasion, challenges may emerge in the discussions in CoP or in 1:1 FCO mentorship sessions. FCO mentors can provide allyship, with the intention to empower peers to communicate concerns to their supervisors. This communication pathway is not intended to detract from the organic and mutual relationship between peers and their mentor. Mentors play an important role in peer connection and personal and professional development.

Supervisors can follow up regularly with peers and will have the greatest impact to effect change within peer service delivery. Given the different roles of mentors, supervisors and MSII's, at times it may be helpful to schedule a collaborative meeting, bringing together peers, mentors and supervisors to strategize and best support peer support practice and services in their centre.

Here are the differences between supervision, peer support and mentorship, at a glance:



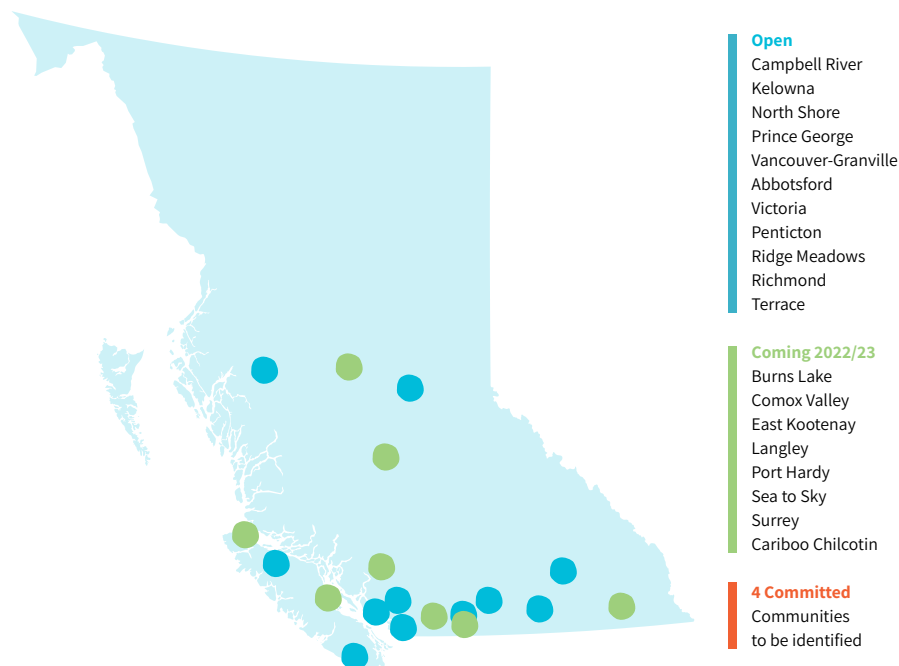
Getting to Know Foundry

Foundry is a provincial initiative that grew from the desire to transform the way young people access the services they need. Foundry offers young people ages 12–24 health and wellness resources, services and supports – online and through integrated service centres in communities across BC.

Each Foundry centre is run by a different Lead Agency, an organization that is already established and integrated into the community. The Lead Agency is responsible for the day-to-day operations of the Foundry centre and for pulling together Community Partners who can provide services within the Foundry centre. When all of these different partners are under one roof, this is called Co-location. In some communities, certain services may be physically located somewhere else or may be accessed virtually.

Foundry centres are supported in their establishment, operations and development by the team at Foundry Central Office (FCO). In turn, FCO is able to learn from the experiences and perspectives of Lead Agencies, community partners, staff members and community members and then share that learning with others who are involved in transforming access to services and care.

The map below indicates where you can find Foundry centres.



Foundry's Services

While each Foundry centre has a different Lead Agency and different community partners, all of them offer services within the following areas known as **Service Streams**:



As you can see, peer support is one of Foundry's five core service streams, with the other four being mental health, physical health, social services and substance use support. All of these services are offered through what is called an Integrated Stepped Care Model.

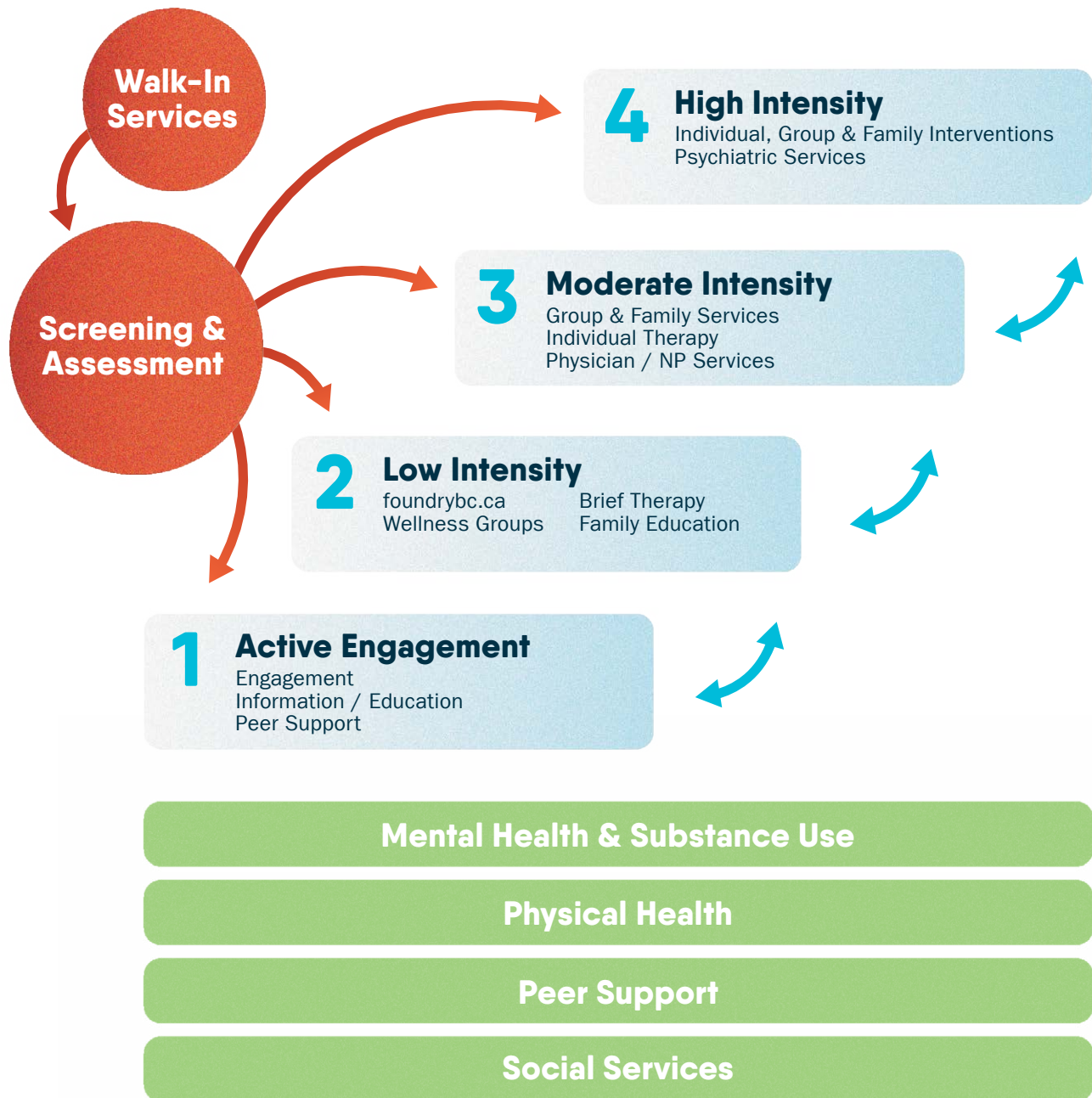
What is the Integrated Stepped Care Model?

Let's break down what this means exactly.

Integrated means that various parts are linked or coordinated. In our context, that means that service providers work together to link care and services to provide enhanced and streamlined support. This is very important because for so long, services have been separated and unable to communicate with each other. This meant that it was left up to individuals (who were very likely struggling) to navigate complex systems and attempt to pull care together.

Stepped Care means that people access services at the level they need, which is most likely to lead to them accessing services that offer enough support at an appropriate intensity. The goal is careful assessment and integrated care practices that support young people and their team of service providers to identify the service options that are most appropriate for their needs and experience.

