



**The Early Years Peer Outreach
Training Curriculum
for
Newcomer Women**

**Access Alliance
Multicultural Community Health Centre**

Spring 2005

The Early Years Peer Outreach Training Curriculum *for* Newcomer Women

Published by: **Access Alliance Multicultural Community Health Centre**

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Copies available from: **Access Alliance Multicultural Community Health Centre**

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Funding for this project is provided by the

**Ontario Ministry of Health and Long-Term Care, Early Years
City of Toronto Community Services Grant Program**

This curriculum does not necessarily reflect the views of the funders of the project.

TABLE OF CONTENTS

Acknowledgements	i
1 Background	1
1.1 The Early Years Peer Outreach Program	3
1.2 Access Alliance	3
2 Introduction	5
2.1 Goals of the peer outreach training curriculum	7
2.2 Guiding principles.....	7
2.3 How to use this document.....	7
2.4 Key assumptions.....	8
2.4.1Assumptions about the training facilitators	8
2.4.2 Assumptions about the training participants	8
2.5 Core competencies for peer outreach work	9
2.5.1 Introduction	9
2.5.2 Overview : two ways of looking at competencies	9
2.5.3 Competencies listed by task	10
2.5.4 Competencies listed by knowledge, skills and attitudes	16
3 Training curriculum	20
3.1 Approach.....	21
3.1.1 Design and planning	21
3.1.2 Length of the training	22
3.1.3 Delivering training	22
3.2 The link – training modules and corresponding competencies	24
Table: Competencies and corresponding modules.....	24
3.3 Training modules.....	27
Administrative responsibilities	29
Anger.....	30
Anti-racism	31
Assertiveness.....	32
Assessment and referral	34
Balance	35
Child abuse	36
Child care	37
Child development	38
Communication	39
Computer skills.....	41
Conflict	42
Criticism	43
Evaluation of life skills programs.....	44

	Field trips	45
	Food safety	47
	Group behaviours	48
	Informal counselling	49
	Information gathering	50
	Introducing self as peer outreach worker	52
	Johari Window	53
	Listening skills	54
	Maslow's Hierarchy of Needs	55
	Meetings	56
	Mental health	57
	Newcomer women's issues	58
	Nutrition	59
	Orientation to the Peer Outreach Program	60
	Personal rights	62
	Priority populations and issues	63
	Problem-solving	64
	Self-esteem	65
	Sexual health	68
	Stress management	69
	Warm-ups	70
	Wife assault education	71
	Workplace culture	73
	Work plan development	74
4	Appendices	75
	Appendix A: Sample letter of invitation	77
	Appendix B: Peer outreach worker job description	78
	Appendix C: Contact information for guest facilitators	80
	Appendix D: Access Alliance services in 2003/04	81
	Appendix E: Peer Outreach Training Plan – Year Two	82
5	Resources	83

ACKNOWLEDGEMENTS

This training curriculum owes its success to a number of staff, students and volunteers who have participated in the Peer Outreach Program over the last three years. Thank you to Thuy Tran, Peer Program Co-ordinator at Access Alliance Multicultural Community Health Centre, and to the following current and former Access Alliance staff and student who contributed to the program as trainers, mentors and facilitators: Beverly Brockest, Carolina Berinstein, Celia Fernandez, Csilla Nagy, Jennifer Chang, Margaret Pimentel, My Dang, Melanie Martin, Melanie Rouhi, and Sung Hak Choi.

Additional thanks for the support and encouragement provided by Axelle Janczur, Sonja Nerad, Julie Callaghan and Helen Wong from Access Alliance.

Special thanks to the trainers from other organizations who donated their time and expertise: Beryl Tsang, Trainer Materials Developer with Education Wife Assault's Immigrant and Refugee Women's Program, for allowing Access Alliance to use, with our peers, the training program designed for EWA peer educators; Emilia Alexandre, Program Co-ordinator at College Montrose Children's Place, for making staff time available for the delivery of seven training sessions on child development; Karen Chau, from The Immigrant Women's Health Centre, for the training on sexual health; Spencer Brennan, Cecil Community Centre, for assisting with the training on assertiveness and communication; Linda Yoo, Hong Fook Mental Health Association, for the Women's Holistic Health Peer Leadership Training; and Anda Li, Toronto Public Health, for the peer leader training on Raising Sexually Healthy Children. We would also like to recognize the contribution of Merge Counselling & Educational Services and J. Tamam McCallum, who gave us permission to use their materials in our training.

Our partner agencies which hosted and mentored our peer outreach workers helped shape this training curriculum. We thank Ingrid McKay, Malvern Family Resource Centre; Samia Saad, The Light House Centre; Sheryl Bonner and Christine Taylor, Syme Woolner Neighbourhood and Family Centre; Lorna Weigand and Sung Ju Maeng, Doorsteps Neighbourhood Services; Jay Jay, Angolan Community of Ontario; and Alice Lam, Queen West Community Health Centre.

We would also like to acknowledge the anonymous input of current and former peer outreach workers: Martha Valadez, Linh Ngo, Tanya Zupanic, Fouzia Rana, Hema Subramaniam, Anna Croxson, Dao Do, Shirley Cheng, Sook Ja Jin, Marcela Jaramillo, Mafalda Pavao and Juliana Lockhart-McDonald. Their feedback on the training curriculum has been very helpful.

Thank you to the Ministry of Health and Long-Term Care's Early Years Program and to the City of Toronto Community Services Grant Program for funding this project, and to Dorene Weston, Full Circle Consulting, for her work compiling and editing this curriculum.

1 BACKGROUND

1.1 THE EARLY YEARS PEER OUTREACH PROGRAM

The Early Years Peer Outreach Program links with immigrant and refugee women in need, and supports them to access resources in the community, form social support networks, improve their social well-being and reduce their social isolation.

The program broadly aims to increase access to service by newcomer women with children zero to six years of age, and to increase the confidence and employability of the peer outreach workers – themselves immigrant and refugee women.

The peer outreach workers are recruited and hired on a part-time basis to participate in the peer training program offered by Access Alliance Multicultural Community Health Centre (AAMCHC). Upon completion of the core training, peers begin placements in partner agencies located in under-resourced geographic areas of the city. Over time, peers work with various agencies and may be placed in more than one agency at once. Our current peer outreach workers speak English, Hindi, Portuguese, Punjabi, Spanish, Tamil, Urdu and Vietnamese.

Peer outreach workers work with newly arrived women with children zero to six years through referral by internal staff and partners in the community, or through their own outreach activities.

Peers are supported by a partner agency's co-ordinator or mentor, with whom they work to ensure that clients access the programs and services they require and become more fully integrated into their communities. A partnership agreement is signed by Access Alliance and the partner agency.

Access Alliance offers ongoing training, consultation and support to the peers, and keeps in regular contact with partner-agency staff. As staff members of Access Alliance, peer outreach workers are invited to attend professional development sessions on a range of subjects provided to other staff in the agency.

1.2 ACCESS ALLIANCE

Access Alliance provides high quality primary health care, health promotion and interpretation services to immigrants and refugees in the City of Toronto.

The initiative to form a multicultural community health centre emerged out of a meeting in 1985 by Vietnamese and Salvadoran community leaders concerned about the obstacles their communities faced in accessing health and social services. In 1986, a coalition made up of the Korean, Vietnamese, Portuguese and Spanish-speaking communities in Toronto came together to lobby the Ontario government for funding for culturally and linguistically appropriate health care services.

The Ministry of Health eventually funded a multicultural community health centre and Access Alliance opened its doors in 1989.

In addition to providing culturally appropriate services to its founding communities, Access Alliance now provides services to the most vulnerable members of Toronto's immigrant and refugee population.

Over the years, our approach has been informed by a series of comprehensive needs assessments, consultations, and strategic planning sessions with community members, service users, staff and board members over the years. These have helped us to continually redesign our programs to ensure they are responsive to the changing and growing needs of the immigrant and refugee population in the City of Toronto.

More information on Access Alliance's services can be found in Appendix D.

2 INTRODUCTION

2.1 GOALS OF THE PEER OUTREACH TRAINING CURRICULUM

This Early Years Peer Outreach Training Curriculum was created to document the competencies required of an effective peer outreach worker and as a record of the peer training which was offered at Access Alliance in 2003.

This work in progress can be used as a starting point for the next round of recruitment and training. It can be modified to suit emerging needs.

2.2 GUIDING PRINCIPLES

The curriculum is rooted in adult education principles. As such, it relies on experienced facilitators to create and maintain conditions which encourage adult learning. Respect for individuals and the importance of teamwork are stressed. The unique contributions of each participant are acknowledged.

Access Alliance is guided by its mission statement and a number of policies including an anti-harassment and anti-discrimination policy. The Peer Outreach Program is delivered with these guidelines in mind. When they are hired, the peers receive a copy of the agency's policies.

The Early Years Peer Outreach Training is build around a proactive model¹ – through which is weaved a key message of anti-oppression which focuses on the client as expert. The peers apply this approach to help clients determine their own future. In addition, the training is delivered within the framework of the broader determinants of health².

