

Intro

This survey asks for your feedback about some of the skills that Peer Support Specialists need for working with older youth and young adults who have experienced psychosis.

Note: We use “PSS” to refer to the Peer Support Specialist/Peer Mentor role and “participant” to refer to the youth/young adult that the PSS is working with.

Providing complete feedback may take a half hour or more. You may “quit” the survey and return to it any time by clicking on the unique link from your email again. We will share our findings with you after this phase of the feedback process is complete.

If you have any questions, please contact [contact info].

Skill area 1: Understanding and Describing

Skill Area 1: Understanding and describing the peer support specialist role

Overall Description: PSSs are clear about the purpose of the PSS role and understand how to individualize their approach with each participant over time. PSSs are able to accurately and succinctly describe their role to participants, as well as discuss and manage issues related to confidentiality and boundaries.

Key skills in this area are listed below. For each, please indicate how important it is for a PSS to have this skill in order to work effectively with participants.

	Extremely important	Very important	Moderately important	Slightly Important	Not Important
Understands the purpose of the PSS role and how skilled practices benefit participants.	<input type="radio"/>				
Understands and can communicate clearly to participants what distinguishes the PSS role from other roles on the treatment team, and what distinguishes the PSS role from that of a friend.	<input type="radio"/>				
Is comfortable and able to explain why they are considered a “peer.”	<input type="radio"/>				
Is able to introduce their role to a participant concisely and to provide further details or answer questions about their role.	<input type="radio"/>				
As part of introducing their role, a PSS is able to clearly describe confidentiality between themselves and a participant.	<input type="radio"/>				
Is able to describe boundaries that limit what the PSS can/cannot do as part of their role.	<input type="radio"/>				
Throughout their work with a participant, is able to provide additional descriptions or clarifications about the PSS role in response to questions or as needed.	<input type="radio"/>				

If you have comments about the content or wording of any of the skills listed above, please add them here. Also please make a note if you think there are important skills in this area that are *not* listed above.

Challenges in this area of peer support are listed below. Please indicate how important each of them is for peer support work—meaning that it's a challenge PSSs are at least somewhat likely to encounter in their work, and might have difficulty navigating.

	Extremely Important	Very Important	Moderately Important	Slightly Important	Not Important
Understanding the role's scope, purpose, practices and skills when supervisors and/or trainers are unclear or present different views about these.	<input type="radio"/>				
Understanding and describing how the PSS role is distinct from other roles such as mentor, peer mentor, skills trainer, therapist, etc.	<input type="radio"/>				
Clarifying/re-establishing boundaries when a participant has or appears to have expectations for the PSS that are outside of the PSS role (e.g. saying that the PSS is their best friend, or expecting communication during times the PSS is not working).	<input type="radio"/>				
Determining how much personal information about being a "peer" is relevant to share and comes across as authentic when introducing oneself to a new participant, and over time.	<input type="radio"/>				
Responding when people—including participants, family members, treatment team members or community partners—push for more information or details about a PSS's lived experiences as a peer.	<input type="radio"/>				
Managing situations when other treatment team member's lack of understanding of the PSS role confuses a participant or leads them to expect that the PSS will do things that are not actually part of the role.	<input type="radio"/>				

If you have comments about the content or wording of any of the challenges listed above, please add them here. Also please make a note if you think there are important challenges in this area that are *not* listed above.

Skill area 2: Supporting motivation and activity

Skill Area 2: Supporting motivation and activity

Overall Description: PSSs are particularly attentive to things participants say and do that provide information about what motivates them, including values, commitments and passions, and relationships and activities that bring satisfaction or joy. PSSs support participants in exploring these motivators from their own perspectives. When participants show interest, PSSs work with participants to develop activities, plans or goals based on what emerges.

Key skills in this area are listed below. For each, please indicate how important it is for a PSS to have this skill in order to work effectively with participants.

	Extremely important	Very important	Moderately important	Slightly Important	Not Important
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During conversations and activities with a participant, a PSS notices and uses opportunities to help participants recognize and explore their motivators, including:

- Aspirations, interests and passions
- Personal, family and cultural values and commitments
- Activities and relationships that bring joy, satisfaction, pleasure, or a sense of accomplishment or achievement

<input type="radio"/>				
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During conversations and activities with a participant, a PSS notices and uses opportunities to help participants recognize and explore their ideas and preferences related to well being, including self-care, wellness, personal safety and harm reduction.

<input type="radio"/>				
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During conversations and activities with a participant, a PSS notices and uses opportunities to help participants build recognition about the people, groups and organizations that support their aspirations, values and well being, or that could do so.

<input type="radio"/>				
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When participants show interest, PSSs work with them to plan and engage in activities that reflect their motivators and preferences (i.e. as explored in conversations described in the bullets above).

<input type="radio"/>				
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Uses opportunities that arise during conversations, interactions or activities to explore and reinforce participants' awareness of their personal growth, learning, progress and success, even when changes, progress or accomplishments are small.