Take a look at the diagram outlining what the Integrated Stepped Care Model (ISCM) looks like at a Foundry centre. Notice how peer support is listed along the bottom, along with mental health and substance use, physical health and social services. This indicates that they can all be offered at any level of intensity of service.



Review the diagram with your supervisor or another peer support colleague and think about what peer support could look like at each level.

How Do We Know Integrated Stepped Care is Working?

Excellent question! Knowing whether this model is meeting the needs of those accessing and engaging with Foundry involves two areas of work:

- Integrated Stepped Care Model fidelity; and
- Data collection and evaluation.

Integrated Stepped Care Model (ISCM) fidelity

Fidelity means the degree of exactness with which something is copied or reproduced. In the context of the ISCM at Foundry, fidelity means the degree to which each Foundry centre is reproducing the model.

Have you heard the phrase “it’s like comparing apples to oranges”?

If we want to understand whether the ISCM is an effective approach at Foundry and potentially an effective approach for youth and family services in general, the model needs to be consistently used at all Foundry centres. That way, the data we collect can give us a big picture understanding of the model.

Data collection and evaluation

We need to do careful Data Collection and Evaluation to know if Foundry is achieving the goal of transforming services and service access for young people and their circle of care in their communities.

To do this, we have a data collection system called Toolbox, which you will be trained to use. Each centre works with a Research and Evaluation Associate (REA) from FCO who will provide training, resolve issues and support your workflow.

As you support young people and families, they will share their personal information and their experiences with you. Our data collection methods honour and respect their privacy, while allowing Foundry to better understand their needs so we can grow and expand our services.

Gathering data related to access to care and services means that we take privacy and confidentiality very seriously. To learn more about privacy and confidentiality, please refer to the [Peer Support Best Practices](#) section.

Systematic data collection allows us to evaluate our services to see where the gaps are across our network of centres. Evaluation is a useful tool to help us strengthen the quality of our services and improve outcomes for youth. It also helps us understand the impact of our services on the lives of young people.

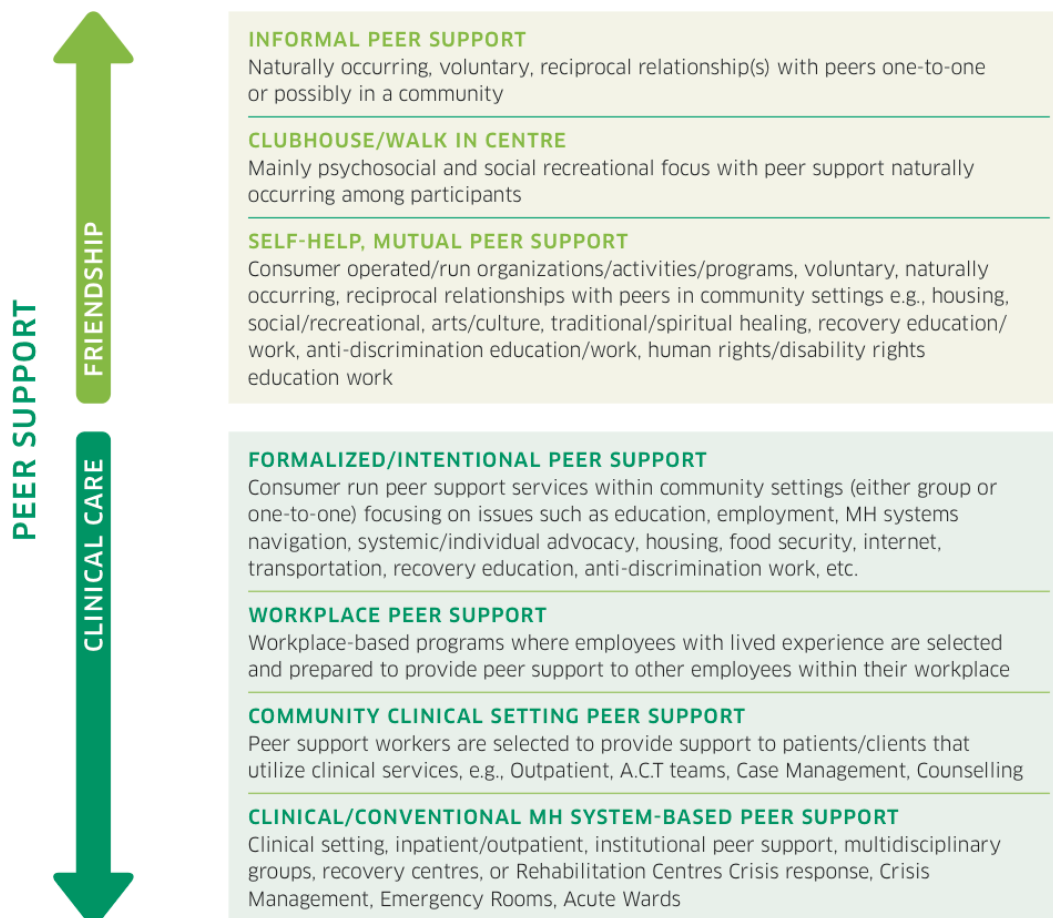
Your Role as a Peer Support Worker at Foundry

This next section is for you to read through and make note of any questions, which you can review at your next meeting with your supervisor.

What is Peer Support?

Peer support is peers helping peers. It is based on the belief that those who have experienced challenges can provide support, encouragement, hope and mentorship to others facing similar situations, encouraging them to continue their healing.

There is a wide spectrum of what peer support can look like:¹



¹ Sunderland, K., Mishkin, Wendy, Peer Leadership Group. Guidelines for the Practice and Training of Peer Support. *Mental Health Commission of Canada* (2013).

With your supervisor, discuss where you might see peer support at Foundry on this spectrum. It is important to recognize the differences between the various forms of peer support and to recognize that these differences don't mean that one form of peer support is better or more advanced. For example, if someone wants to get a physical health checkup, they might go see a general practitioner. If someone tears ligaments in their knee and needs reconstruction of those ligaments so they can walk, they will need an orthopedic surgeon. Even though a general practitioner and an orthopedic surgeon are both doctors, they provide a different intensity and focus of care. What this means is that different circumstances require different approaches.

Foundry's Approach to Peer Support

At Foundry, we see peer support as a way to connect with young people and families who are accessing our services. We support them in their journey to understand and engage with their lives in a way that supports their health, well-being and autonomy.

Peer support works alongside other services to enhance and support care.

Every service provider brings expertise to their role at a Foundry centre. For Peer Support Workers, this is our ability to connect with peers in a way that reduces the power dynamic found in a lot of health services, where service providers are seen as having all the authority and expertise. The power of peer support lies in connection and the bonds of shared experiences.

Peer Support Workers may:

- Connect with young people and families in Foundry waiting rooms to provide support and answer questions;
- Help young people and families find the services and resources they need, at Foundry or in their community;
- Provide 1:1 non-clinical emotional and social support;
- Facilitate and bridge connections in meetings between families and service providers;
- Assist young people and families with community resources and attending appointments;
- Co-facilitate health and wellness groups;
- Support young people and families in advocating for their own needs;
- Lead or co-facilitate education sessions;
- Provide Take Home Naloxone Training; and
- Offer harm reduction education and supplies.

Colleagues and Community Partners

Just as it is important for us to be clear about what our role as a Peer Support Worker looks like, it is equally important to be clear around the services that our colleagues at Foundry provide, what those entail and how they can complement peer support services and vice versa. This knowledge also helps us explain service options to peers we are working with.

Learning About Your Foundry Team

Take some time to learn about the roles and responsibilities of other members of your Foundry team. We have included a list of various roles for you to review, and you can note if there are any you are unsure of or have more questions about.

Sit down with your supervisor and fill in the blanks. There may be roles you've never heard of or you may be unclear around the differences and similarities of certain roles. Your supervisor can also help you understand any other terms you may need to know and let you know the names of your colleagues who are in these roles.

Each centre's team may look a little different, based on the resources available in the community, so you may not meet all of these types of team members right away.