2.3 HOW TO USE THIS DOCUMENT

The Early Years Peer Outreach Training Curriculum is divided into modules. Some are directed at the person responsible for administering the Peer Outreach Program, while others are appropriate for the peer outreach workers themselves.

The modules are presented in alphabetical order (*see Section 3*), so the facilitator can choose which is appropriate at which time. In order to provide the most flexibility, no set training outline is recommended.

Each training module or exercise contains a cover sheet labelled “Facilitator notes.” The facilitator should read these in advance, choose which exercises to use, prepare additional training notes and materials, and identify when to invite a guest facilitator.

Along with the facilitator notes is a list of handouts to be photocopied and distributed to participants. In some cases, references to the recommended sources are included (e.g.,

¹ A proactive model in this sense entails having the trainees share their feelings and insights, look back on the activity critically, gain insights on the activity, try out new skills and share their learning.

² Determinants of health are factors which have an impact on living and working conditions conducive to health. Determinants of health include housing, education, genetics, income, employment, culture, physical environment, equity, gender and race.

the YWCA life skills material). In other cases, handouts will be specific to the organization (e.g., time sheets) and are listed as belonging to the lead agency.

The Appendices include a sample letter of invitation to guest facilitators, as well as a contact information sheet (see *Appendix A and Appendix C*).

2.4 KEY ASSUMPTIONS

2.4.1 Assumptions about the training facilitators

This curriculum has been designed with the following assumptions regarding the facilitators. They

- have knowledge of adult education principles
- have experience in adult education
- are familiar with Access Alliance's Peer Outreach Program
- are sensitive to immigrant and refugee issues
- are capable of addressing English-as-a-second-language issues as they arise (e.g., building vocabulary, pronunciation)

While the co-ordination and development of the program is an internal function at Access Alliance, it is assumed that the Peer Outreach Program Co-ordinator will call upon external facilitators and other staff to design and deliver specific modules.

A template for keeping track of contact information for guest facilitators is found in Appendix C.

2.4.2 Assumptions about the training participants

Access Alliance staff has purposely set out to recruit two kinds of peers:

- Those who have as much in common as possible with the target client population. This may mean language, country of origin, or level of formal education.
- Professional women trained overseas who are facing language and settlement barriers in their adjustment to life in Canada.³

These peer workers are relatively recent newcomers to Canada themselves and likely speak English as a second language.

Access Alliance staff found the recruitment of peer outreach workers to be a challenge. It can be difficult to find people who match such diverse criteria as length of stay in Canada, language capabilities, attitude, volunteer experience, willingness to learn and availability to work part-time.

The peer outreach workers recruited to participate in the training program are to meet the minimum criteria listed in the job posting (see *Appendix B*) and build on certain core competencies (see *Section 2.5*). Yet while these individuals will meet a number of the

³ Source: *An Evaluation of the Peer Outreach Model at Access Alliance Multicultural Community Health Centre*, March 2004.

competencies listed in this document, it is expected they will not meet all of them. As a result, ongoing professional development and supervision is required in order to assist the peers in reaching their potential.

Note that the peer outreach workers will likely still be addressing their personal settlement issues, and may be clients of another organization while they are serving clients of their own at Access Alliance and its partner agencies.

2.5 CORE COMPETENCIES FOR PEER OUTREACH WORK

2.5.1 Introduction

Certain core competencies – attitudes, skills and knowledge – make an effective peer outreach worker and are required for her to complete her tasks successfully.

This training curriculum is based on these specific core competencies, which we identified with input from peer outreach workers at Access Alliance, through an analysis of the tasks involved in the job (*see job posting/description in Appendix B*), and from meetings with Access Alliance's Health Promoter/Peer Outreach Co-ordinator and her manager.

Each module and exercise relate to one or more of the competencies discussed below. The link between training and competencies should be made clear to the participants, so they can understand how all of the training pieces fit together.

The competencies are also used as a tool for selecting peer outreach workers. Certain competencies are entry-level prerequisites and will not be addressed in training. (For example, the training is not designed to teach basic English as a Second Language; participants require a certain minimum level of English in order to complete the training and do the job).

2.5.2 Overview : two ways of looking at competencies

In the next two sections, we present two ways of looking at the core competencies for peer outreach work:

- competencies listed by task
- competencies listed by knowledge, skills and attitudes

The first identifies and organizes the core competencies based on an analysis of the tasks required of a peer outreach worker. The task is identified, followed by an indication of what it involves, and then by a listing of the competencies (in no particular order). This format helpful as a template, should the peer outreach job description change. In the event of a change, it should be straightforward to identify the competencies and to incorporate them into future recruitment and training plans.

The second list presents the same competencies, grouped according to three relevant major categories – knowledge, skills and attitudes. This format is easier to use when doing recruitment and developing a training outline.

2.5.3 Competencies listed by task

Administration

Task: “ensure proper and up-to-date recording of information.”⁴ This includes time sheets, encounter forms, log book and unusual occurrence reports.

Related competencies:

- writes in English
- is accurate
- is organized
- has good time management skills

Outreach, information and referral

Task: “outreach to isolated newcomer families with children zero to six years.” This would involve determining where to place flyers, writing flyers, translating flyers into the other language⁵, speaking to members of the public or to participants in parenting programs, assessing effectiveness of approach and adapting it if necessary. This could also involve having clients make appointments to meet with the peer outreach worker.

Related competencies:

- knows the clients’ neighbourhood
- knows the partner agency’s neighbourhood
- has a good sense of where the client group may go (e.g., churches, grocery stores, schools)
- introduces self and explains role as a peer outreach worker
- starts conversations
- makes small talk
- understands outreach techniques
- applies outreach techniques
- analyzes effectiveness of outreach efforts
- writes in English
- writes in the other language
- speaks English fluently
- speaks other language fluently
- operates a photocopier
- is self-confident
- is approachable
- is flexible
- is able to reflect on own performance
- uses a non-judgmental approach to serving clients
- deals with own emotional reactions to work situations

⁴ Tasks listed in quotation marks are taken directly from the job description found in Appendix B. Tasks outside the quotation marks are not written into the job description, but nevertheless form part of the work.

⁵ Direct service may be provided in a language other than English. In part, peers are recruited on the basis of their ability to speak one or more of the required languages.

Task: “inform families of appropriate resources and service providers in their community.” This would involve assessing client needs and making presentations on Access Alliance’s services.

Related competencies:

- knows who constitutes the priority client population
- understands client needs
- knows problem-solving techniques
- applies problem-solving techniques to suit the situation
- answers questions when appropriate
- refers questions elsewhere when appropriate
- asks questions that will aid in identifying client needs
- listens actively, i.e., maintains eye contact (if appropriate), uses non-verbal intonation signals, uses clarification techniques, takes notes as needed
- provides information to clients one on one
- is organized

Task: “accompany clients to programs and services if support is needed.” This would involve adhering to agency policy regarding driving clients, making arrangements to meet client, introducing self to program staff, making conversation with other participants, bringing client into conversation.

Related competencies:

- asks for directions
- follows directions
- knows TTC routes
- reads a map
- introduces self and explains role as a peer outreach worker
- has a professional telephone manner
- makes small talk
- is assertive
- is organized

Task: “refer families to parenting groups, programs, etc. within Access Alliance or in other community agencies.” This could involve researching appropriate agencies, using Toronto 211 / *The Blue Book*, and calling agencies to find out about programs, program location and directions.

Related competencies:

- understands client needs
- summarizes client need
- expresses client need in a few sentences in English
- synthesizes information
- relays information to clients

- has background knowledge of parenting issues in Canada
- has general knowledge of parenting issues in countries in which other language is spoken
- knows about Access Alliance's services
- knows what different staff people at Access Alliance do
- knows a range of services to which to refer clients
- has basic computer skills (e.g., saving a document in Microsoft Word)
- types a minimum of 25 words per minute
- has good reading skills, especially skimming and scanning
- knows major intersections in Toronto
- reads a map
- knows the TTC
- takes notes of numbers, names and directions
- is organized

Task: "provide information and materials to newcomer parents about child development and nutrition issues."

Related competencies:

- has background knowledge of relevant information on child development
- has background knowledge on nutrition
- knows relevant terminology in both English and the other language
- is tactful

Task: use telephone to retrieve messages, return calls, receive calls, place reminder calls to clients, research service providers, make follow-up calls to clients.

Related competencies:

- operates a telephone system
- takes notes of names, numbers and information
- has a professional telephone manner
- speaks clearly
- identifies self as a representative of Access Alliance
- keeps client information confidential (e.g., notes are kept in a secure place)
- keeps accurate records (e.g., of which client was referred to which service provider and why)
- is organized

Task: assist with food preparation for programs.

Related competencies:

- knows health and safety guidelines for handling and storing food
- follows health and safety guidelines for handling and storing food

Task: assist with child care

Related competencies:

- has background knowledge of relevant information on child development
- has parenting skills
- knows the law about reporting suspected child abuse

Training and Education

Task: participate in an in-depth training program in preparation for peer outreach work and participate in ongoing training as required.”