<input type="radio"/>				
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If you have comments about the content or wording of any of the skills listed above, please add them here. Also please make a note if you think there are important skills in this area that are *not* listed above.

Challenges in this area of peer support are listed below. Please indicate how important each of them is for peer support work—meaning that it's a challenge PSSs are at least somewhat likely to encounter in their work, and might have difficulty navigating.

	Extremely Important	Very Important	Moderately Important	Slightly Important	Not Important
Managing situations where a PSS believes that a participant's motivators actually detract from their wellbeing or aspirations (e.g., pursuing material items to an extent that results in continued financial hardship, or valuing a relationship that seems to cause them distress and anxiety).	<input type="radio"/>				
Managing the desire to "get" a participant to pursue goals or activities when they are not internally motivated to do this.	<input type="radio"/>				
Responding to situations when a participant is non-communicative about motivators, values, commitments and activities, and/or generally does not seem to express interest, joy, excitement or motivation.	<input type="radio"/>				
Managing situations when activities do not turn out as planned, including when participants become discouraged or frustrated.	<input type="radio"/>				
Managing situations when some of a participants' values, commitments and aspirations are in conflict with others (e.g., when a participant's goals for their education conflict with their family's expectations, potentially causing disruption in valued relationships).	<input type="radio"/>				

If you have comments about the content or wording of any of the challenges listed above, please add them here. Also please make a note if you

think there are important challenges in this area that are *not* listed above.

Skill area 3: Supporting personal agency and empowerment

Skill Area 3: Supporting personal agency and empowerment

Overall Description: PSSs are attentive to opportunities to support participants in exploring options and making choices about mental health treatment and other aspects of their lives.

Key skills in this area are listed below. For each, please indicate how important it is for a PSS to have this skill in order to work effectively with participants.

	Extremely important	Very important	Moderately important	Slightly Important	Not Important
Is attentive when a participant expresses thoughts related to having a mental health diagnosis and mental or emotional experiences that are unusual and/or stigmatized, and provides an opportunity for them to explore these thoughts further if they wish. This includes exploring the meanings and values that participants attach to their experiences.	<input type="radio"/>				
Is attentive when a participant touches on topics related to mental health treatment and other strategies for improving/maintaining wellness and mental health, and provides an opportunity for them to explore these thoughts further if they wish.	<input type="radio"/>				
Is attentive when a participant is considering a decision or change, helps them to recognize options, explore choices and take action that is aligned with their values,	<input type="radio"/>				

	Extremely important	Very important	Moderately important	Slightly Important	Not Important
goals and preferences.					
Is attentive when a participant is considering taking action and, if they want, helps them think about what they can do for themselves and whether/how to access help or support.	<input type="radio"/>				
Models and offers strategies for accessing sources and information about various options and choices.	<input type="radio"/>				
Offers/coaches strategies that can help a participant effectively advocate for their own choices, preferences and goals.	<input type="radio"/>				
Assists participants in understanding power differentials (e.g., between individuals with different identities or roles, or between individuals and organizations, institutions or systems) and how these may impact their ability to make progress on their aims and goals. Provides participants with information and strategies on how to work with, negotiate with or confront power structures as they pursue activities and goals.	<input type="radio"/>				

If you have comments about the content or wording of any of the skills listed above, please add them here. Also please make a note if you think there are important skills in this area that are *not* listed above.

Challenges in this area of peer support are listed below. Please indicate how important each of them is for peer support work—meaning that it's a challenge PSSs are at least somewhat likely to encounter in their work, and might have difficulty navigating.

	Extremely Important	Very Important	Moderately Important	Slightly Important	Not Important
Managing reactions when a participant's interpretation of their mental health experiences or choices regarding treatment are difficult for a PSS to understand or accept.	<input type="radio"/>				
Managing and responding to situations when a participant makes clear what kind of help or assistance (from the PSS or others) they want to carry out an activity, and the PSS thinks this amount of assistance is too much or too little.	<input type="radio"/>				
Managing and responding to situations in which a lack of power and/or resources poses significant barriers to participants' efforts towards their aims or goals.	<input type="radio"/>				
Managing and responding to situations in which other treatment team members, or other key people in a participant's life, may be pressuring a participant to accept a specific interpretation of their mental experiences, or to accept specific treatment recommendations.	<input type="radio"/>				
Managing and responding to situations in which a PSS faces conflict over their own agency in their role (e.g., when a treatment team is pressuring a PSS to get a participant to comply with the team's view of treatment or medication, and the PSS feels this goes against their role).	<input type="radio"/>				

If you have comments about the content or wording of any of the challenges listed above, please add them here. Also please make a note if you think there are important challenges in this area that are *not* listed above.

Contact and Incentive Information

Please provide your name here so we can get you your incentive!

We want to be able to stay in touch with you for future opportunities on the project. If the email you have provided for us is a work email, do you have a personal email address we can use if you change jobs? if so, please enter it here.

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