Service Stream	Role	Responsibility
Mental Health	Mental Health Counsellor	
	Concurrent Disorders Counsellor	
	Psychiatrist	
	Occupational Therapist	
	Social Worker (commonly part of Mental Health or Substance Use service stream)	
Substance Use	Substance Use Counsellor	
	Social Worker (commonly part of Mental Health or Substance Use service stream)	

Service Stream	Role	Responsibility
Physical Health	Physician (Family Doctor, General Practitioner)	
	Nurse Practitioner	
	Registered Nurse	
	Social Worker (commonly part of Mental Health or Substance Use service stream but may be part of Physical Health as well in large urban centres)	
Social Services	Employment Counsellor	
	Income Assistance Worker	
Administration/ Leadership	Program Manager	
	Clinical Supervisor	
	Medical Director	
	Clinical Coordinator	
	Medical Office Assistant/Clerical	

Building Relationships Outside Foundry

Outside of your Foundry centre, there will also be a variety of folks you may find yourself working with, from school counsellors to outreach workers to researchers. We encourage you to build relationships with these individuals and organizations and get to know the work they do, as they are valuable resources for your peer support work and the peers you work with.

A Note on Stigma and Support

As mentioned earlier, because peer support services are so new, some folks may not understand what it is that you do, or they may not yet be comfortable with the idea of referring youth and families to you. Even peers themselves may not want to engage with peer support because they are not clear what is being offered.

Some, unfortunately, may hold stigma towards young people or towards the role of peer support itself.

While this is not for you to take personally, it can absolutely be a demoralizing experience — we know this from firsthand experience!

It takes times for some folks to understand new approaches, and they may not have seen the power of peer support work.

While it is important for us to allow people to have that time and build that trust, it is also important to note that encountering stigma from people that are supposed to be your colleagues and community members can be a source of serious stress, frustration and hurt.

You may also find that you are being asked to do something outside your role or something where you feel you have not received enough support or training. Because of misunderstandings around peer support, your colleague or community member may not even know that what they are asking you to do or collaborate on is outside of your role or comfort zone.

If you are unsure if something is within your role or you are looking for space to unpack frustrations or concerns around your role (both of which are common experiences!), here are some options and suggestions for you:

- If you are comfortable, connect with your supervisor and let them know what you have been noticing or how you are feeling. Together you can brainstorm ways to address any challenges there may be around peer support at your Foundry centre.
- If you are looking for space to chat with folks who get what it's like to provide services and also work in a role that is quite new and not as well understood, come join us at one of our peer support Communities of Practice, Circle of Our Peers (Co-OP) for youth or Family Peer Support Community of Practice (FPS CoP).
- You can also get in touch with your contacts at FCO, the Peer Support Coordinators, who support centres in establishing peer support services. The Peer Support Coordinators connect directly with Peer Support Workers and their supervisors for feedback and insights to inform policies, standards and procedures around peer support at Foundry.

The contact information for the peer support team at Foundry is:



Tamara Throssell
tthrossell@foundrybc.ca



Matt Piercy
mpiercy@foundrybc.ca



Paige Loughheed
ploughheed@foundrybc.ca

Peer Support Best Practices

The following information was co-developed by the leaders of Foundry centres and team members who supervise Peer Support Workers, from all across the province. We hope it will help you understand sound operational practices that ensure safe and comprehensive client care.

As a Peer Support Worker, you will use these best practices in your day-to-day work. They will take some time to learn, so don't worry about knowing all of it right away!

As part of your orientation, your supervisor will also review with you our Peer Support Standards (a list of the core requirements of our model) and our Peer Support Practice Profile (a more detailed explanation of how to bring the standards to life in day-to-day practice).

We use the terms 'client' and 'peer' to refer to individuals who are accessing services at a Foundry centre. Because our clients are our peers, we use the terms interchangeably.

Electronic Medical Records and Case Notes

Our peer support service model was developed to align with the practice competencies of Peer Support Canada (see [Appendix J](#)) and the Canadian Mental Health Association Calgary (see [Appendix K](#)). Like all other team members at your centre, you are accountable for the delivery of safe client care.

A big part of safe and effective client care is documentation. The gold standard for documentation is Peer Support Workers putting their case notes directly into either the **Electronic Medical Records (EMRs)** or the centre's **Records Management System (RMS)**. In cases where there are multiple records management systems, it is recommended that Peer Support Workers document on the Lead Agency's records management system.

All client interactions need to be well documented, so that all service providers involved are able to work collectively towards the client's stated goals and offer interventions suited to their needs.

Documenting case notes is a form of team communication and a way to make sure service providers are accountable as they deliver client care.

Along with documenting case notes, it is equally important for all service providers (Peer Support Workers included) to review client files on a routine basis. Alerts may be added to client files and you need to make note of them as they are often indicators of precautionary safety measures for both clients and service providers.

Special considerations

There are times when young people and family members may have reservations about having their information shared in a client record. In this case, it may help to explain that:

- Only those involved in their care access their file;
- They have the right to review their file on request; and
- Documentation supports wraparound care and communication with other service providers, minimizing the need for a client to repeat their story.

It may be helpful to co-write the case notes or let the client review the notes, thereby respecting their agency and autonomy.

Case notes are official documents and can be subpoenaed by a court of law, meaning that Foundry would be legally obligated to share these notes in a court. Following consistent documentation practices is important, especially to ensure that the notes contain objective observations and the client's perspective.



Case notes need to include the following:

- Date, time and location of service delivered. If delivered virtually, note type of communication (text, video, phone) and specific tool used (Microsoft Teams).
- If it's the first visit, a note stating whether limits of confidentiality were reviewed and verbal consent given.
- Key goals and main concerns presented by client.
- Observations from session. (How did they report that they were doing?)
- Strengths and protective factors. (How do observations impact the youth or caregiver's goals, how was it discussed?)
- Risk factors and concerns. (Historic or relevant information for the service providers and the session.)
- Resources and next steps. (Resources referenced, coping strategies shared, validation offered, referrals provided, next steps for youth or caregiver regarding their goals and wellness plan.)
- Peer Support Worker name, credentials and location.

Family Peer Supporters (FPS) may find it helpful to document notes that align with the family peer support competencies (see [Appendix K](#)). For example, *Today's session focused on hope and recovery, client created goals for self-care.*

Sample peer support case note:

FPS met with Amy at Foundry on 04.02.2021 to provide 1:1 support. Amy shared that she was very nervous about her appointment with her counsellor tomorrow. While she recognized that it was important, she was thinking about cancelling the session.

- Validated and normalized where she was at.
- Discussed competencies of self-determination and autonomy.
- Discussed pros and cons of cancelling session.
- Mirrored and acknowledged her courage in scheduling the session.
- Co-created the following plan:
 1. FPS to text her 2 hours before her scheduled appointment with counsellor to check in.
 2. FPS to check in with Amy when she arrives at Foundry. (Amy has the option to invite FPS into session with counsellor.)
 3. It is OK for Amy to change her mind about session with counsellor and reschedule for another time.
 4. FPS to continue to help Amy connect with a counsellor as needed.

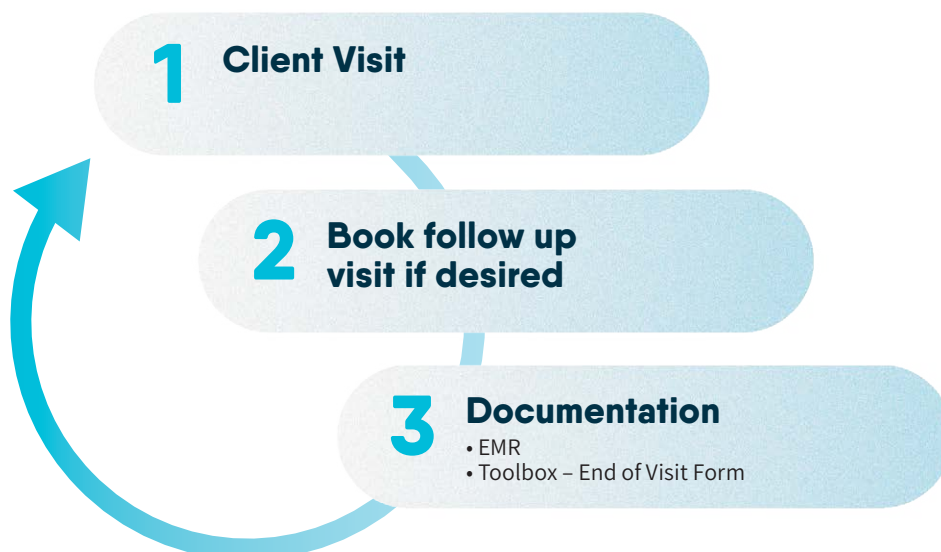
When scheduling appointments, it's important to allow time to complete your data entries and have a transition break between clients.

