# Introduction

# Peer Support pack for Early Intervention in Psychosis Teams (EIP)

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| Background | This pack was co-produced with the EIP Clinical Reference Group (CRG) Lived Experience representative and funded via Health Education England as part of developing new roles initiative. The EIP CRG were keen to explore paid Peer Support role in their teams and agreed that the development of the package would ensure equity across Trusts and offered a real opportunity to develop a Peer role that embraces the ethos of the EIP teams. |
| Purpose | The pack is to be used as template and guide that can be adapted by trusts and teams. The pack can also be used a reference for discussion when trusts/teams are considering /developing new Peer Support Roles. |
| Involvement | The pack has been reviewed by Voices for London(lived experience organisations) a current EIP Peer Support worker from CNWL, HEE Peer Support leads, EIP CRG, Patient Participant Lead SLAM and Kings Health Partners. |
| Content | Job Description  Core Competencies  Guide to Training and Education  Top Tips for staff and organisations |

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| **Job Title:** | Peer Integrated Care Lead  *This role is based around supporting individuals and the EIP team to work together to understand the needs and wants of the individual and their carers/friends/family.*  *The role has a dual focus of exploring and supporting recovery whilst connecting people to their communities.*  *To bring together outside services and organisations in order to achieve the outcomes important to the individual.* |
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| **Band:** | 3 |
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| **Hours:** | *To Be Agreed* |
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| **Department:** | Early Intervention in Psychosis Services (EIP) |
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| **Location:** |  |
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| **Reports to:** |  |
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**Job Purpose**:

This role has been specifically designed for people with lived experience of psychosis and of using mental health services. The role is part of an initiative to employ people with lived experience of psychosis with a specific focus on supporting the integration of physical health care into specialist mental health services as well as a focus on recovery. This is done through harnessing your own knowledge whilst valuing the experiences and views of your clients in a safe and therapeutic way.

To effectively contribute to the delivery of integrated mental and physical healthcare in an EIP team using the skills and knowledge gained through having lived experience of Psychosis and the mental health services, not exclusively EIP.

To have a rich understanding of local community resources that can be accessed to improve service users physical and mental well-being and staying up to date with accessible support services outside of EIP.

You will play a key role in engaging with local services and advocating on behalf of clients and EIP services.

**Key Responsibilities**

To use lived experience to promote hope and recovery

To increase awareness and keep a live resource of activities and services that can be accessed outside of the Early Intervention in Psychosis Services to promote balanced well- being.

To help build positive relationships between your team and outside services and organisations.

To support clients to engage in activities in the community including joint participation and introduction in line with clients’ preferences.

To be aware and highlight the diverse needs of clients to ensure that interventions and activities offered reflect the needs of the clients and local communities.

To promote a culture of balanced wellbeing with self, staff, clients and carers.

To support the evaluation and impact of the role.

To keep up to date on the latest Integrated Care developments and research.

To draw on your own lived experience of managing your health in a holistic and integrated way.

To ensure accurate and timely records are maintained in line with Trust policy.

To assist the service user to understand their rights and choices within the service.

**Communications and Working Relationships:**

People who use services, their friends, families and carers.

Professional colleagues within EIS and others with the trust as appropriate.

Primary Care as and when required.

To attend local trust forums that relate to physical health and social prescribing.

To participate in other trust’s peer support forums, working with the Patient and Participation, Equality and Diversity Workforce leads and others to promote the role.

Relevant Local Organisations; local authorities, council departments, community centres, places of worship.

To report any untoward incidents or unusual occurrences to the manager/senior clinician

immediately.

**Documentation**

To ensure timely, accurate and informative recording on the electronic patient record system

which meets all standards, according to trust policy.

To communicate complex issues in a sensitive way to members of the MDT

To be aware of the service user’s progress, level of functioning & mental state, and relay progress

and areas of concern to the multidisciplinary team.

To keep an up to date database of services/activities/groups available within trust boundaries for all service usersand EIS team to assess if needed.

**Service Development and Delivery**

To maintain up to date knowledge of legislation, national and local policies and issues in relation

to the specific service user group, peer support and mental health.

To comply with all relevant Trust policies, procedures and guidelines, including those relating to

Equal Opportunities, Lone Working, Health and Safety and Confidentiality of Information and to be aware of any

changes in these.

