

# Peer Mentor Training Topics and Learning Outcomes

This document describes the topics covered in training for the M<sup>2</sup> pilot peer mentoring program at Queen's University, along with overall learning outcomes for each curricular area. Each broad training topic area is identified using Heading 1 and training subtopics, along with learning outcomes, are identified below.

## Mental Health Education

### Mental Health Continuum

- Identify the types of experiences and behaviours that fall at different points on the continuum, along with the severity of impact on a person's health and wellbeing.

### Mental Health Conditions

- Identify signs & symptoms of common mental health problems, including:
  - Mood disorders
  - Anxiety disorders
  - Eating disorders
  - Psychotic disorders
  - Substance use
  - Suicidal ideation

### Stigma

- Identify and describe how stigma and self-stigma relate to and impact students with mental health problems.
- Identify signs of self-stigma in a mentee and demonstrate skill in responding as a mentor.

## Crisis Response

### Crisis, no suicide risk

- Describe what a crisis is (situation exceeding coping skills) and what a crisis might feel like.
- Identify the signs that a mentee is experiencing a crisis. Implement peer helping skills to respond.
- Identify debriefing steps and self-care strategies to implement after supporting a mentee.

### Crisis, suicide risk

- ***Safe TALK Training by Living Works***
- Identify people with thoughts of suicide and implement "TALK" steps

## Resources and Referrals

### Resources

- Demonstrate comprehensive knowledge of resources available at Queen's, in Kingston, after hours, and online.

### Referrals

- Demonstrate skill in using supportive language to encourage a mentee to access a resource
- Demonstrate skill in how to respond if a mentee does not want to access a resource.

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The M<sup>2</sup> Peer Mentoring Program is a research study and pilot peer mentoring program at Queen's University, funded by the Ontario Mental Health Innovation Fund. **For more information and additional resources, please contact Mira Dineen (Program Coordinator) at: [mira.dineen@queensu.ca](mailto:mira.dineen@queensu.ca)**

# Mentoring Skills

## Mentoring Relationship

- Describe the goals, scope, and experience of the mentoring relationship.

## Communication Skills

- Demonstrate skill identifying and using verbal and non-verbal communication and active listening to foster an open and supportive relationship.

## Boundaries and Confidentiality

- Identify boundaries in the mentoring relationship. Identify personal boundaries and demonstrate skill in setting boundaries.
- Understand and adhere to program policies regarding confidentiality.

## Emotional Intelligence

- Describe components of emotional intelligence. Differentiate behaviours and thoughts associated with high and low emotional intelligence.
- Identify how to use personal emotional intelligence strengths in a mentoring relationship.

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# Health and Wellness

## Coaching Health & Wellness

- Describe the multiple components of a healthy lifestyle.
- Develop an understanding of how, why, and when individuals choose to change health habits.
- Identify strategies for encouraging healthy lifestyle choices, including motivational interviewing.

## Learning Strategies

### Academic Expectations

- Describe student success habits and expectations at the post-secondary level.

### Wise Choices Mentoring Model

- Demonstrate skill in applying the Wise Choices model to mentoring.

### Self-Management

- Practice teaching strategies for managing time, academic work, and yourself.

### Exam Preparation

- Practice developing an exam study schedule and teaching study strategies.

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