What EMR is used at your Foundry centre? Who has access to that information? Do you? How? You can add some notes about the EMR below.

Toolbox

Toolbox is Foundry's data collection tool that allows us to measure how services are being used across all of our centres. When used consistently, it allows us to evaluate and improve access to services.

Consistent data entry practices are critical and, like other service providers, Peer Support Workers have a responsibility to document their client interactions in Toolbox. After each interaction you have with a client, you will complete an End of Visit Form in Toolbox, in addition to putting your case notes into the centre's EMR/records management system. Here is an illustration of the documentation workflow:



Privacy, Consent & Systems Navigation

All Peer Support Workers are required to sign privacy and confidentiality agreements as part of their employment contract. These agreements are reviewed with centre staff regularly, and your supervisor will explain your specific centre's process and timeframes.

While the topics of privacy and consent were covered in your peer support training and emerge on a routine basis during Community of Practice sessions, it is important that you and your supervisor review proper procedures during your orientation. For more details, please refer to [Appendix G: Confidentiality](#).

Here is a refresher on client consent.

All new clients accessing services complete consent forms as part of their registration at Foundry. There are two types of consent:

1. Consent to services, either:
 - a. Verbal consent: Service provider reviews limits to confidentiality with client and documents their consent in EMR; or
 - b. Written consent: Client reviews and signs consent form. Please see [Appendix H: Sample Consent to Release/Obtain Confidential Information](#).
2. Consent in Toolbox: Client accepts the terms of consent while filling out the Demographic and Health Surveys.

It is best to connect with your supervisor to learn more about the specific procedures at your centre.

Some clients may not feel comfortable with giving consent. In these cases, it may be helpful to let them know that the forms are in place to protect their privacy.

When clients are seeking support from a service not located at the Foundry centre, Peer Support Workers often play a role in helping them connect by way of referral. While some clients may be



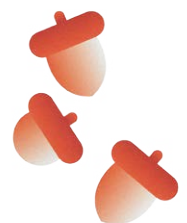
comfortable connecting to services independently, others may not. In this case, we recommend the following referral process:

- Ask the client for permission to connect with other agencies on their behalf. Ask them to sign a consent form — please see the sample in [Appendix H](#) and be sure to check with your supervisor about which form to use, as they may vary from centre to centre. If they are not comfortable doing so, you can contact the organization and let them know your name, where you are calling from and that you would like to know more about what they have to offer and what the process is for accessing their services.
- When calling external agencies, even when you have consent to reach out on behalf of a client, do not share identifying information such as the client's full name, their personal health number or their address. Share only the information that is needed to get a sense of whether the service would be a good fit for them.
- Inquire whether it is possible to have the name of a specific person that they would meet. It can be less intimidating for the client if you are able to connect them to a human versus an organization.
- Offer to accompany the client to the new service on their first visit. This can help ease the natural feelings of anxiety when going to an unfamiliar place.

Release of Records

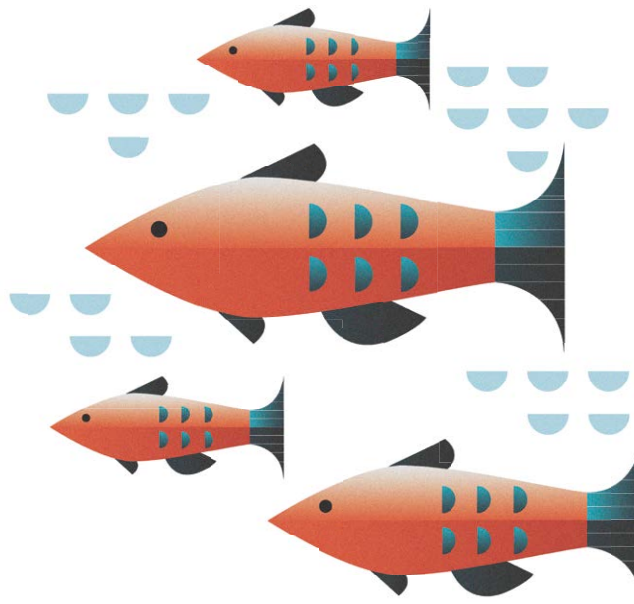
Clients have the right to access their health records and may ask for your support with this. While the specific procedure may vary from centre to centre, the following steps are typically taken:

- Client completes a request for release of records form;
- Peer Support Worker submits the form on behalf of the client to supervisor or centre leader;
- Supervisor or centre leader reviews request, obtains the record and reviews it to ensure that there is no identifying information; and
- Client meets with supervisor or centre leader to review file.



Similarly, the client may request a copy of their Toolbox records. If they do, all service providers, including Peer Support Workers will:

- First clarify with the client if they want their health record, Toolbox record or both. A Toolbox record will include their responses to all surveys and screeners completed through Toolbox (such as the Health Survey, Demographic Survey or K10), as well as a record of the service providers they saw and which services were provided. Case notes are not documented in Toolbox.
- Complete the Records of Information Request Form, found at the end of the Foundry Tech Platforms Standard Operating Procedures document. You can get a copy of this form by reaching out to your supervisor. Please note that once a record request is submitted to FCO, it will usually be fulfilled within one week. Total turnaround time for the client will depend on internal processes at each centre for submitting the request, reviewing the data and connecting back with the client. We recommend telling clients that it will be a few weeks before they receive their data.
- Bring the request form to a supervisor to submit.
- Once the file is received, connect with client to review the file together. Note that it may be helpful to do this with a clinical service provider or supervisor present, in case the client has detailed questions.



Building Your Resource Database

As mentioned earlier, it is very possible that you may know of a service where you can refer a youth or caregiver you are working with. You may find yourself telling them about a program or service that is co-located at Foundry, one that is out in the community or even one that is offered remotely/virtually.

As you work with your new colleagues and reach out to different services, you will get to know them more and will be able to make suggestions for ones that could be a fit for peers you are working with. Building this knowledge and these relationships takes time and shouldn't be rushed, but it can sometimes be intimidating or concerning to feel like you're not sure what's out there.

Foundry's provincial virtual service team and our Circle of Our Peers Community of Practice created an incredible online resource that lists services that are available within various communities around BC. This resource was created during lockdown conditions related to COVID-19, but it is comprehensive and may be a good starting point. [Check out this document](#) and see if there are services you should know about in your community.

To help you get started, check out our Resource Database Template. It has various groupings of organizations, services and resources, with space for you to add their names and other details as you come across them. You may already know of some that you can fill in right now.

We have also left a few blank groupings, in case you think of another area you would like to gather more information on.

We encourage you to sit down with your supervisor, fellow Peer Support Workers or other colleagues at Foundry to get a sense of what services and organizations are out there that might be relevant to your work. You might prefer to keep a spreadsheet for all of you to add to or a notebook, a binder or a whiteboard. Whatever works best for you to keep track of relevant resources!

Resource Database Template

Service/Resource Category	Relevant information you might want to include: the name of the service, a general summary of what is offered, who can access this service, if there are age restrictions, any restrictions or requirements for accessing this service (Do folks need to be abstinent from substances? Do they need to know their personal health number?), a contact at this service and how it can be reached
Mental Health	
Substance Use	
Basic Needs (e.g., food banks, housing, shelters)	
Cultural Support Services	
Recreational Activities	
Vocational/Education Support	
Legal Support Services	
Harm Reduction (e.g., safe supply locations, safe injection sites, locations to receive naloxone training or a naloxone kit)	

Appendices



Appendix A: How to do a land acknowledgement

How to do a land acknowledgement

if you are a colonizer, settler, or uninvited guest to the land

Know the territory you are on native-land.ca

Take some time to learn about the Indigenous culture and way of life where you are. Indigenous cultures are alive, modern, and vibrant. Knowing the territory where you are is important, because not all Indigenous people are the same. This idea is offensive, and destructive.