To be aware of, teach others and challenge issues in relation to stigma, low expectations and

anti-discriminatory practice as appropriate.

To read and understand the statutory requirements of the Mental Health Act.

To attend clinical, business & service development meetings as required.

To raise the profile of peer support and integrated care both within the Trust, and externally, through co-delivery of presentations, workshops, and participation in Trust–wide peer related projects and audits: sharing information as required and as agreed with the line manager.

To participate in the training of students on placement with the team by working with them as required and giving feedback in assessment discussions.

**Education and training**

To receive regular supervision in accordance with professional practice guidelines.

To attend training relevant, internal and external, to the post. (*Refer to training appendices*)

To contribute to the training and support of other staff in the service.

**Personal and Professional Development**

To participate in Trust mandatory training & development opportunities considered appropriate to your role and as identified in the Personal Development Plan (PDP)

To contribute and commit to undertaking an annual development review/ appraisal

To engage in Peer Support supervision (1:1 and group).

To participate in regular line management supervision as arranged by the service manager.

To be supported to manage his/her own workload and report any difficulties to supervisor.

**Examples of sections that can be added by Trust HR Team:**

**Health and Safety - Work Conditions - Job Flexibility - Infection Control - Staff Involvement - Confidentiality - Equal Opportunities - Grievances, Disputes, Disciplinary and Other Industrial Relations Procedures - Personal Development - Conflict of Interest - Working Time Regulations - Conditions of Employment - Terms and Conditions - Our Commitments - Trust Facts and Figures**

**Person Specification**

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| **Essential Experiences Requirements**  Personal experience of living with Psychosis  Own personal experience of accessing physical health support services e.g. dietetics services, physiotherapy, diabetes clinic.  Own personal experience of accessing secondary mental health services  Willing to positively share your own life experiences, with service users and carers and colleagues  Developed plans for managing own recovery  Resilience - an understanding that the work may impact on your own mental health. | **Desirable**  Experience of delivering  peer support services  Experience of working with NHS mental  health services  Experience of working with or caring for people in mental distress  Experience of working in a related social care or health setting (paid or unpaid)  An interest in developing a career in mental health care |
| **Essential Training and Qualifications**  Educated to GCSE or equivalent level/or evidence of competency specifically in English and Maths.  Completed accredited peer support worker training  or commitment to obtain knowledge  through work based learning and mandatory training | **Desirable**  Completed relevant Recover Collage courses (see role pack)  Completed relevant physical health training  Previous experience as a peer supporter in volunteer and/or paid work  First Aid Trained; Basic life support training and  Mental Health. |
| **Essential Knowledge/Skills/Abilities**  Able to demonstrate understanding of Intentional Peer Support  Ability to demonstrate empathy, compassion and patience.  Ability to problem solve and create innovative solutions to help empower service user  Ability to demonstrate a good understanding of mental health issues  Ability to demonstrate knowledge of personal recovery and boundaries  Ability to communicate on all levels and to a broad scope of individuals, both internally and externally to the Trust  Ability to work unsupervised in a range of settings  Ability to appreciate / understand other people’s worlds  Ability to be non-judgemental  Ability to demonstrate practical skills to provide support with daily living activities  An ability to act calmly and to respond in a professional manner to distress, disturbance and unpredictability  Ability to travel between locations on public transport  Evidence of being able to positively share your own life experiences  Evidence of good interpersonal skills and an ability to form relationships with service users, staff, friends and families/carers  Effective listening skills  Effective team player  Excellent organisational skills  Excellent knowledge of the local area and local services available including public services, community lead services and 3rd sector/charitable services  Knowledge of how to build community links and networks  Understanding of issues affecting people from different backgrounds and cultures  Understanding of issues arising from experiencing mental ill health  Basic IT skills; Word & Email systems  Willingness to use supervision for learning and self-reflection  Sensitive understanding of diversity issues and an ability to promote anti-discriminatory practice/ equal opportunities | **Desirable**  Ability to speak other languages  Good relationship with community centres and community groups  Good relationships with healthcare professionals within trust boundaries  Knowledge of basic food hygiene  Basic Health and Safety awareness  Knowledge of recovery based tools such as Wellbeing and Recovery Action Plans or goal setting |
| **Other Desirable**  Ability to travel between locations using own transport  A preparedness to work flexible hours through prior  arrangement as the needs of the job dictate (e.g. some evenings & weekends) |  |

**Peer Support Competencies**

**Purpose** – These competencies act as a guide and each descriptor provides an overview of the main tasks and skills which would be expected to be demonstrated working in this role. Achievement will vary, dependant on the person. The time frame for reaching essential competencies should be decided in supervision and included in appraisals. The competencies can be used to identify training and support needs and should be viewed as strengths based assessment of the peer supporter.