Related competencies:

- is willing to learn
- is self-aware
- has good time-management skills

Community Education

Task: “co-facilitate parenting and health education groups with professional staff.” This may include a range of activities from clerical tasks, to setting up the room, to assisting with the preparation of the workshop.

Related competencies:

- has background knowledge of relevant information on parenting, child development and health issues
- has good reading comprehension skills in English
- conducts Internet searches
- writes in English

The following may apply in Year Three:

- has knowledge of adult education principles
- has knowledge of group dynamics
- has public speaking skills

In relation to Access Alliance

Task: “participate actively in staff, team, supervisory and other meetings as scheduled” (e.g., plan and co-ordinate meetings of the Peer Outreach Program). This could involve sharing ideas, listening, taking minutes, chairing meetings, gathering input for the agenda and preparing an agenda.

Related competencies:

- understands Access Alliance’s mission
- knows who constitutes the priority client population
- knows how a staff or team meeting is conducted

- knows standard agenda format
- has good English comprehension skills
- speaks English fluently
- manages turn-taking in a group setting
- takes notes
- listens effectively
- synthesizes information
- is self-confident
- is assertive

Task: “create a six-month work plan with supervisor which identifies action items, learning goals and professional development needs.”

Related competencies:

- writes in English
- understands own strengths and limitations
- is organized
- is analytical
- is creative
- is able to “see the big picture”

Tasks: “observe the confidentiality and conflict of interest policy of the Centre” and “observe the general administration policies and procedures of the Centre.”

Related competencies:

- knows Access Alliance’s confidentiality policy
- knows Access Alliance’s conflict of interest policy
- knows the general administration policies and procedures of Access Alliance (e.g., completion of time sheets, reporting sick days)
- knows the privacy policy
- knows health and safety policy
- knows protocols for computer use

Related to union membership:

- understands what a collective agreement is
- knows main points of the collective agreement

Other/General

Task: provide some informal interpreting.

Related competencies:

- speaks English fluently
- speaks other language fluently

General/for all tasks

Related competencies:

- has background knowledge of settlement and integration issues for immigrant and refugee women and their children
- has knowledge of mental health issues
- has knowledge of domestic violence issues
- has knowledge of self-care concept and techniques
- understands concept of boundaries between client and peer outreach worker
- is empathetic
- shows initiative

2.5.4 Competencies listed by knowledge, skills and attitudes

Knowledge

General background knowledge

A peer outreach worker... (i.e., related competencies)

- has general knowledge of parenting issues in countries where the other language is spoken⁶
- has background knowledge of parenting issues in Canada
- has background knowledge of settlement and integration issues for immigrant and refugee women and their children
- has knowledge of domestic violence issues
- has background knowledge of relevant health issues
- has knowledge of mental health issues
- has background knowledge of relevant information on child development
- has background knowledge on nutrition
- knows health and safety guidelines for handling food
- knows the law about reporting suspected child abuse

Knowledge related to outreach

A peer outreach worker...

- knows who constitutes the priority client population
- understands client needs
- understands outreach techniques
- knows problem-solving techniques
- knows when can answer a client's question
- knows when to refer client's questions elsewhere
- understands concept of boundaries between client and peer outreach worker
- knows what different staff people at Access Alliance do
- knows a range of services to which to refer clients

Knowledge of the city

A peer outreach worker...

- knows the clients' neighbourhood
- knows the partner agency's neighbourhood
- has a good sense of where the client group may go in the neighbourhood
- knows TTC routes
- knows major intersections in Toronto

⁶ Direct service may be provided in a language other than English. In part, peers are recruited on the basis of their ability to speak one or more of the required languages.

Knowledge of Access Alliance policies and procedures

A peer outreach worker...

- understands the mission
- knows about the services
- knows the confidentiality policy
- knows the conflict of interest policy
- knows the privacy policy
- knows the anti-harassment/discrimination policy
- knows the health and safety policy
- knows protocols for computer use
- knows general administrative policies and procedures (e.g., completion of time sheets, reporting sick days)
- understands what a collective agreement is
- knows main points of the collective agreement

Other knowledge

A peer outreach worker...

- knows how a staff or team meeting is conducted
- knows standard agenda format
- has knowledge of self-care concepts and techniques
- knows relevant terminology in both English and the other language
- has knowledge of adult education principles
- has knowledge of group dynamics

Skills

Communication skills

A peer outreach worker...

- speaks clearly
- speaks English fluently
- speaks the other language fluently
- writes in English
- writes in the other language
- has good reading skills, especially skimming and scanning
- has good comprehension skills in English
- introduces self and explains role as a peer outreach worker
- starts conversations
- makes small talk
- listens actively
- answers questions when appropriate
- refers questions elsewhere when appropriate
- asks questions that will aid in identifying client needs
- provides information to clients one on one

- summarizes client need
- expresses client need in a few sentences in English
- synthesizes information
- relays information to clients
- manages turn-taking in a group setting

Administrative and clerical skills

A peer outreach worker...

- operates a photocopier
- asks for directions
- follows directions
- reads a map
- operates a telephone system
- has a professional telephone manner
- has basic computer skills (e.g., saving a document in Microsoft Word)
- types a minimum of 25 words per minute
- takes note of numbers, names and directions
- takes notes
- keeps accurate records
- keeps client information confidential
- has good time management skills
- conducts Internet searches

Other skills

A peer outreach worker...

- identifies self as a representative of Access Alliance
- applies outreach techniques
- analyzes effectiveness of outreach efforts
- applies problem-solving techniques to suit the situation
- follows health and safety guidelines for handling and storing food
- has parenting skills
- understands own strengths and limitation

Attitudes, behaviours and qualities

A peer outreach worker...

- is self-aware
- is accurate
- is organized
- is self-confident
- is approachable
- is flexible
- is assertive

- is tactful
- is willing to learn
- is analytical
- is able to reflect on own performance
- is creative
- is able to “see the big picture”
- is empathetic
- shows initiative
- uses a non-judgmental approach to serving clients
- deals with own emotional reactions to work situations

3 TRAINING CURRICULUM

3.1 APPROACH

3.1.1 Design and planning

A tailored program

The training program is designed to be tailored to meet the needs of the peers who have been recruited. It will not be the same each time.

The Peer Outreach Co-ordinator, as both lead facilitator and peer supervisor, has an invaluable role in curriculum design. The co-ordinator is the link between what happens “in the field” and what the training can provide.

The input of service providers from participating partner agencies is another important link to the role of the peer outreach worker in practice. Staff from these agencies may be consulted on training design and may also be available to deliver some of the training (e.g., a module on outreach techniques).

Choosing topics and sub-topics

There are a number of topics and sub-topics covered in the *Training modules* section of this curriculum. The units are presented in alphabetical order. They have been selected based on the current availability of training material and on identified training needs.

The Peer Outreach Co-ordinator may choose to group these topics according to major category, then determine which components or sub-topics to include in which order.

For example:

Topic	Sub-topics
The Peer Outreach Program	administrative responsibilities orientation to the Peer Outreach Program
Life skills and communication	assertiveness balance communication conflict criticism group behaviours, etcetera
Outreach skills	assessment and referral information gathering introducing self as peer outreach worker

Client needs	priority populations and issues newcomer women's issues wife assault education sexual health
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A sample training outline of a past Access Alliance peer training program is provided in Appendix E.

3.1.2 Length of the training

The last training program at Access Alliance was approximately 200 hours long and covered a suitable range of topics. However, Access Alliance found that more time dedicated specifically to communication skills would be beneficial, given how critical they are to the success of the program. Additional role plays are recommended, in order to provide peer outreach workers with more opportunities to apply new skills in a controlled environment. More keyboarding and computer practice is recommended (see module on computer skills), in order for the peers to acquire basic computer skills and reach the goal of typing 25 words per minute.

In practice, training has continued on an informal basis ever since the formal Early Years Peer Outreach Training was completed. As members of Access Alliance's staff, peer outreach workers are invited to attend regular staff workshops and regular team meetings are very instructive.

There are a number of significant issues and constraints in determining the optimal length of the training program: the peer outreach workers are hired on a part-time basis (e.g., three days a week); the Peer Outreach Co-ordinator has several responsibilities besides training; guest facilitation must be donated in kind; peer outreach workers will be supported in their work by the partner agencies and by Access Alliance; and the training group is small.

The length of the next full training will need to be determined based on these constraints and program needs.

3.1.3 Delivering training

Sessions and resources

Each facilitator brings her or his approach to the training.

In our last training, the Peer Outreach Co-ordinator used a fairly consistent approach to the sections she delivered. The group was given a warm-up, the topic was introduced, the group brainstormed what they knew about the topic and chose the areas on which to focus. Background materials were read through and discussed as a group.

Reflection papers

As we saw earlier, one of the program's goals is to increase the confidence and employability of the peer outreach workers. So, the concept of self-awareness is an important one which weaves through the curriculum and its delivery.