Pronunciation

If you're worried about not pronouncing a name correctly do your best to...

- Find a video on youtube or elsewhere of an elder from that Nation pronouncing the name.
- Connect to a member of the community for clarification and compensate them for their time.
- If this is not possible, and it definitely isn't always possible, just do your best and acknowledge the fact that you may not be pronouncing correctly. That is OK.

Express your gratitude for being here

This could look a lot of ways. It is not in the words that you use, but the meaning and intention behind them. As long as you are naming the Indigenous territory you are on and your relationship to it (colonizer, settler, uninvited guest), the rest is up to you.

**There's no wrong way
to express gratitude.**

A land welcome vs. land acknowledgement

A welcome can only be done by someone who is Indigenous to the specific territory/Nation.

When possible:

- Find a person who is Indigenous to the territory you are doing work on.
- Don't assume you are welcome. Ask if they can welcome you in a good way/ how you can be a respectful guest.
- Discuss payment & what gift would be appropriate in advance. This could be a pouch of tobacco (one of the four sacred medicines), a blanket, or whatever you've discussed.
- Hand the welcomer your gift & payment in a card in person directly after the welcome. Ready on the event date!

***How can we practice these customs along with
building relationships and solidarity?***



Appendix B: Peer Support Orientation Timeline Tool

Welcome to Foundry! This timeline tool explains orientation, practice support, training and professional development for new Peer Support Workers. For the first few weeks, you will meet with your supervisor weekly to review and discuss the training material, with an extra session in your first week.

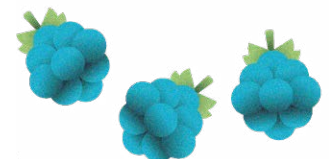
Orientation

Week 1: Orientation to Foundry and Peer Support				
Supervisor Sessions		2 hours		
Total Time		2.75 hours		
Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Vision & Overview of Peer Support	Read prior to first supervisor session: <ul style="list-style-type: none"> Peer Support section in the Foundry Service Model Guide (Ask your supervisor for the website password.) Supervision section of this guide 	15 min on own	First supervisor session	
	At your first supervisor session: <ul style="list-style-type: none"> Discuss what you read and ask questions Share contact information and create a schedule for supervisor sessions 	45 min with supervisor (S)		
Foundry Overview	Read prior to first supervisor session: <ul style="list-style-type: none"> Getting to Know Foundry section of this guide Overviews of the other four service streams in the Foundry Service Model Guide – Mental Health, Substance Use, Physical Health and Social Services. 	15 min on own		
	At your first supervisor session: <ul style="list-style-type: none"> Discuss what you read and ask questions 	15 min with S		
Foundry Centre Policies and Procedures	Read centre-specific policies and procedures provided by your supervisor.	15 min on own		
Administrative	At your second supervisor session this week, review: <ul style="list-style-type: none"> Laptop overview, if applicable Timekeeping process Vacation booking process Cell phone reimbursement process Invitations to team meetings Access to team meetings folder for agendas and notes 	1 hour with S	Second supervisor session	



Week 2: Your Role as a Peer Support Worker at Foundry

Supervisor Session		1.5 hours		
Total Time		2.25 hours		
Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
First Things First	Read First Things First section of this guide.	15 min on own	Second supervisor session	
Your Role as a Peer Support Worker at Foundry	Read Your Role as a Peer Support Worker at Foundry section of this guide. Note any questions or clarifications and review with your supervisor in your next session.	15 min on own 15 min with S		
Job Description, Practice Profile and Practice Standards	On the Service Model Guide site, read: <ul style="list-style-type: none"> • Job Description (To find on site, scroll down to Centre Staffing section.) • Peer Support Practice Profile (To find on site, open Appendices file and go to Peer Support section.) • Peer Support Standards (To find on site, open Appendices file and go to Peer Support section.) Think about and discuss your strengths and areas for growth with your supervisor.	30 min with S		
Colleagues and Community Partners	Read Colleagues and Community Partners section of this guide. Note any questions or clarifications and discuss with your supervisor.	15 min on own 15 min with S		
Building Your Resource Database	Read Building Your Resource Database section of this guide. Discuss and complete with your supervisor.	30 min with S		



Week 3: Orientation to Foundry Centre Processes

Supervisor Session		2 hours		
Total Time		4.5 hours		
Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Microsoft Teams & Zoom	Your supervisor will give you an overview of using Microsoft Teams and Zoom in the context of service delivery, including privacy and confidentiality guidelines for using virtual tools.	30 min with S	Prior to service delivery	
Electronic Medical Records (EMR) and Case Notes	Read Electronic Medical Records and Case Notes section of this guide. Your supervisor will give you an overview of the EMR at your Foundry centre and explain how to document your case notes. These practices may change from time to time, and your supervisor will keep you informed.	1 hour with S		
Toolbox Training	Read Toolbox section of this guide. Schedule Toolbox training session (live or recorded) by contacting the Research and Evaluation Associate for your region (see Appendix L).	2 hours		
Privacy, Consent and Systems Navigation and Release of Records	Read: <ul style="list-style-type: none"> • Privacy, Consent & Systems Navigation section of this guide • Release of Records section of this guide • Appendix G Discuss with your supervisor and then review and sign confidentiality agreements.	30 min on own 30 min with S		

Week 4: Integrated Stepped Care Model

Supervisor Session		0.5 hours		
Total Time		1 hours		
Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Integrated Stepped Care Model (ISCM)	Read Integrated Stepped Care Model section of this guide.	15 min on own		
	Discuss with your supervisor.	30 min with S		
	For more information, read the Integrated Stepped Care Model Overview in the appendices file on the Service Model Guide site.	15 min on own		



Practice Support

Week 5: Peer Support Practice Competencies and Supervision				
Supervisor Session		1 hour		
Total Time		1.5 hours		
Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Peer Support Competencies	Read the peer support competencies in Appendix J and Appendix K . Identify your strengths and areas for support and growth.	30 min on own		
	Discuss with your supervisor and have them connect you to the FCO Peer Support Coordinators to schedule an orientation session and attend the Community of Practice.	30 min with S		
Effective Supervision	<p>Discuss with your supervisor what you both want the supervision relationship to look like.</p> <p><i>Recommended reading for supervisors that can be used to guide the discussion:</i> CMHA Waterloo Wellington guidelines¹</p> <p>Supervisors can connect with the FCO Peer Support Coordinators if they have questions about how to implement these guidelines</p>	30 min with S		

Week 6: Peer Support Mentorship and Community of Practice (CoP)				
First FCO Mentor Session (No Supervisor Session unless check-in needed)		1 hour		
Total Time		1.5 hours		
Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Community of Practice and Mentorship	Read Community of Practice and Mentorship sections of this guide, as well as Appendix E and Appendix F . Compile any questions you have for your mentor when you meet.	30 min		
Mentor Session	<p>Family Peer Supporters: Schedule 1:1 mentor session with Tamara Throssell, tthrossell@foundrybc.ca.</p> <p>Youth Peer Support Workers: Schedule 1:1 mentor session with Matt Piercy, mpiercy@foundrybc.ca.</p>	1 hour		



¹ Phillips, Keely, Harrison, Jay, Jabalee, Christina. *Supervising Peer Workers: A Toolkit for Implementing and Supporting Successful Peer Staff Roles in Mainstream Mental Health and Addiction Organizations*. Kitchener, ON: Centre for Excellence in Peer Support, CMHA Waterloo Wellington; 2019.

Training and Professional Development

Week 7: Professional Development Goal Planning

Supervisor Session

1 hour

Note that you may start meeting with clients before you complete all of your training. You will be supported by your supervisor, your mentor, the Community of Practice and your peers as you put your knowledge into practice.

Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Professional Development Planning	With your supervisor: <ul style="list-style-type: none"> Review Mandatory Skills Training section below Identify your core strengths and areas for growth Complete the Professional Development Planning Template in Appendix C Set follow-up dates to review goals, accomplishments and supports needed, at least quarterly. Set a schedule for supervisor sessions, based on your needs and preferences. 	1 hour with S		

Mandatory Skills Training

Discuss with your supervisor before registering for these training sessions. All will be completed on your own, with support from your supervisor as needed.

Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Peer Support Knowledge, Skills and Training	Family Peer Support Training Training sessions will be offered in future on a schedule to be determined. You are encouraged to attend the Community of Practice in the meantime. <i>Resources:</i> <ul style="list-style-type: none"> Canadian Mental Health Association's The Art of Friendship Participant Guide Finding Your Balance Participant Guide 	TBD	TBD	
	Youth Peer Support Training Training will be offered regularly on a schedule that is to be determined. You are encouraged to attend the Community of Practice in the meantime.	TBD	TBD	
Delivering Services Virtually	Read Foundry Virtual BC website . <i>You can also book a time with a youth or family Peer Support Worker from the provincial virtual services team to learn more.</i>	15 min	First two months	
	eheadspace virtual care counselling, password is headspace! <ul style="list-style-type: none"> Mental Health Assessments online: vimeo.com/showcase/7001352 Complexity and Risk: vimeo.com/showcase/7001352 Boundaries: vimeo.com/showcase/7001338 	12-30 min each	First two months	
Delivering Services Virtually	Online Communication and Counselling with Young People Webinar by Kids Help Phone and ACCESS Open Minds <i>Note that this is geared towards counsellors but provides a good overview.</i>	1.5 hours	First two months	
Emotion-Focused Family Therapy	Emotion-Focused Family Therapy online learning modules by Mental Health Foundations <i>Refer to the Foundry EFFT Delivery and Training Guide for more details on how Peer Support Workers can learn about EFFT within the context of their roles.</i>	4 hours	Within four months	
Risk Management	Learning Hub online course Provincial Violence Prevention	3 hours	First two months	

Mandatory Skills Training

Discuss with your supervisor before registering for these training sessions. All will be completed on your own, with support from your supervisor as needed.

Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Trauma Informed Care	<p>Online learning:</p> <ul style="list-style-type: none"> • Trauma-informed Practice Guide by BC Provincial Mental Health and Substance Use Planning Council (high-level review is mandatory) • Trauma Informed Care Learning Series by Alberta Health Services (optional) • Trauma Informed Care – Building a Culture of Strength by Crisis & Trauma Resource Institute (optional, has a cost) 	3 hours	<i>If not completed in past 12 months</i>	
Family, Caregiver, Peer Advocacy and Supports	<p>Online resources:</p> <ul style="list-style-type: none"> • FamilySmart • BC Children's Hospital Kelty Mental Health Resource Centre 	30 min	First few weeks	
Indigenous Cultural Safety and Mental Health	<p>San'yas Indigenous Cultural Safety: Core Mental Health Training Check with your supervisor before registering.</p>	11 hours	Within six months	
Overdose Prevention and Response	Explore Toward the Heart website	1 hour	First three months	

The following three courses have a cost.

Please check with your supervisor to find out if there is funding for you to register for one or more of these types of training.

safeTalk Training	<p>Online learning modules:</p> <p>Living Works SafeTalk teaches trainees to recognize when someone is thinking about suicide and connect them to help and support.</p>	90 min	Within six months	
ASIST Training	<p>Online learning modules:</p> <p>Living Works Applied Suicide Intervention Skills training workshop empowers people to provide skilled life-saving intervention.</p>	90 min	Within six months	
Mental Health First Aid Training	Mental Health First Aid course by Mental Health Commission of Canada, a combination of self-directed and virtual instruction that requires registration.	9 hours	Within six months	

Recovery Centered Care

Self-study and reference

Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Guidelines for Recovery-Oriented Practice	Guidelines for Recovery-Oriented Practice by Mental Health Commission of Canada	1 hour	Within six months	
BC Mental Health Act	BC Mental Health Act in Plain Language (optional)	1 hour	Within six months	

Diversity

Additional Training Options

Topic	Instructions and How to Access	Time to Complete	Date Planned	Completed (Initials & Date)
Trans Care and Gender-affirming Care	<p><i>Learning Hub online courses:</i></p> <ul style="list-style-type: none"> • Intro to Gender Diversity (mandatory) • Trans Rights Toolkit (optional) <p><i>Other resources:</i></p> <ul style="list-style-type: none"> • Gender Diversity Education for Mental Health Providers & Social Workers (optional) • Trans Care BC Gender Basics & Education (optional) 	1 hour 30 min	Within six months	
Diversity Competency	<p><i>Learning Hub online courses (optional):</i></p> <ul style="list-style-type: none"> • Module 1 What is Diversity? • Module 2: Cultural and Religious Literacy • Module 3: Communicating with Diverse Populations • (no module 4) • Module 5: The Standards for Health Care Providers • Module 6: Providing Care to Refugees <p><i>Ontario Human Rights Commission (optional):</i></p> <ul style="list-style-type: none"> • Call it out: racism, racial discrimination and human rights 	Each module up to 2.5 hours	If needed	



Appendix C: Professional Development Planning Template

Name: _____ Date of Hire: _____

Goals	Plans to Accomplish Goals	Supports Needed
Short-term goals (3–6 months)		
Long-term goals (6 months to 1 year)		
Champion roles (your supporters, like supervisor and mentors)		



Appendix D: Getting to Know How We Learn Together

Everyone learns, communicates, expects and perceives things differently. This activity is meant for you and your supervisor to complete together to get a sense of what to expect from each other and how best to work together.

Peer Support Worker	Supervisor
My most memorable journey/ adventure was... because...	My most memorable journey/ adventure was... because...
When learning something new I prefer to learn by...	When learning something new I prefer to learn by...
My goal for my peer support practice is...	My goal as a peer support supervisor is...
One thing I expect from you is...	One thing I expect from you is...
One thing you can expect from me is...	One thing you can expect from me is...
The way I show up when I am stressed is...	The way I show up when I am stressed is...
How do I like to give and receive feedback?	How do I like to give and receive feedback?
How will we handle an “emergency” situation?	How will we handle an “emergency” situation?
When/how often should we meet up for 1:1 check-ins?	When/how often should we meet up for 1:1 check-ins?

Appendix E: Circle of Our Peers Community of Practice

Circle of Our Peers

Circle of Our Peers, or **Co-OP**, is a youth peer support community of practice.

Our purpose is to create a community for youth peer support workers at Foundry to discuss, debrief, and develop youth peer support services.

Our goal is to create a space that will not only improve youth peer support services, it will also support the growth and development of youth peer support workers and create opportunities to learn with and from each other.



If you are a youth peer support worker with Foundry, we would love to have you join us! The more voices we can hear from, the more we can connect and unite to support and enhance youth peer support practice and service delivery.

As of Winter 2022 Co-OP meets on the second Wednesday of each month. We also have knowledge exchange opportunities every quarter (every 3 months).

We also do our best to organize in-person meetings at least once per year (COVID-19 permitting)! The community agreement for being part of Co-OP or any associated meetings is on the next page.

These different meetings have different purposes, which are outlined below. The community agreement for being part of Co-OP and any associated meetings is on the next page.

Second Wednesday of the month:

These calls take place on Zoom and are a time to discuss experiences, challenges, frustrations, concerns, curiosities or things we would like to process that we have come across in our youth peer support work. This is also a time to update folks around what is going on at your Foundry centre regarding peer support. You can also share ideas or innovations that you are working on for feedback, support or collaboration. Notes are not taken at these meetings.

On a Quarterly Basis (once every 3 months): Knowledge Exchange Opportunities

These are less calls and more presentations where particular topics focused on youth peer support are discussed and subject matter experts are present for us to learn with and from.

community agreement

confidentiality.

Anything that is said on our calls (or at our events) stays there. This includes any information about clients, colleagues or challenges at the centres. If someone shares something that you would like to share outside of the context of our community, please ask them before doing so and be ready to accept that they might not want you to share any of their information. Notes will not be taken on debrief/discussion calls but they will be taken on update/information calls and knowledge exchange opportunities.

respect.

On community calls or at community events, we all make an effort to interact with others in our community in a way that ensures we are creating a safe space for everyone.

kindness.

This includes valuing the different personal and professional experience everyone brings to our community and being mindful of how we respond to and communicate with each other.

non-judgement.