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| Effective Communication | Good communication underpins person-centred care and helps build lasting trusting relationships. This Peer Support role requires the person to be able to communicate in verbal and written form, with a wide range of people from different organisational and cultural backgrounds, including health, social, voluntary and community sectors. |
| Essential | Communicates clearly and sensitively with patients, family, friends and other professionals. |
|  | To be able to check for mutual understanding of the content of conversations. |
|  | To have conversations with others in line with the wishes of the patient, and in agreement with the patient who leads the conversations. |
|  | Adapts style and method to best support the patient’s preference and needs taking into consideration cultural factors. |
|  | Communicates effectively on the telephone. |
|  | Understands and uses common social and health care terminology. |
| Enhanced | Communicates effectively and sensitively to support self-management and lifestyle/behavioural progression. |
|  | Applies skills and techniques to resolve conflict and reduce stressors. |
|  | Asserts ideas and opinions in a respectful, positive way which advocates, if requested by the patient, the views of the patient. |
|  | Understands techniques and skills of health coaching/motivational interviewing. |

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| Enabling access to services | Peer Support involves signposting and enabling people to access appropriate services based on needs and preferences. The knowledge and “local wisdom” of non-statutory services should be gained with a spirit of “persistent and positive curiosity”. |
| Essential | Understanding local referral arrangements/pathways for holistic support from a wide range of sectors. |
|  | Signposts and supports clients (if they wish) to contact and attend appropriate services/activities. |
|  | Demonstrates initiative in their role. |
| Enhanced | Demonstrates persistence and resilience when faced with barriers to accessing services. |
|  | Acts as the “go to person” in the team regarding local resources. |

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| Personalisation | Personalisation is an approach which supports a person’s wishes and needs and aims for the person to be in control of their own lives and decisions. The Peer Support role seeks to harness lived experiences to build and develop positive working relationships. Peer supporters offer time and space for patients to build their aspirations. |
| Essential | Acts in a way that acknowledges peoples expressed beliefs, preferences and choices. |
|  | Uses a strengths based approach with patients. |
|  | Understands goal setting and review in care planning. |
|  | Demonstrates a basic understanding of appropriate financial matters such as personal budgets. |
| Enhanced | Contributes to the care planning process in the team and supports a robust well-being focus. |

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| Building and sustaining relationships | To have a person-centred approach and aim to ensure that support and care is wrapped around the needs voiced by the person. Integrated support that cuts boundaries and reaches out to wider agencies in health, social care and community groups and voluntary sectors. The ability to engage and sustain key working relationships is fundamental to the peer support role. |
| Essential | Builds and work to sustain trusting professional relationship with everyone who they come into contact with. |
|  | Recognises how and when to close relationships with others. |
|  | Maintains a clear sense of the role and responsibilities within the team. |
| Enhanced | Actively seeks out relevant and appropriate contacts to develop a network across a wide range of sectors. |
|  | Identifies opportunities to work in collaboration with others for the benefit of clients and the team. |

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| Handling data and information | Peer supporters are able to appropriately use relevant electronic records, databases to access, input, store and retrieve information. Are able to use data to evaluate interventions and client satisfaction. |
| Essential | (with support) Accesses, inputs into and uses data from appropriate electronic records, databases and spreadsheets |
|  | Uses appropriate technology and resources to find and process information |
|  | Understands governance issues in relation to data |
|  | Maintains an up to date directory of local services |
| Enhanced | Understands the principles of audit and quality improvements |
|  | Participates in audit and quality improvements |

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| Personal development and learning | To engage in learning and applying new knowledge and skills. Using reflection to develop. |
| Essential | Attends relevant training informal and formal. |
|  | Utilises the courses available at the recovery college. |
|  | Demonstrates a willingness to learn and develop within the role. |
|  | Shows a responsibility for self-reflection and personal development. |
|  | Understands and engages with the process of supervision and appraisal. |
| Enhanced | Promotes the peer support role to others working within and outside of the trust. |
|  | Contributes to the delivery of education and training within the EIS team e.g. develops and delivers a training session on peer support or other relevant subjects. |