Training participants were given a written assignment – a “reflection paper” – at the end of each module, as a way to gather feedback on the session and to allow them to reflect on what they learned. Peers were given the following instructions:

1. Reflect on what you learned today and on the information you got.
2. What did you learn?
3. How do you feel about what you learned?
4. How can you apply what you learned, in particular to your work as a peer outreach worker but also to your personal life?
5. Share some of your assumptions that you have now become aware of.

The reflection papers were then submitted to the co-ordinator and filed in a binder by participant name.

3.2 THE LINK – TRAINING MODULES AND CORRESPONDING COMPETENCIES

Each of the training modules addresses the core competencies discussed above.

The following chart matches each competency to the module(s) which address(es) it.

Some competencies are addressed in more than one module, while others are listed as a prerequisite or have no corresponding module listed. Gaps can be filled over time.

Some of the competencies will only be addressed once peer outreach workers are working at their partner agencies.

Table: Competencies and corresponding modules

Competency ⁷	Corresponding module and/or prerequisite
has general knowledge of parenting issues in countries where the other language is spoken	prerequisite
has background knowledge of parenting issues in Canada	Child abuse; Child care; Child development; Field trips
has background knowledge of settlement and integration issues for immigrant and refugee women and their children	Anti-racism; Newcomer women's issues; Priority populations and issues; Wife assault education
has background knowledge of relevant health issues	Sexual health
has knowledge of domestic violence issues	Anger; Wife assault education
has knowledge of mental health issues	Mental health
has background knowledge of relevant information on child development	Child care; Child development
has background knowledge on nutrition	Nutrition
knows health and safety guidelines for handling food	Food safety
knows the law about reporting suspected child abuse	Child abuse
knows who constitutes the priority client population	Field trips; Newcomer women's issues; Priority populations and issues
understands client needs	Newcomer women's issues; Sexual health
understands outreach techniques	Information gathering; Work plan development
knows problem-solving techniques	Information gathering; Problem-solving
knows when can answer a client's question	Assessment and referral; Informal counselling
knows when to refer client's questions elsewhere	Assessment and referral; Informal counselling
understands concept of boundaries between client and peer outreach worker	Communication; Johari Window; Personal rights; Wife assault education
knows what different staff people at Access Alliance do	Orientation to the Peer Outreach Program

⁷ Note that, as the list of core competencies changes, this chart will require modification.

knows a range of services to which to refer clients	Field trips; Work plan development; Community Resources training
knows the clients' neighbourhood	Field trips
knows the partner agency's neighbourhood	Field trips
has a good sense of where the client group may go in the neighbourhood	Field trips
knows TTC routes	Field trips
knows major intersections in Toronto	Field trips
understands the mission	Orientation to the Peer Outreach Program
knows about the services	Orientation to the Peer Outreach Program
knows the confidentiality policy	upon hire
knows the conflict of interest policy	upon hire
knows the privacy policy	upon hire
knows the anti-harassment/discrimination policy	Anti-racism; upon hire
knows the health and safety policy	upon hire
knows protocols for computer use	Computer skills; upon hire
knows general administrative policies and procedures	Administrative responsibilities; Orientation to the Peer Outreach Program; upon hire
understands what a collective agreement is	upon hire
knows main points of the collective agreement	upon hire
knows how a staff or team meeting is conducted	Meetings
knows standard agenda format	Meetings
has knowledge of relevant self-care concepts and techniques	Self-esteem; Stress management
knows relevant terminology in both English and the other language	Anti-racism; Assessment and referral; Child abuse; Child care; Child development; Meetings; Nutrition; Stress management; Wife assault education
has knowledge of adult education principles	Evaluation of life skills programs; Warm-ups
has knowledge of group dynamics	Field trips; Group behaviours
speaks clearly	prerequisite
speaks English fluently	prerequisite
speaks other language fluently	prerequisite
writes in English	prerequisite
writes in other language	prerequisite
has good reading skills, especially skimming and scanning	Information gathering
has good comprehension skills in English	prerequisite
introduces self and explains role as a peer outreach worker	Assertiveness; Communication; Field trips; Introducing self as peer outreach worker
starts conversations	Assertiveness; Communication
makes small talk	Communication; Listening skills
listens actively	Communication; Informal counselling; Listening skills
answers questions when appropriate	Assessment and referral; Communication
refers questions elsewhere when appropriate	Assessment and referral
asks questions that will aid in identifying client needs	Assessment and referral; Informal counselling
provides information to clients <i>one on one</i>	Communication; Informal counselling
summarizes client need	Communication

expresses client need in a few sentences in English	Communication
synthesizes information	Communication
relays information to clients	Communication
manages turn-taking in a group setting	Communication
operates a photocopier	Orientation to the Peer Outreach Program
asks for directions	Assertiveness; Field trips
follows directions	Field trips
reads a map	Field trips
operates a telephone system	Orientation to the Peer Outreach Program
has a professional telephone manner	Assessment and referral
has basic computer skills	Computer skills
types a minimum of 25 words per minute	Computer skills
takes notes of numbers, names and directions	
takes notes	
keeps accurate records	Administrative responsibilities
keeps client information confidential	
has good time management skills	
conducts Internet searches	Computer skills; Information gathering
identifies self as a representative of Access Alliance	Assertiveness; Field trips; Introducing self as peer outreach worker
applies outreach techniques	Assertiveness; Field trips
analyzes effectiveness of outreach efforts	Field trips
applies problem-solving techniques to suit the situation	
follows health and safety guidelines for handling and storing food	Food safety
has parenting skills	prerequisite; Child abuse; Child care; Child development
understands own strengths and limitations	Balance; Group behaviours; Listening skills; Problem-solving; Self-esteem
is self-aware	Johari Window; Maslow's Hierarchy of Needs
is accurate	
is organized	Administrative responsibilities
is self-confident	Personal rights; Self-esteem
is approachable	
is flexible	
is assertive	Assertiveness; Communication; Criticism; Field trips; Personal rights; Self-esteem
is tactful	
is willing to learn	prerequisite
is analytical	Field trips
is able to reflect on own performance	Criticism; Johari Window
is creative	
is able to "see the big picture"	Balance
is empathetic	
shows initiative	
uses a non-judgmental approach to serving clients	Anger; Anti-racism; Conflict
deals with own emotional reactions to work situations	Anger; Balance; Conflict

3.3 TRAINING MODULES

Administrative responsibilities

Facilitator notes

Objective(s)

- to introduce administrative staff at Access Alliance
- to review administrative responsibilities

Link to core competencies

- ✓ knows general administrative policies and procedures (e.g., completion of time sheets, reporting sick days)
- ✓ keeps accurate records
- ✓ is organized

Material(s)

Materials from lead agency:

- Sample timesheet
- Copy of administrative policies and procedures

Instructions

This two-hour session can be conducted by the Peer Outreach Co-ordinator along with the administrative staff person at Access Alliance.

The following topics are covered in this session:

- Tracking encounters
- Participant Registration Form
- New Group Registration Form
- TTC tokens for clients
- Group supervision (monthly meetings to share challenges and successes, submit encounter forms)
- Identification of training needs
- Completing the monthly timesheet
- Role of peer outreach workers
- Work plan (see module on work plan development)

Anger

Facilitator notes

Objective(s)

- to identify responses to anger
- to discover our own anger style and ways in which we would like to change
- to look at patterns of relating to others
- to identify and plan a first step towards changing one pattern
- to identify strategies for dealing with angry clients

Link to core competencies

- ✓ deals with own emotional reactions to work situations
- ✓ uses a non-judgmental approach to serving clients
- ✓ has knowledge of domestic violence issues

Material(s)

Pridham, Nancy, ed. *Discovering Life Skills, Volume V*. Toronto: The YWCA of Greater Toronto, 1999; "Anger," pp. 27-38.

The following handouts were used in the Access Alliance training with permission from the Partner Assault Response program at Merge Counselling in Mississauga, Ontario:

- Beliefs about anger
- Healthy relationship wheel
- Anger diary
- Common thought distortions
- What happens to your body
- Your body and anger
- The arousal cycle
- Thoughts, feelings and behaviours
- Relaxation

Instructions

This topic can span two very different situations. On the one hand, past peer outreach workers have felt frustrated with clients and have even felt angry towards them at times. If the peer outreach worker is able to identify what triggers her anger she will be more able to deal with these feelings and can continue to serve the client in a professional manner. On the other hand, peer outreach workers may deal with clients who are angry, perhaps towards an abusive partner. (See module on wife assault education.)