Not judging others' actions, challenges, abilities or experiences—keep an open mind and give each other the benefit of the doubt.

If you would like to join us, please reach out to the youth peer support coordinator at Foundry Central Office (FCO).

Currently, this person is Paige Lougheed (she/her) and you can e-mail her at plougheed@foundrybc.ca or have your supervisor introduce you.

Once you connect with FCO, you can expect:

- A calendar for the upcoming quarter
- Calendar Invites for upcoming meetings with the appropriate Zoom links
- A welcome/introduction call with Paige



Please ensure you review the calendar with your supervisor so they are aware of how it might impact your availability and also to ensure that your centre is able to cover your hourly wages while you are attending calls or events and opportunities within Co-OP.

Appendix F: Family Peer Support Community of Practice

FOUNDRY FAMILY PEER SUPPORT COMMUNITY OF PRACTICE (FPS CoP)



Intention

FPS CoP is a supportive, confidential and mutually beneficial place to seek support from your practicing peers.

Purpose

To bring the collective voice of Foundry FPS together to focus on two goals:

1. Operations, implementation and developing out Foundry's Family Peer Support program and services.
2. Community of Practice to share case scenarios, challenges, celebrations, ideas and innovation that you are working on for feedback, support or collaboration and embed the peer support competencies into your practice.



Meeting Schedule
3rd Thursday of the month
11:00am-12:30pm
11:00 - 11:45 - Operations
11:45-12:30 - CoP



Roles and Responsibilities

FCO:

- provide mentorship, advocacy and support
- support organization and structure of meetings - (scheduling, agendas, meeting notes)
- focus and facilitate decision-making
- bridge needs of FPS and communications between centres and FCO

FPS:

- review the calendar with your supervisor so they are aware of how it might impact your availability
- connect with your supervisor to ensure your wages are covered while you attend opportunities related to OPS & CoP
- come ready to share your creativity, curiosity energy and ideas!

COMMUNITY AGREEMENT

THIS SHARED AGREEMENT CAPTURES OUR EXPECTATIONS OF HOW WE WANT TO WORK TOGETHER.
WE ENCOURAGE MEMBERS TO THINK OF EVERYONE AS A WELCOMING COMMUNITY FOR THE TIME WE ARE TOGETHER.

Confidentiality:

Uphold what is confidential;
Recognize stories are private;
Seek permission before sharing

Authenticity:

Show your true self and how you feel

Care for self:

Take body breaks;
Turn off camera when you need to;
Manage triggers

Respect:

Take space, make space, with no interruptions;
Practice cultural humility;
Embrace curiosity and openness to new ideas;
Use kind language, in a non-judgmental way

Inclusivity:

Create a safe welcoming space for all
Appreciate diverse views;
Reach out to others;
Share your skills and resources



For more information or if like to
join us, please connect with:
Tamara Throssell(she/her)
Family Services Project Developer -
Foundry Central Office (FCO)
tthrossell@foundrybc.ca

NO ONE
KNOWS
EVERYTHING;
TOGETHER WE
KNOW A LOT!

• F O U N D R Y •

Appendix G: Confidentiality

You will have seen this graphic in your peer support training. Confidentiality is a very important piece to understand. It helps ensure that you are able to respect the privacy of peers and their circle of care while also maintaining their safety.

There are certain situations where you are legally required to breach confidentiality in the interest of keeping everyone safe. These are often referred to as the limits of confidentiality and may require you as a Peer Support Worker to report what you've heard to an authority, such as your agency or a government body, like child protection services.

For peer support work, the limits to confidentiality are the following:



Appendix H: Sample Consent to Release/ Obtain Confidential Information

Name: _____ Age: _____ Date of Birth: _____

The **Personal Information Protection Act** and the **Freedom of Information and Protection of Privacy Act** oversee the collection, use and disclosure of my personal information by organizations and recognize my right as an individual to have my personal information protected.

I am aware that I must consent or give my permission for my personal information to be shared. By signing this form, I agree that Foundry [Insert Community Here] can release and/or obtain the personal information I have identified below for the purposes I have outlined below and it will not be used for other purposes. My initial indicates my consent for releasing and/or obtaining my information.

I consent to Foundry releasing to and/or obtaining the following information (e.g., plan, attendance, application, referral, etc.):

From:

Service Agency/Provider: _____ Contact info: _____

For the purpose of (e.g., supporting me to maintain housing, understanding my condition or diagnosis, etc.):

*Please fill out a separate form for different information and purpose of releasing and/or obtaining information. If all on one form, please clearly specify varying requests.

I understand I have the right to refuse to sign this form and that I may revoke my consent verbally or in writing at any time (except to the extent that the information has already been exchanged). Unless otherwise noted, this consent will be in effect for one year from the date of signing.

Signed by: _____ Date: _____
(Please sign your name)

Witnessed by: _____ Date: _____

We respect the importance of protecting the personal information that we collect.

For information on our privacy policies and practices, please contact [Insert community specific information here, e.g. Community Services Privacy Officer at 250-xxx-xxxx].

Appendix I: Glossary

Circle of Our Peers (Co-OP)

A youth peer support Community of Practice which you can read more about in [Appendix E](#).

Client

An individual who is accessing services at a Foundry centre. Because our clients are our peers, we use the terms ‘client’ and ‘peer’ interchangeably throughout this guide.

Co-location

Multiple services from different agencies and organizations being located and accessible under one roof.

Community of Practice (CoP)

A group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Community Partners

Organizations and agencies within your community who may not operate under Foundry or its Lead Agency but are considered partners of your Foundry Centre and colleagues in care provision.

Data Collection

Data collection is the process of gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions and evaluate outcomes.

Electronic Medical Records (EMRs)

The systematized collection of patient and population electronically stored health information in a digital format.

Evaluation

A process that critically examines a program. It involves collecting and analyzing information about a program’s activities, characteristics and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness and/or to inform programming decisions.

Foundry Central Office (FCO)

An organization that supports the establishment, development and operations of Foundry centres across the province.

Integrated

An approach to services delivery that focuses on coordination and communication between services and supports. From a Peer Support Worker perspective, it means that all services in a centre, including peer support, are linked and coordinated, with everyone working together to provide enhanced and streamlined support.

Lead Agency

The agency or organization in charge of day-to-day operations and procedures within your Foundry centre. You may or may not be employed by them.

Records Management System (RMS)

A system to manage records at an organization, including the creation, maintenance, and destruction of records.

Service Streams

A classification of services that Foundry offers. All Foundry centres offer the following service streams: mental health, physical health, social services, substance use support and, of course, PEER SUPPORT. :).

Stepped Care

An approach to service access that focuses on ensuring individuals are able to receive the appropriate level of support, intervention and intensity depending on their care needs and service availability.

Toolbox

A data collection tool used by Foundry to evaluate and improve services and service access.



Appendix J: Peer Support Canada Competencies

A Certified Peer Supporter demonstrates skills and abilities within the following competencies:

1. Interpersonal Relations

Interacts in a manner that honours the dignity of others and strives to build positive respectful relationships. Strives to make others feel comfortable and conveys genuine interest in their peer. Even in a difficult or tense situation strives to maintain a level of respect and consideration for the other.

2. Demeanour

Is sensitive to what another might be feeling, demonstrates a capacity for non-judgmental empathy, and responds from an equal, genuine, and sharing point of view. Selectively self-discloses own experience in a manner that ensures the relationship remains peer focused.

3. Communication

Listens with empathy and without judgement, holding their peers in unconditional high regard. Uses communication styles and skills to improve understanding and adapts the style and tone of communication to suit the listener and the situation. Communicates using recovery language and emphasizes the strengths of their peers.

4. Critical Thinking

Engages in active listening skills to better understand a situation and recognizes that there is more than one way to look at an issue. Considers the possible implications or outcomes of their actions and, when asked, will help peers to explore the outcome or possible consequences of various options. Demonstrates good judgement in respecting the limits and boundaries of their role.

5. Hope

Operates from a sense of hope expressing confidence that others will be successful in their own personal journeys of recovery. Strives to model realistic optimism and a belief that even in difficult situations positive choices can be made.

6. Self-Management & Resiliency

Understands the importance of self-care and stress management and models the practices that work best for them to remain healthy while supporting others. Strives to maintain calm and diffuse stressful or challenging situations.