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| Learning together | The Peer support develops their own training to shift the focus from ‘helping’ to ‘learning together’. |
| Essential | Sees service users as capable co-learners and responsible adults; does not take on a problem solving role. |
|  | Is open to new ideas and ways of seeing things. |
|  | Approaches relationships with curiosity and interest (vs. set ideas, assumptions and predictions). |
|  | Demonstrates warmth, openness in others experiences, stories and perspectives. |
|  | Attends supervision as identified agreed with line manager. |
| Enhanced | Maintains attitudes of hope, possibility, co-learning, co-creation and moving towards co-reflection. |
|  | Readily identifies areas for personal learning and growth. |

**Review of Recovery College Courses**

The table contains the recommended courses for Peer Supporters and Peer Support Supervisors.

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| **Recovery College Name** | **Recommended Peer Support courses** | **Recommended Peer Supervisor courses** | **Additional comments** |
| South West London and St Georges | * Understanding Psychosis * Introduction to Recovery * Living with Psychosis * Learning to be Assertive * Taking back Control * Telling your story * Five ways to wellbeing * Hopes and fears * Creating confidence and motivation * Understanding psychosis the importance of friends and family in recovery * Problems with caring and how to tackle them * Toolkits and routines | * Taking back control * Telling your story * Hopes and Fears * Creating confidence and motivation * Understanding psychosis the importance of friends and family in recovery * Toolkits and routines |  |
| West London | * Understanding Psychosis from a medical perspective * Understanding Psychosis from a psychological perspective * Learning about thinking, emotions and relationships * Your Wellbeing * The benefits of physical exercise * Telling your story * Tapping into emotional wellbeing * Planning recovery | * Understanding Psychosis from a psychological perspective * Learning about thinking, emotions and relationships * Introduction to recovery * Telling your story * Tapping into emotional wellbeing |  |
| East London Foundation | * Assertiveness and confidence * Recovery and Natural Environment * Tree of life * Understanding recovery * Horticulture and Recovery * Managing smoking * Understanding post –traumatic stress disorder * Understanding psychosis * Cooking for wellbeing * Positive Steps * Conflict resolution | * Recovery and Natural Environment * Tree of life * Positive steps * Carers caring for themselves |  |
| City and Hackney | * Understanding Psychosis * Food and Mood * Know Thyself * Ability Bow * Connecting with nature * Hearing voices * Assertiveness as a communication skill * Creative writing * Create a routine | * Food and Mood * Know Thyself * Ability Bow * Connecting with nature |  |
| SlaM | * Understanding Psychosis * Hearing voices * Understanding the impact of substance use on Mental Health * Alcohol friend or foe * Introduction to Recovery * Making changes where to start and how to maintain * Confidence in Social Situations * Creativity and wellbeing * Expand your world * Telling your story * Walking and wellbeing * Let’s talk about tobacco * How to get a good nights sleep * Taking control of my psychosis medication * Communication skills for resilient relationships * Introduction to Coaching Techniques for Recovery * Museums and wellbeing * Getting involved in Peer Support * Outdoor sanctuaries and wellbeing * Spirituality and Wellbeing | * Introduction to Recovery * Making changes where to start and how to maintain * Taking control of my psychosis medication * Communication skills for resilient relationships |  |
| Bexley Recovery College | * Social Anxiety * Psychosis * Anger Analysis * Substance use and well being * Improve Sleep * Mindfulness * The power of positive thinking * Creative Writing * Green Spaces * Exercise for health * Recovery wellness Toolkit * Confidence and assertiveness * Strengthening relationships * Emotional Equilibrium * Mindful Wellbeing * Emotional Resilience * Good Food=Good Mood * LEAP- Lived Experience Advisor Project | * The power of positive thinking * Recovery wellness Toolkit | Physical Health and Wellbeing checks are offered at the recovery college. |
| CNWL | * A good night’s sleep * Assertiveness skills * Creativity and wellbeing * Developing resilience * Exercising for health * Exploring what works for me * Go smoke free * Healthy Eating * Introduction to personal recovery * Listening to conversations about alcohol and drug use * Managing psychosis together * Me and my wellbeing * Recovery-focused practice * Telling my story * Understanding me, understanding you metallisation * Understanding Psychosis * Gathering recovery stories * Working in partnership with your GP practice | * Exploring what works for me * Introduction to personal recovery * Listening to conversations about alcohol and drug use * Managing psychosis together * Me and my wellbeing * Recovery-focused practice * Telling my story * Understanding me, understanding you metallisation |  |
| Camden and Islington | * Assertiveness for all * Being kind to yourself * Building connections in the community- intro to social prescribing * Building healthy relationships * Building of resilience via the Tree of Life * Food and Mood * Getting a good night sleep * Green Prescription – Growing plants for wellbeing * Living well with a long term condition * How to tell your recovery story * Singing for Health * Ways of understanding and relating to experience of psychosis * Writing for wellbeing- find your inner voice * Alone but not lonely | * Building connections in the community- intro to social prescribing * Living well with a long term condition * How to tell your recovery story * Ways of understanding and relating to experience of psychosis |  |