Anti-racism

Facilitator notes

Objective(s)

- to define common terms related to racism
- to identify elements of discrimination and harassment
- to learn strategies for dealing with racial discrimination based on case studies
- to describe the concept of white privilege
- to become familiar with provincial policy on racial slurs and harassment and racial jokes

Link to core competencies

- ✓ has general knowledge of settlement and integration issues for immigrant and refugee women and their children
- ✓ knows the Access Alliance anti-harassment/discrimination policy
- ✓ uses a non-judgmental approach to serving clients
- ✓ knows relevant terminology in both English and the other language

Material(s)

Anver Saloojee, "Developing Common Understandings"

Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack"

Ontario Human Rights Commission. *Policy on racial slurs and harassment and racial jokes.*

Instructions

Anver Saloojee was guest facilitator in the 2003 training program. Prior to the all-staff training on anti-racism, Dr. Saloojee met with the peer outreach workers for a half-day to orient them to the topic of anti-racism and to prepare them to participate more fully in the one-day all-staff training a week later.

Assertiveness

Facilitator notes

Objective(s)

- to define common terms related to assertiveness
- to relate assertiveness to communication skills
- to assess own assertive behaviour
- to learn how to say “no” without feeling guilty

Link to core competencies

- ✓ introduces self and explains role as a peer outreach worker
- ✓ starts conversations
- ✓ asks for directions
- ✓ identifies self as a representative of Access Alliance
- ✓ applies outreach techniques
- ✓ is assertive

Material(s)

The following handouts were from Spencer Brennan, staff person at Cecil Community Centre in Toronto, who delivered the training. The source is unknown.

- Blocks to acting assertively
- Definitions
- Common reasons for non-assertiveness
- Communication skills are a key to being assertive
- Giving feedback
- Assertiveness bill of rights
- Identifying the who, when, and what
- Definition for Confidentiality

Instructions

This module can be introduced with an explanation of the significant relationship between assertive behaviour and clear communication, especially in the workplace. A peer outreach worker's role is based on communication and on many occasions the peer will require assertiveness skills (e.g., to begin conversations, to introduce herself, and to express her opinions in team meetings).

The link between assertiveness and self-esteem will be addressed in the module on self-esteem and may be mentioned here also.

In addition to using the above handouts, it may be useful to have the peer outreach workers do some role plays of scenarios which may arise at work. For example, one peer could be the peer outreach worker and the rest could play the role of participants at a community agency drop-in for parents and children. The peer could role-play going up to a parent or two, making small talk and introducing herself and her role. This could be done in English and in the other language. The peer could also practice saying "no" to a client's request such as, "May I have your home phone number?"

Assessment and referral

Facilitator notes

Objective(s)

- to orient peers to referral techniques
- to orient peers to making a referral phone call
- to orient peers to telephone manners

Link to core competencies

- ✓ refers questions elsewhere when appropriate
- ✓ answers questions when appropriate
- ✓ asks questions that will aid in identifying client needs
- ✓ knows the relevant terminology in both English and the other language

Material(s)

The following materials were developed for internal use by Melanie Rouhi at Access Alliance:

- Effective referral role-play script
- Ineffective referral role-play script
- Assessment & referral: review

Instructions

The social worker at Access Alliance provided this module, which took approximately two hours. The following notes represent what was covered.

The guest facilitator talked about having a professional telephone manner and introducing oneself as a peer outreach worker.

She presented the ineffective role-play script first. Then, the group gave feedback and suggestions for improvement. This was followed by the effective role-play script.

Included was a piece on assessment related to the objective of the Early Years Peer Outreach Program of providing support to women with young children so that they may raise healthy children.

Assessment begins with breaking the ice and making small talk such as, “How do you like Canada?” The peer uses clarification techniques and learns more about what is needed, then suggests appropriate programs at Access Alliance or elsewhere. An informal approach is required – one that begins where clients are in their adaptation process.

Balance

Facilitator notes

Objective(s)

- to identify areas of imbalance in our lives
- to learn the three-point balance technique
- to recognize our opportunities for serendipity

Link to core competencies

- ✓ understands own strengths and limitations
- ✓ is able to “see the big picture”
- ✓ deals with own emotional reactions to work situations

Material(s)

Pridham, Nancy, ed. *Discovering Life Skills, Volume V*. Toronto: The YWCA of Greater Toronto, 1999; “Finding Balance in Our Lives,” 156-163.

Child abuse

Facilitator notes

Objective(s)

- to define common terms related to child abuse
- to gain an understanding of why child abuse happens
- to identify indicators of child abuse
- to know what to do if child abuse is suspected
- to know how to report child abuse

Link to core competencies

- ✓ has background knowledge of parenting issues in Canada
- ✓ knows the law about reporting suspected child abuse
- ✓ has parenting skills
- ✓ knows the relevant terminology in both English and the other language

Material(s)

Community, Contract and Aboriginal Policing Services, *Stopping Child Abuse – protecting our future*

Ontario Ministry of Children and Youth Services, “Reporting Child Abuse and Neglect”

College Montrose Children’s Place Fact Sheet, March 5, 2003

Child care training agenda (March 10, 2003; March 17, 2003; March 24, 2003; March 31, 2003)

Instructions

This training was developed and delivered by staff from Toronto Children’s Aid Society and from the College Montrose Children’s Place, using the above resources.

Child care

Facilitator notes

Objective(s)

- to reflect on personal experiences with children
- to identify what children need to be healthy
- to learn activities to do with young children

Link to core competencies

- ✓ has background knowledge of parenting issues in Canada
- ✓ has background knowledge of relevant information on child development
- ✓ has parenting skills
- ✓ knows the relevant terminology in both English and the other language

Material(s)

College Montrose Children's Place Fact Sheet, March 5, 2003

Child care training agenda (March 10, 2003; March 17, 2003; March 24, 2003; March 31, 2003)

Video – *First Years Last Forever*

Instructions

This training was developed and delivered by staff from the College Montrose Children's Place.

Child development

Facilitator notes

Objective(s)

- to identify acceptable ways to deal with a crying baby
- to identify appropriate techniques for disciplining children
- to understand basic elements of child development at different stages

Link to core competencies

- ✓ has background knowledge of parenting issues in Canada
- ✓ has background knowledge of relevant information on child development
- ✓ has parenting skills
- ✓ knows the relevant terminology in both English and the other language

Material(s)

“Caregiver training – Child management case studies,” pp 1-7, included in training provided by Emilia Alexandre, College Montrose Children’s Place

City of Toronto, Department of Public Health. “Discipline.”

The Institute for the Prevention of Child Abuse. “Please don’t shake your baby.” Toronto.

Nipissing District Developmental Screen. North Bay: January 2000. (“4 Months,” “9 Months,” “6 Months”).

“101 ways to praise a child”

Trocmé, Nico, Jasmine Siddiqi, Barbara Fallon, Bruce MacLaurin and Sue Sullivan. “Ontario Incidence study of reported child abuse and neglect 1993/1998, Maltreatment Rates.” Reported by Centre of Excellence for Child Welfare, Health Canada. Included in the Web site www.cecw-cepb.ca/DocsEng/OIS93-98Rates1E.pdf.

Instructions

This training was developed and delivered by staff from the College Montrose Children’s Place using the above resources.

Communication

Facilitator notes

Objective(s)

- to increase self-awareness with respect to communication
- to enhance interpersonal communication skills
- to learn about boundaries
- to define effective communication
- to identify problems in communication
- to learn to communicate assertively

Link to core competencies

- ✓ introduces self and explains role as a peer outreach worker
- ✓ starts conversations
- ✓ makes small talk
- ✓ listens actively
- ✓ answers questions when appropriate
- ✓ provides information to clients *one on one*
- ✓ summarizes client need
- ✓ expresses client need in a few sentences in English
- ✓ synthesizes information
- ✓ relays information to clients
- ✓ manages turn-taking in a group setting
- ✓ understands concept of boundaries between client and peer outreach worker
- ✓ is assertive

Material(s)

The following handouts were from Spencer Brennan, a staff person from Cecil Community Centre in Toronto. The source is unknown.

- Canadian culture
- Definition for boundary
- Definition(s) for communication
- Ten commandments for good listening
- Examples of misunderstanding
- When communication isn't working
- The context of communication
- Whole person wheel

The following handouts were from the Partner Assault Response program at Merge Counselling in Mississauga.

- Materials for styles of self-talk
- Self-talk

Instructions

This is a very important topic for peer outreach workers. Some peers may already have excellent communication skills, while others may need to improve these skills, especially in English.

The Peer Outreach Co-ordinator should determine the specific communication needs of the peers in the training group and adjust the curriculum accordingly.

The facilitator, especially the Peer Outreach Co-ordinator, plays an important, ongoing role in assisting peers with their communication skills – with English pronunciation, by clarifying terminology and by asking peers to repeat themselves if what they have said is not clear.

Communication issues may arise in other areas of the training and may be broken down into separate modules. See module on listening skills, for example. The competency related to managing turn-taking in a group setting can be addressed throughout the training and regular team meetings. The Peer Outreach Co-ordinator may coach the peers as appropriate, based on her own personal observation.