7. Flexibility & Adaptability

Is open to new ideas, deals comfortably with ambiguity, and adjusts plans or behaviours to better suit a given situation. Is willing to be open-minded and compromises when needed.

8. Self-Awareness & Confidence

Interacts in a manner that demonstrates a balance of self-confidence with openness to the thoughts and opinions of others. Self-reflects and understands that personal thoughts and attitudes can influence their behaviour and actions.

9. Initiative & Commitment

Is dependable and carries tasks through to completion. Demonstrates good judgement knowing when insight or assistance should be requested from another and are trustworthy when working independently.

10. Teamwork

Shares knowledge, ideas and resources with team members in a cooperative and collaborative manner. Strives to fulfill their role and responsibility within the team while respecting the roles and responsibilities of the other team members.

11. Continuous Learning & Development

Strives to approach life and work in a curious manner, identifies areas where personal growth may be helpful, and takes advantage of opportunities to learn and develop.

Recognizes the value of on-going personal growth and skill development and maintains a connection with a peer support community as a resource to stay 'grounded' in the work of authentic peer support

Appendix K: Canadian Mental Health Association Calgary Peer Support Competencies

Hope <p>A certified peer support worker operates from a sense of hope expressing confidence that others will be successful in their own personal journeys of recovery. They strive to model realistic optimism and a belief that even in difficult situations positive choices can be made.</p> <ul style="list-style-type: none">• Self-awareness• Self-esteem	Interpersonal Relations <p>A certified peer support worker always interacts in a manner that honours the dignity of their peers, strives to build positive respectful relationships and offers mutual support. They strive to make others feel comfortable, convey genuine interest and offer personalized support to their peer. Even in a difficult or tense situation, they strive to maintain a level of respect and consideration for the other.</p> <ul style="list-style-type: none">• Trust• Fostering friendships• Communications• Boundaries• Teamwork• Diversity
Resiliency and Coping <p>A certified peer support worker understands the importance of self-care and stress management and models the practices that work best for them to remain healthy while supporting others. They strive to maintain calm and diffuse stressful or challenging situations.</p> <ul style="list-style-type: none">• Recovery knowledge• Emotional balance - developing strategies• Coping strategies• Accountability• Insight into recovery	Self-Awareness and Confidence <p>A certified peer support worker interacts in a manner that demonstrates a balance of self-confidence with openness to the thoughts and opinions of others. They self-reflect and understand that personal thoughts and attitudes can influence their behaviour and actions.</p> <ul style="list-style-type: none">• Self-awareness• Self-esteem• Courage
Lived Experience <p>The primary personal attribute necessary to provide quality peer support is lived experience with a mental health challenge or illness (either personally or through a loved one), accompanied by the experience of finding a path of recovery. Peer workers need to be skilled in telling their recovery stories and using their lived experiences as a way of inspiring and supporting a person living with mental illness or addiction. Family peer support workers likewise share their personal experiences of self-care and supporting a family member who is living with mental illness or addiction.</p> <ul style="list-style-type: none">• Self-disclosure• Trust• Diversity	Supports Recovery Planning <p>These competencies enable peer workers to support other peers to take charge of their lives. Recovery often leads people to want to make changes in their lives. Recovery planning assists people to set and accomplish goals related to home, work, community and health.</p> <ul style="list-style-type: none">• Recovery knowledge• Stigma and discrimination

Communication

A certified peer support worker listens with empathy and without judgement, holding their peers in unconditional high regard. They use communication styles and skills (both written and verbal) to improve understanding and adapt the style and tone of communication to suit the listener and the situation. They communicate using recovery language, emphasizing the strengths of their peers and demonstrating respect towards them.

- Communication and conflict resolution
- Boundaries

Initiative and Commitment

A certified peer support worker is dependable and carries tasks through to completion. They demonstrate good judgement, knowing when insight or assistance should be requested from another and are trustworthy when working independently.

- Responsibility and commitment
- Values and integrity
- Learning to take actions to bring change

Critical Thinking

A certified peer support worker engages in active listening skills to better understand a situation and recognizes that there is more than one way to look at an issue. They consider the possible implications or outcomes of their actions and, when asked, will help peers to explore the outcome or possible consequences of various options. They demonstrate good judgement in respecting the limits and boundaries of their role.

- Communication and conflict resolution
- Boundaries
- Risk management

Ethics and Reliability

Personal integrity and an authentic compassion for the peer will ensure that the relationship is grounded in ethical and trustworthy attitudes and actions, including an unwavering support of the personal growth of the peer.

- Responsibility and commitment
- Values and integrity
- Ethics and professional boundaries

Problem Solving and Supporting Others Through Challenges

These competencies assist peer support workers to identify potential risks, use procedures that reduce risks to peers and others and build resiliency. Peer support workers may have to manage situations in which there is intense distress and work to ensure the safety and well-being of themselves and other peers. They are able to act as a bridge through difficult challenges.

- Understanding internal negative messaging
- Acknowledging risk and risk management
- Emotional tools
- Change management

Cultural Safety and Humility

According to the First Nations Health Authority, “Cultural humility involves humbly acknowledging oneself as a learner when it comes to understanding another’s experience.” Through the process of self-reflection and lifelong learning, peer support workers understand the impact of both personal and systemic bias in health care systems. Respectful peer engagement recognizes and strives to address power imbalances and ways to create safe spaces for our peers. Peer support workers endeavour to build relationships free of racism and discrimination, based on mutual respect and trust.

Adapted from First Nations Health Authority: fnha.ca/wellness/wellness-and-the-first-nations-health-authority/cultural-safety-and-humility

- Self-awareness
- Responsibility and commitment
- Lifelong learner

Appendix L: Support for Peer Support Workers

· FOUNDRY · **NEW!** **SUPPORT FOR YOUTH PEER SUPPORTERS**

Always being the supporter can be exhausting, we get it! As a valued member of the Foundry BC network, we are now offering support services for all peer supporters that work at one of our Foundry BC centres.

Services for youth peer supporters now include:

Peer support
Counselling
Drop-in services
Primary Care

NEXT STEPS

- Download the Foundry BC app and register for a ***youth account***.
- Please identify in the '***my story***' or '***reason for visit***' section of the app that you are a peer supporter and your community of work.
- Book a scheduled appointment or access our drop-in services!

*While we are excited to offer this new support opportunity, we are aware of potential questions and/or concerns peer supporters may experience. We are committed to respecting and honoring your confidentiality. What you share with us will remain confidential.



For further questions, please email online@foundrybc.ca

· FOUNDRY · **NEW!** **SUPPORT FOR FAMILY PEER SUPPORTERS**

Always being the supporter can be exhausting, we get it! As a valued member of the Foundry BC network, we are now offering support services for all family peer supporters that work at one of our Foundry BC centres.

Services for family peer supporters now include:

Family peer support
Counselling

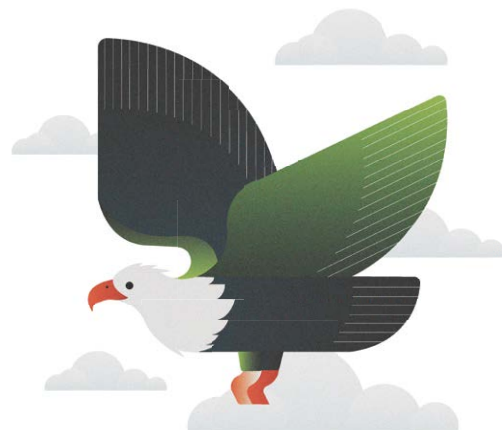
NEXT STEPS

- Download the Foundry BC app and register for a ***caregivers account***.
- Please identify in the '***my story***' or '***reason for visit***' section of the app that you are a family peer supporter and your community of work.
- Book an appointment or access our drop-in services!

*While we are excited to offer this new support opportunity, we are aware of potential questions and/or concerns peer supporters may experience. , we are committed to respecting and honoring your confidentiality. What you share with us will remain confidential.



For further questions, please email online@foundrybc.ca





• FOUNDRY •

info@foundrybc.ca | foundrybc.ca

© 2022, Providence Health Care Society d.b.a. Foundry. All rights reserved.