**List of suggested reading and training**

These documents have helped shape this resource pack

**Making Every Contact Count** (MECC) is an approach to behaviour change that uses the millions of day-to-day interactions that organisations and people have with other people to support them in **making** positive changes to their physical and mental health and wellbeing.

<https://www.makingeverycontactcount.co.uk/>

**Care Navigation**

Effective navigation is important to providing coordinated person-centred care and support. Care navigation is an emerging idea in the UK, with a growing evidence demonstrating benefits for patients and carers

<https://www.hee.nhs.uk/our-work/care-navigation>

A short article on the day in the life of an older adult care navigator

<https://www.elft.nhs.uk/A-Day-in-the-Life-of--a-Care-Navigator>

**Intentional Peer Support**

**Intentional Peer Support** provides a powerful framework for creating relationships where both people learn and grow together. We offer a range of trainings to examine and practice what is necessary to build mutual **support**.

<https://www.intentionalpeersupport.org/>

Peer Support –Interventions

Interventions are strategies that help bring about change in individuals. Peer Specialists have a responsibility to ensure their interventions are supporting an individual’s recovery process.

<http://www.peersupportfl.org/wp-content/uploads/2017/10/Key-4-Peer-Specialist-Interventions-MCC.pdf>

Peer Support Guidance – Mental Health Foundation

Key elements of Peer Support in mental health include that it is built on shared personal experience and empathy, it focuses on an individual's strengths not weaknesses, and works towards the individual's wellbeing and recovery

<https://www.mentalhealth.org.uk/a-to-z/p/peer-support>

**Peer Specialist Toolkit** Implementing **Peer** Support Services – A guide from Canada

<https://www.mirecc.va.gov/visn4/docs/Peer_Specialist_Toolkit_FINAL.pdf>

Health resources

Lester tool

Guidance on the physical health standards

<https://www.rcpsych.ac.uk/docs/default-source/improving-care/ccqi/national-clinical-audits/ncap-library/ncap-e-version-nice-endorsed-lester-uk-adaptation.pdf?sfvrsn=39bab4_2>

Weight management

<https://www.nice.org.uk/guidance/PH53>

Training

Training opportunities are both internal trust formal training, team informal training and external.

Online resources

<https://alphacarecms.magellanhealth.com/training-site/home.aspx>

<https://www.futurelearn.com/courses/integrating-mental-and-physical-health-depression-and-anxiety>

**Top Tips for teams.**

**Part A of this guide is to help peer supporters and other team members identify what is a rock and where to find the crannies.**

**Part B of this guide is to help organisations consider best practices and key considerations when developing peer support roles in their teams.**

**Part A- Top Tips for staff when it comes to looking under rocks, AKA Signposting...**

**London is a rich resource of clubs, networks, community centres and meet ups. All councils should have an initiative put in place to support health and wellbeing, tackle isolation and generally keep their constituents fit and healthy. When you start to look under every rock and in every cranny a whole world of low cost or free activities open up to you.**

**Google it:** It sounds simple and it is, once you have established what the individual you are working with likes to do or would like to learn then get a list of keywords together and google them. For example I was restricted by my finances and so would search the term ‘Free Activities in West London’ and by doing this I came across a great organisation called [Our Parks](https://www.ourparks.org.uk).