Additional exercises may be developed and included in this module. Suggestions for additional exercises related to communication competencies include:

- Small talk exercise: What is small talk? What are acceptable topics for small talk? Practice this with each other.
- Role play on summarizing client need: The facilitator provides Partner A with a story outlining her situation. Partner A tells her story to Partner B. Partner B listens, takes notes if required, summarizes Partner A's story and says it back to her, beginning with the phrase "I have a client who...". Partner A provides feedback on the accuracy and completeness of the story. The facilitator provides feedback on the length and clarity of the summarized version.
- Written exercise on summarizing client need.
- Role play on relaying information to clients: Partner A plays the role of a peer outreach worker, Partner B is a service provider and Partner C is the client. Partner A is given a subject area to research for her client (e.g., the nearest breastfeeding clinic). Partner A "calls" Partner B and asks for information. Partner B provides the information (e.g., address, location, hours of service, health card required) to Partner A. Partner A takes notes, thanks Partner B and hangs up. Partner A then calls Partner C to relay the information at an appropriate level. Partner C assesses for accuracy and completeness. These exercises can be done back to back in order to simulate a telephone call. If there are two peers who speak the same language other than English, the message may be relayed to the client in the other language.

Computer skills

Facilitator notes

Objective(s)

- to acquire basic keyboarding skills
- to acquire basic computer skills
- to know Access Alliance's computer protocol

Link to core competencies

- ✓ has basic computer skills (e.g., saving a document in Microsoft Word)
- ✓ types a minimum of 25 words per minute
- ✓ conducts Internet searches
- ✓ knows protocols for computer use

Material(s)

a typing tutor CD (by Mavis Beacon, for example)

handouts that have already been given during the training (to be used as practice texts)

a copy of the lead agency's computer protocol

Instructions

The Peer Outreach Co-ordinator can provide the peers with some introductory typing lessons and a minimum of four hours of practice during training time. The co-ordinator states the expectation that all peers will achieve a minimum typing speed of 25 words per minute by the end of six months. Typing tests will be scheduled at three-month intervals.

Other basic computer skills includes the following: turning on a computer; turning off a computer; creating a new document using Microsoft Word; saving a document; basic file management; proper posture at the computer; good mouse technique; using the toolbar; sending an e-mail; opening an e-mail attachment; saving an e-mail; understanding computer protocol; adhering to computer protocol.

See the unit on information gathering for Internet searches.

Professional development money is available for each staff person at Access Alliance. Some of the peers have used this money (\$275) to pay for computer training elsewhere. Peers have taken courses at the Association of Ontario Health Centres. Skills for Change is also recommended.

Conflict

Facilitator notes

Objective(s)

- to look at how we typically respond to and resolve conflicts
- to focus on and practice the skills of constructive confrontation
- to examine how we communicate in conflict situations
- to explore some common obstacles in the communication process
- to learn specific techniques to communicate more effectively when in conflict with others

Link to core competencies

- ✓ deals with own emotional reactions to work situations
- ✓ uses a non-judgmental approach to serving clients

Material(s)

Cormier, Donna. *Discovering Life Skills, Volume II*. 2nd ed. YWCA of Greater Toronto, 1999; "Confronting Conflict," 57-64; "Conflict and Communication," 65-71.

Criticism

Facilitator notes

Objective(s)

- to discover how criticism blocks assertive behaviour
- to work on increasing assertiveness through behaviour rehearsal

Link to core competencies

- ✓ is assertive
- ✓ is able to reflect on own performance

Material(s)

Pridham, Nancy, ed. *Discovering Life Skills, Volume V*. Toronto: The YWCA of Greater Toronto, 1999; "Criticism – the great inhibitor," 42-45.

Evaluation of life skills programs

Facilitator notes

Objective(s)

- to identify the underlying philosophies of evaluation
- to identify the various components that make for successful evaluation
- to identify types of evaluation

Link to core competencies

- ✓ has knowledge of adult education principles

Material(s)

Pridham, Nancy, ed. *Discovering Life Skills, Volume V*. Toronto: The YWCA of Greater Toronto, 1999; "Evaluation of Life Skills Programs," 196-199; 217-219.

Field trips

Facilitator notes

Objective(s)

- to experience first-hand the kind of programs newcomer mothers and their children attend
- to be in a better position to provide referrals to newcomer mothers and their children
- to be in a better position to provide support to newcomer mothers and their children

Link to core competencies

- ✓ has general knowledge of parenting issues in Canada
- ✓ knows who constitutes the priority client population
- ✓ knows the clients' neighbourhood
- ✓ has a good sense of where the client group may go in the neighbourhood
- ✓ knows the partner agency's neighbourhood
- ✓ knows TTC routes
- ✓ knows major intersections in Toronto
- ✓ has knowledge of group dynamics
- ✓ asks for directions
- ✓ follows directions
- ✓ reads a map
- ✓ identifies self as a representative of Access Alliance
- ✓ introduces self and explains role as a peer outreach worker
- ✓ applies outreach techniques
- ✓ analyzes effectiveness of outreach efforts
- ✓ knows a range of services to which to refer clients
- ✓ is analytical
- ✓ is assertive

Material(s)

A task sheet outlining what the peers are to do

A list of follow-up questions to be used by the facilitator [*to be developed*]

Instructions

As a research component of the training, the Peer Outreach Co-ordinator assigns peers to contact at least two main agencies in the neighbourhoods of the partner agencies in which they will be placed. (These agencies are ones with family resource programs and drop-ins where newcomer moms with young children frequent.)

Peers are asked to find the agency, contact the program facilitator by phone, visit and attend the program as an observer.

The following sample task sheet may be used:

Field Trips: Task Sheet for Peer Outreach Workers

1. Select a program that you would have gone to when you first arrived.
2. Contact the agency.
3. Introduce yourself and your role as a peer outreach worker.
4. Ask for permission to be an observer for one session or part of a session.
5. Attend.
6. Come back with flyers describing the program you attended and/or other programs offered by that agency.

While you are at the program, imagine yourself as a participant and, at the same time, observe the following which relates to your job as a peer outreach worker.

- Group dynamics
- Content of the session
- The facilitation or information delivery
- Participants' sharing
- Does the program do what it says it will do?
- Analyze effectiveness
- Ask about the services provided to that client group: Are tokens provided? Child care? Refreshments? Are there other times that might fit a different schedule? Collect information that your clients will need to know.
- Other

Be prepared to discuss your observations with the other peers.

As a follow-up peers come back to the group and share their experience with the other peers. Examples include reporting on challenges and how they dealt with them (as in a facilitator who was hesitant to let them in as an observer).

Field trips are also a learning experience for the peers, as practice selling themselves as a worker in the community.

Note that, in past training, this unit was offered after the one on harmful and helpful group behaviours.

Food safety

Facilitator notes

Objective(s)

- to identify basic elements of safety guidelines for handling food

Link to core competencies

- ✓ knows health and safety guidelines for handling food
- ✓ follows health and safety guidelines for handling and storing food

Material(s)

From the Canadian Partnership for Consumer Food Safety Education:

- “A FightBac! Focus on Clean,” www.canfightbac.org/english/ccentre/pdf/clean.pdf,
- “A FightBac! Focus on Cook,” www.canfightbac.org/english/ccentre/pdf/cook.pdf
- “A FightBac! Focus on Separate,”
www.canfightbac.org/english/ccentre/pdf/separate.pdf
- “Four Steps to FightBac!,” www.canfightbac.org/english/fight_bac/stepse.shtml
- “Frequently Asked Questions About Food Safety,”
www.canfightbac.org/english/ccentre/foodsafetye.shtml
- “The Invisible Enemy: Bacteria,”
www.canfightbac.org/english/ccentre/factsheets/invisiblee.shtml

Instructions

This module is included because peers may be called upon to assist with the preparation and serving of food in their partner agencies.

This piece was delivered by Bev Brockest, the dietician at Access Alliance.

Group behaviours

Facilitator notes

Objective(s)

- to identify helpful behaviours in groups
- to practice using helpful behaviours in discussions and role plays
- to become more aware of our behaviour in a group
- to choose one behaviour upon which to improve

Link to core competencies

- ✓ has knowledge of group dynamics
- ✓ understands own strengths and limitations

Material(s)

Altman, Shelly. *Discovering Life Skills, Volume III*. Toronto: The YWCA of Greater Toronto, 1998; "Learning Helpful Behaviours in Groups," 15-18.

Pridham, Nancy, ed. *Discovering Life Skills, Volume V*. Toronto: The YWCA of Greater Toronto, 1999; "Helpful and Harmful Group Behaviours," 46-50.

Informal counselling

Facilitator notes

Objective(s)

- to increase peers' self-awareness, for example awareness of own assumptions and biases
- to increase understanding of culturally competent and culturally specific approaches to working with clients
- to practice some informal counselling skills such as reflecting content and feelings, paraphrasing, listening, focusing, summarizing, note-taking

Link to core competencies

- ✓ knows when can answer a client's question
- ✓ knows when to refer client's questions elsewhere
- ✓ listens actively
- ✓ asks questions that will aid in identifying client needs
- ✓ provides information to clients one on one

Material(s) and instructions

The Peer Outreach Co-ordinator attended a two-day session presented by J. Tamam McCallum and provided by College Montrose Children's Place. The Peer Outreach Co-ordinator was given permission to use the materials provided at that session for her work with the peer outreach workers.

