



ROLE CLARITY

Use the following items to reflect on how clear people at your organisation are about the role of youth peer support workers.

ROLE CLARITY FOR YOUTH PEER WORKERS

- Youth peer workers are recruited using clear position descriptions.
- Youth peer workers are clear about professional supervision, including who will supervise them, how frequently they will be supervised and what supervision is for and how to access it.
- Youth peer workers are clear on performance management (as distinct from supervision) and who to talk to for day-to-day operational questions.
- Youth peer workers understand what duties they are and aren't expected to perform in the role.
- Youth peer workers have access to up-to-date information about their rights and responsibilities in the role and within the organisation.
- Youth peer workers understand how their role fits into daily operations of the organisation including which service staff they are likely to collaborate with.
- Youth peer workers understand how personal and professional boundaries apply to their role when working with clients as well as colleagues, including what circumstances and language are okay and where limits should be set.
- Youth peer workers understand how confidentiality and duty of care apply to their role, including what client data they have access to and that confidentiality applies to their own mental health.

ROLE CLARITY FOR OTHER STAFF

- Staff understand the benefits of youth peer support for clients and for peer workers.
- Staff understand the purpose and duties of the youth peer worker role.
- Staff understand how personal and professional boundaries apply to the youth peer worker role, and that peer support involves a unique dynamic that is different to clinician-client relationships.
- Staff understand how confidentiality and duty of care apply to the youth peer worker role, including what client data youth peer workers have access to and that youth peer workers have a right to confidentiality around their own mental health.
- Staff orientation covers the specific responsibilities of youth peer workers in the organisation.
- Staff understand how to refer young people for peer support.
- Staff understand the referral pathways for current clients into the peer support program and routinely provide young people with information about peer support services available to them at the service.



ORGANISATIONAL CULTURE

Use the following items to reflect on the culture at your service in relation to implementing a youth peer support model.

ORGANISATIONAL CULTURE AND YOUTH PEER WORKERS

- Youth peer workers feel that their professional role and work with young people is respected by non-peer staff at the service.
- Youth peer workers feel like their expertise as a young person with experience of mental ill-health and/or other life challenges is valued at the organisation.
- Youth peer workers and other non-peer staff members participate in team and other relevant meetings together (e.g. all-staff meetings).
- Youth peer workers and other non-peer staff members participate in usual workplace events designed to build positive culture (e.g. end of year celebrations, staff welcome or farewell events)
- Youth peer workers are in leadership positions at the organisation or have leadership positions that they can progress to.

ORGANISATIONAL CULTURE AND OTHER STAFF

- Staff believe that youth peer workers are valuable members of a treatment team.
- Staff readily and consistently promote the value of peer support and refer young people to youth peer workers at the service or encourage young people to self-refer to the peer support program if this is an option.
- Staff understand that young people with lived experience are capable of working in a professional environment and contribute to the organisation in a way that non-lived experience roles cannot.
- Staff view youth peer workers as living examples of positive growth from life challenges and understand that recovery is a dynamic process, which means there may be times when youth peer workers feel less able to role-model recovery (e.g. share their personal stories of psychological distress and recovery).
- Staff use respectful and inclusive language at all times, which includes discussion about clients.
- Leaders at the organisation have allowed adequate resources and time for non-peer staff to support the implementation, sustainment and growth of a youth peer support model.
- Leaders at the organisation value and advocate for youth lived experience in service design and delivery.
- Leaders at the organisation demonstrate their commitment to a youth peer support model in meaningful ways.
- Leaders have developed evaluation and continuous improvement processes around youth peer support implementation and practice at the service.



TRAINING, SUPPORT AND PROCESSES

Use the following items to reflect on how well your organisation provides training, support and processes around a youth peer support model.

TRAINING, SUPPORT AND PROCESSES FOR YOUTH PEER WORKERS

- Youth peer workers receive induction training that is appropriate for their developmental age and experience in professional work environments, which includes general workplace induction as well as specific information related to the peer worker role.
- Youth peer workers understand the fundamental principles of youth peer support.
- Youth peer workers are trained in mandatory reporting requirements and know who to talk to if a client indicates that they may be at risk of suicide or abuse or present a risk to others.
- Youth peer workers know how to recognise and respond to vicarious trauma in themselves and other peer workers.
- Youth peer workers have access to support and information about making the transition from service user to service provider, if relevant.
- Policies and procedures reflect the training requirements for youth peer workers.
- Youth peer workers receive regular, individualised, discipline-specific supervision designed to build skills and knowledge, as well as professional capacity in self-advocacy, persistence, resilience and job confidence.
- Youth peer workers have access to day-to-day management support for operational issues and performance management in their role.
- Youth peer workers have access to policies and procedures designed to support their wellbeing.
- Youth peer workers know what to do and who to talk to if they experience a deterioration in their wellbeing, including what services they can access if they have previously been a client at the service.
- Youth peer workers are aware of and have access to external and/or internal peer work networks, including regular opportunities for co-reflection.
- Youth peer workers have a clear understanding of their options for continuing work within the organisation and have access to professional development
- Youth peer workers have physical space to work with clients in group and/or one-on-one settings, and to complete administrative or other work.

To read recommendations from real-world case studies of youth peer support models implemented in mental healthcare settings in Australia and the UK, see the Orygen resource, [Implementation toolkit: Youth peer support](#)



TRAINING, SUPPORT AND PROCESSES FOR OTHER STAFF

- Staff receive training and have access to resources about their role and responsibilities in relation to a working with a youth peer support model at the organisation.
- Staff receive training and have access to resources about the role and responsibilities of peer workers at the organisation.
- Policies and procedures reflect the training requirements for non-peer staff.
- Appropriate staff have been identified to provide day-to-day and performance management to youth peer workers, and provided with clear information on the aims and expectations of this.
- Managers are aware of the discipline-specific mentorship and supervision available to youth peer support workers from experienced peer workers internally or externally.
- Staff have access to policies and procedures designed to support their wellbeing, and know who to talk to if they have experience a deterioration in their wellbeing.
- Staff and youth peer workers have opportunities to co-learn and/or provide peer-to-peer education.
- Staff know when it is appropriate to offer information to young people using the service about becoming a youth peer worker.
- Staff have access to support and information about managing young people's transition from service user to colleague, if youth peer workers will include previous or current service users.



RELATED RESOURCES

Evidence summary, [What is the evidence for peer support in youth mental health?](#)

Fact sheet, [Family peer support + youth mental health](#)

Fact sheet, [Vocational peer support + youth mental health](#)

Fact sheet, [Youth peer support + youth mental health](#)

Implementation toolkit, [youth peer support](#)

Toolkit, [Youth peer work](#)

Training module, [Youth mental health peer support 101](#)

Video, [Thoughts of a family peer worker](#)

Video, [Thoughts of a youth peer worker](#)

FURTHER INFORMATION

Australian Government (2020)

[Australia's anti-discrimination law](#)

Jones, N. (2015) [Peer Involvement and Leadership in Early Intervention in Psychosis Services: From Planning to Peer Support and Evaluation](#)

Delman, J. and Klodnick, V. V. (2017) [Effectively Employing Young Adult Peer Providers: A Toolkit](#)

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