[NHS Website](https://www.nhs.uk)**:** Again, seems like a simple thing to do because it is. There is a wealth of knowledge that you can share from the NHS website and you know it’s been tried and tested and is regulated. I found it very useful to be able to read and learn exercise routines in the [NHS Fitness Studio](https://www.nhs.uk/conditions/nhs-fitness-studio/) I could do at home and I knew were safe. You can also find [guided meditations](https://www.nhs.uk/conditions/nhs-fitness-studio/bedtime-meditation/).

**Councils;** Check websites, call up their information line and ask if there is a department that deals with activities in the area and if they have a signposting pack. They should also have an initiative to support health and wellbeing in their borough and so ask what it is. In Kensington and Chelsea we have a scheme called [Active for Life](https://www.rbkc.gov.uk/sites/default/files/atoms/files/Active%2520for%2520Life%2520Brochure%25202017-2018.pdf) which offer free and low cost activities across the borough, it’s a great way to try something new, to keep fit without the pressure of a membership and to get to know the area as it could bring us to new places.

**Adult Education Colleges**; They often run accessible courses that are far more cost effective than going to private classes. For instance doing a dance course with [CitiLit](https://www.citylit.ac.uk) not only costs less than going to Pineapple studios, but the college has a duty of care to support the needs of a student. They are also goal orientated and could really help someone grow an interest into a hobby and maybe a career. It could be the right fit for the right person so it’s always worth having a look.

**Community centres;** get on your bike and give them a visit. Their timetable can change seasonally so it’s worth building a good relationship with local community centres so that they keep you in the loop when things do change. We know community is one of the keys to recovery so why not tap into the resources they offer in activity but also in the people yet to be met.

**Community notice boards based around the area you work in;** they could be in shops, big supermarkets tend to have a well-stocked community notice board. I learnt about a fantastic beading course running in a library near me that was £2 for 2hrs, I saw the leaflet in the Big Sainsbury’s in my area.

**Word of mouth;** talk to people that work in the area you work in. Going to corner shops can often offer you more than a pint of milk.

**Local Mental Health organisations/groups;** they are specifically there to support people with their mental health, but they offer more than a space to talk about mental health. In my area Mind run a gardening Group and [Mind in Harrow](https://www.mindinharrow.org.uk/stepping-stones-personal-budget-art-group.asp#.XSWf_i-ZMWo) runs an art group.

**Recovery Colleges;** I’m preaching to the choir here, as you all know Recovery Colleges are a great place for someone to begin being more active in the wider community again. Make sure to always have a brochure in your waiting area. Staff going on a relevant course is a great way to learn about the challenges, opportunities and experiences of recovery, you can also meet other students who have various reasons for being in the classroom. An exercise in empathy and usually an inspiring experience.

**Links Referenced above**:

<https://www.ourparks.org.uk>

<https://www.nhs.uk>

<https://www.citylit.ac.uk>

[https://www.rbkc.gov.uk/sites/default/files/atoms/files/Active%20for%20Life%20Brochure%202017-2018.pdf](https://www.rbkc.gov.uk/sites/default/files/atoms/files/Active%2520for%2520Life%2520Brochure%25202017-2018.pdf)

<https://www.mindinharrow.org.uk/stepping-stones-personal-budget-art-group.asp#.XSWf_i-ZMWo>

Other sources of information

The following websites contain information on wellbeing services/health information leaflets.

Local Acute Hospital website

Local Mental Health Website

Centre for Mental Health

Royal College of Psychiatry

**Part B - Top Tips for organisations to consider when employing a peer supporter...**

**Hours;** if you have funding for full time posts then maybe consider two part time posts, potential benefits are:

* + - * 1. Support for each other.
        2. The intervention doesn’t stop when peer supporters go on leave.
        3. Double the expertise and experiences.

**Link in with PPI leads** and any local peer support services.

**Link in with HR** and find out if the team have a wellbeing strategy or policy for peer support. Consider the need for flexibility with:

* + - * 1. length of inductions
        2. buddying
        3. supervision model
        4. creating a personalised work plan

How will the team work with the peer supporter? Consider:

* + - * 1. Team members understanding of peer support
        2. Team members previous experience of peer support
        3. Team’s expectations

What will be the process for deciding who the peer supporter works with? Being mindful of capacity and caseload.

How will you evaluate the role and experiences?