McCallum, J. Tamam. "Informal Counselling: Providing Support in Culturally Appropriate Ways." Workshop hosted by College Montrose Children's Place, Trinity Spadina Early Years Centre. Toronto, October 30 – 31, 2003.

Ms McCallum's presentation was based in part on the following resource which may be helpful in itself: Evans, David R., Margaret T. Hearn, Max R. Uhlemann and Alan E. Ivey. *Essential Interviewing, A Programmed Approach to Effective Communication* 4th ed. Pacific Grove, California: Brooks/Cole Publishing Company, 1993.

Information gathering

Facilitator notes

Objective(s)

- to build knowledge and awareness of community resources in Toronto for newcomer women
- to increase ability to use print resources in order to assist clients to gain access to appropriate services
- to increase ability to use Internet resources in order to assist clients to gain access to appropriate services
- to develop an inventory of community resources for outreach workers
- to enhance peers' confidence with sharing information with newcomer women

Link to core competencies

- ✓ understands problem-solving techniques
- ✓ understands outreach techniques
- ✓ has good reading skills, especially skimming and scanning
- ✓ conducts Internet searches

Material(s)

Resources that peer outreach workers will likely use regularly (e.g., *The Blue Book*, 211 Toronto)

Instructions

There are a number of activities that can be undertaken to improve the ability of peer outreach workers to gather the kind of information they would likely require in their work.

Example of a *Blue Book* exercise

The facilitator first reviews the purpose of *The Blue Book*, its layout, the meaning of the different sections, and how to use the indices. One of the peers asks a question about an agency and the facilitator finds the answer in *The Blue Book* (e.g., "Is XXX agency open on Saturdays?")

The facilitator prepares a list of questions for individual peers to answer about five agencies listed in *The Blue Book*. Questions may include but are not limited to the following:

- What are the hours of operation?
- Do staff speak Spanish?
- What are the primary services the agency offers?
- Is it in the east end, west end, north or south? (This question will tie in with the piece on using a map of Toronto.)

The facilitator has the answers ready and will check the peers' work.

The same kind of introduction and activity can be done for Internet searches.

This session was originally two-and-half hours long. Additional time is recommended.

Introducing self as peer outreach worker

Facilitator notes

Objective(s)

- to learn and practice a standard introduction

Link to core competencies

- ✓ introduces self and explains role as a peer outreach worker
- ✓ identifies self as a representative of Access Alliance

Material(s)

Script for Peer Outreach Co-ordinator and peers to introduce themselves when contacting agencies (see below)

Instructions

The following script was provided by the Peer Outreach Co-ordinator and can be reviewed and practiced together in English.

Script for peers to use when introducing themselves

Hello, my name is XXX. I am a peer health education and outreach worker at Access Alliance. My main role is to do outreach to isolated and newcomer women. I also provide information on health and social services programs available in Toronto for women with young children, from zero to six years. We are funded under the Early Years Program. I provide support to my clients by accompanying them to appointments with mainstream agencies. I will make referrals when appropriate.

Note: Peers should be familiar with the services offered at Access Alliance and at the partner agency where they are placed so that they may answer questions when asked.

Note that the level of language may need to be adapted to suit the peer outreach worker and/or the client, as appropriate.

In addition, peer outreach workers may practice this introduction in the other language.

Johari Window

Facilitator notes

Objective(s)

- to increase self-awareness
- to determine the level of self-disclosure in a relationship
- to understand how gender affects self-disclosure
- to understand how class affects self-disclosure
- to name potential risks and benefits of disclosing in a selected situation

Link to core competencies

- ✓ understands concept of boundaries between client and peer outreach worker
- ✓ is able to reflect on own performance
- ✓ is self-aware

Material(s)

Adler, Ronald B., Lawrence B. Rosenfeld, Neil Towne. *Interplay, The Process of Interpersonal Communication*. New York: Harcourt Brace Jovanovich College Publishers, 1992, 294-297.

Instructions

This unit relates to communication in general and to self-disclosure in particular. Self-disclosure plays an important role in interpersonal relationships.

A copy of the Johari Window is distributed to the group and peers share their understanding of the chart and provide examples for themselves.

Listening skills

Facilitator notes

Objective(s)

- to reflect on the qualities of a good listener
- to experience some non-verbal aspects of listening
- to learn what active listening is
- to practice the skills of active listening
- to demonstrate some harmful listening behaviours
- to distinguish between harmful and helpful listening

Link to core competencies

- ✓ listens actively
- ✓ makes small talk
- ✓ understands own strengths and limitations

Material(s)

Pridham, Nancy, ed. *Discovering Life Skills, Volume V*. Toronto: The YWCA of Greater Toronto, 1999; "Listening Skills," 55-65.

Maslow's Hierarchy of Needs

Facilitator notes

Objective(s)

- to identify different sources of motivation
- to identify own sources of motivation

Link to core competencies

✓ is self-aware

Material(s)

Cormier, Donna. *Discovering Life Skills, Volume II*. 2nd ed. YWCA of Greater Toronto, 1999; "Exploring Motivation," 145-146.

Meetings

Facilitator notes

Objective(s)

- to increase workplace communication skills
- to increase ability to chair a meeting
- to increase ability to set a meeting agenda
- to increase ability to take minutes
- to increase ability to speak up in meetings

Link to core competencies

- ✓ knows how a staff or team meeting is conducted
- ✓ knows standard agenda format
- ✓ knows the relevant terminology in both English and the other language

Material(s)

Building Healthier Organizations. Association of Ontario Health Centres. (BHO recommends a consistent format for staff minutes. A sample of minutes is given to the peers.)

A useful resource is Haynes, Marion E. *Effective Meeting Skills*. Los Altos, California: Crisp Publications, 1988.

Instructions

Staff meetings are held at Access Alliance monthly and peers are required to attend at least one staff meeting every quarter. Peer outreach worker team meetings are held monthly and attendance is required.

The Peer Outreach Co-ordinator models the role of a chair and asks the peers to repeat standard phrases after her; for example, “madam chair”, “I hope that everyone has a copy of the minutes from the last meeting. Are there any changes?” Peers are encouraged to take note of these phrases and to use them during team meetings.

In the team meetings, peers take turns taking minutes. These minutes are submitted to the Peer Outreach Co-ordinator who then revises them as necessary and discusses the revisions with the peer. The minutes are recorded using a standard format.

In the team meetings, peers also take turns being the chair.

Mental health

Facilitator notes

Objective(s)

- to increase awareness of mental-health-related issues faced by women in their communities
- to increase knowledge about holistic health, mental health and mental illness
- to increase knowledge of community mental health resources and services
- to explore attitudes towards mental health and mental illnesses

Link to core competencies

- ✓ has knowledge of mental health issues

Material(s)

Ho, Mabel, Yuen Hing Tse, Josephine Pui-Hing Wong, Yuk-Lin Renita Wong. *Women's Holistic Health Peer Leadership Training Manual*. Toronto: Hong Fook Mental Health Association, March 2002.

Instructions

Linda Yoo from Hong Fook Mental Health Association provided an in-kind contribution for the delivery of this training component. The training took place in three-hour sessions over seven weeks, for a total of twenty one hours.

The *Women's Holistic Health* training manual was originally developed to train community members to become peer trainers. For the peers at Access Alliance, the introduction was skipped and sessions eight and nine were condensed into session seven (see training manual).

The Peer Outreach Co-ordinator assisted with the tailoring of the curriculum to meet the needs of the peers.

Newcomer women's issues

Facilitator notes

Objective(s)

- to develop a good understanding of issues facing newcomer women
- to reflect peers' personal experiences as newcomer women
- to explore newcomer women's issues
- to identify appropriate ways to respond to issues facing newcomer women
- to learn how to support newcomer women in developing linkages and support networks with other newcomer women
- to match newcomer women's issues with the list of community resources

Link to core competencies

- ✓ has general knowledge of settlement and integration issues for immigrant and refugee women and their children
- ✓ knows who constitutes the priority client population
- ✓ understands client needs

Instructions

This session was delivered by Csilla Nagy, a social worker at Access Alliance and by the Peer Outreach Co-ordinator.

Newcomer women's issues that were addressed included the following:

- settlement and integration
- lack of social support
- access to employment opportunities
- access to training and education
- access to social agencies where culturally and linguistically appropriate services are provided
- primary health care services (sexual health care, annual physical check-up, pre- and post-natal care)
- affordable housing
- subsidized child care
- stress management

Nutrition

Facilitator notes

Objective(s)

- to increase understanding of basic nutrition concepts and recommendations such as Canada's Food Guide to Healthy Eating
- to increase understanding of how to make healthy food choices
- to understand the link between parenting skills and nutrition

Link to core competencies

- ✓ has background knowledge on nutrition
- ✓ knows the relevant terminology in both English and the other language

Material(s)

Glazer, Lesley. *Bok Choy, Black Beans, and Bananas...A Newcomer's Guide to Healthy Eating*. Toronto: Access Alliance Multicultural Community Health Centre, 2000.

Health Canada. *Focus on Children Six to Twelve Years, Background for Educators and Communicators*. Ottawa: 1997.

Health Canada. *Food Guide Facts, Background for Educators and Communicators*. Ottawa: 1992.

Health Canada. *Nutrition for a Healthy Pregnancy, National Guidelines for the Childbearing Years*. Ottawa: 1999.

Health Canada. *The Vitality Approach: A Guide for Leaders*. Ottawa: 2000.

Instructions

This unit was delivered by Bev Brockest. As a dietician at Access Alliance, Bev facilitates sessions on nutrition and food preparation for families and their children. Peers receive background training and experience a sample workshop so that they will be prepared to co-facilitate with Bev.

Peers are encouraged to share the information included in *Bok Choy, Black Beans, and Bananas...A Newcomer's Guide to Healthy Eating* with their clients.

Orientation to the Peer Outreach Program

Facilitator notes

Objective(s)

- to become familiar with the Peer Outreach Program
- to get acquainted with each other
- to review the general outline for the training program
- to identify issues that peer outreach workers would like to discuss in future sessions
- to establish group ground rules
- to learn about Access Alliance's programs and services
- to tour Access Alliance
- to complete some administrative tasks

Link to core competencies

- ✓ knows what different staff people at Access Alliance do
- ✓ understands the mission
- ✓ knows about the services
- ✓ knows general administrative policies and procedures (e.g., completion of time sheets, reporting sick days)

Material(s)

Copy of administrative policies and procedures from lead agency

Lead agency annual report

Instructions

The session, as outlined below, lasted two-and-a-half hours and was delivered by the Peer Outreach Co-ordinator.

a) Introduction and ice breaker

The Peer Outreach Co-ordinator introduces herself as the staff person in charge of the program. Other staff, such as the unit manager, are introduced. As an ice breaker, new peers give their names and say a few words about themselves and about their expectations for the first training session.

b) Ground rules

Brainstorm on a flip chart to establish a set of ground rules for the group to follow. This may include points such as confidentiality and respect.

c) Program description

Discuss the primary goals of the program, the objectives, the specific activities and peers' tasks.

d) Review of training outline:

Discuss with peers and ask if there is anything else they would like to have included.

e) Orientation to Access Alliance's programs and services

f) Tour of Access Alliance

g) Administrative tasks

Review time sheets, attendance policy, etc.

Personal rights

Facilitator notes

Objective(s)

- to identify some personal rights
- to examine the limits on those rights
- to learn to accept and act upon personal rights

Link to core competencies

- ✓ understands concept of boundaries between client and peer outreach worker
- ✓ is assertive
- ✓ is self-confident

Material(s)

Pridham, Nancy, ed. *Discovering Life Skills, Volume V*. Toronto: The YWCA of Greater Toronto, 1999; "Accepting Personal Rights," 39-41.

Priority populations and issues

Facilitator notes

Objective(s)

- to understand the concept of priority populations
- to identify issues of concern to the groups served by Access Alliance
- to learn client rights and responsibilities

Link to core competencies

- ✓ has general knowledge of settlement and integration issues for immigrant and refugee women and their children
- ✓ knows who constitutes the priority population

Material(s)

Access Alliance Multicultural Community Health Centre. "Client Rights and Responsibilities," October 12, 2000.

Access Alliance Multicultural Community Health Centre. "Priority Populations and Issues," 1999.

Nerad, Sonja and Axelle Janczur. "Primary Health Care with Immigrant and Refugee Populations – Issues and Challenges."

Ottawa Charter for Health Promotion. Proceedings of the International Conference on Health Promotion, 1986. Reproduced in *Canadian Journal of Public Health*, 132, 903-905.

Problem-solving

Facilitator notes

Objective(s)

- to list the five steps of problem-solving
- to provide participants with the opportunity to practice the problem-solving sequence

Link to core competencies

- ✓ knows problem-solving techniques
- ✓ understands own strengths and limitations

Material(s)

Altman, Shelly. *Discovering Life Skills, Volume III*. YWCA of Greater Toronto, 1998; "Creative Problem-Solving," pages 98-106.

Instructions

This section can also include some examples directly related to the situations in which peer outreach workers find themselves. Case scenarios can be written up and included for discussion. Peers can also contribute scenarios based on their experience in the field, and asked to reflect on how they handled the situation and on how they might do things differently in the future.

Self-esteem

Facilitator notes

Objective(s)

- to define self-esteem
- to link self-esteem to the work of a peer outreach worker

Link to core competencies

- ✓ has knowledge of self-care concepts and techniques
- ✓ understands own strengths and limitations
- ✓ is self-confident
- ✓ is assertive

Material(s)

Source unknown:

- Create a positive belief system at home
- 10 keys to developing self-esteem in children

National Association for Self-esteem. *Self-assessment*. Web survey at: <http://www.self-esteem-nase.org/jssurvey.shtml> [note: link active as of December 2004].

Suggested readings:

- National Association for Self-esteem, Fulton, Maryland. <http://www.self-esteem-nase.org>
- Branden, Nathaniel. *The Art of Living Consciously, The Power of Awareness to Transform Everyday Life*, New York: Simon & Schuster, 1997.
- Branden, Nathaniel. *The Six Pillars of Self-Esteem*. New York: Bantam, 1994.
- Branden, Nathaniel. *A Woman's Self-Esteem, Struggles and Triumphs in the Search for Identity*. San Francisco: Jossey-Bass Publishers, 1998.
- Burns, David D. *The Feeling Good Handbook*. New York: Plume, 1990.
- Dillon, Stephanie. *The Woman's Guide to Total Self-esteem, The Eight Secrets You Need to Know*. Oakland, California: New Harbinger Publications, Inc., 2001.
- Reasoner, Robert. "The True Meaning of Self-Esteem." <http://www.self-esteem-nase.org/whatissselfesteem.shtml>

Instructions

The material chosen for this unit is primarily based on Nathaniel Branden's work. His emphasis on self-awareness matches the peer outreach worker training's philosophy of promoting and supporting self-awareness among the peers themselves.

Following are some notes and details which can be used as part of the training outline.

Definition of self-esteem

“Self-esteem is the experience of being competent to cope with the basic challenges of life and of being worthy of happiness.”

Discuss.

Points which may come up in the discussion may relate to the following statements from Nathaniel Branden's work:

- “Self-esteem reflects our deepest vision of competence and worth.”
- No-one can give us self-esteem. It can only come from within, from our internal practices.
- Positive self-esteem operates as “the immune system of the spirit.”

Branden discusses the relationship between self-acceptance and self-esteem and asserts that self-acceptance is required for self-esteem. He says that “to accept” is to experience reality fully, without denial or avoidance. He also points to the reciprocal relationship between self-esteem and self-assertiveness. (This can be linked to the unit on assertiveness, as it is very important to the role of peer outreach worker.) Branden goes on to say that self-esteem entails an experience of control over our own existence and gives us a sense of purpose; if people suffer from low self-esteem, they feel primarily under the control of external events.

Branden is well-known for what he calls the six pillars of self-esteem. They are:

1. the practice of living consciously
2. the practice of self-acceptance
3. the practice of self-responsibility
4. the practice of self-assertiveness
5. the practice of living purposefully
6. the practice of personal integrity

Refer to Branden's work for further details.

Elements of self-esteem

Components of self-esteem:

- i. self-efficacy – confidence in our ability to think, to learn, to make decisions, to respond effectively to change
- ii. self-respect – confidence in our right to be happy

Self-assessment

Peers can be asked to complete the self-esteem self-assessment found on the Web site of the National Association for Self-esteem (see Materials above).

A follow-up discussion can relate to the peers' experience as newcomers to the country and to the effect (either positive or negative) this change has had on their sense of self-worth. Has it changed over time? How? What made them aware of these changes?

Link to work as peers

Communication is the most important element of the work of a peer outreach worker.

A link between self-esteem and the work of a peer outreach worker can be made by the following statement: "the higher our self-esteem, the more open, honest and appropriate our communications are likely to be." (Branden)

Exercise/discussion: Think of situations in which there is a connection between your own sense of self-worth and the work you will be expected to do as peer outreach workers.

Link to clients

After having discussed their own feelings related to self-esteem, the participants can discuss how what they are feeling may or may not be shared with the client group with whom they will be working. The Peer Outreach Co-ordinator can present scenarios in which a client's low sense of self-esteem may present itself in her behaviour and discuss techniques for dealing with that behaviour within the role of peer outreach worker.

Action plan exercise

Refer back to the self-assessment related to your self-esteem. What are the areas in which you would like to make some changes? What goals can you set for yourself? How do you think you will be able to reach these goals, step by step? When? What support will you need from your family, friends, co-workers?

Write down these thoughts and remember to go back to them regularly. You may also choose to keep a journal in order to record achievements and challenges along the way.

Inspirational messages

The facilitator can provide the peers with some inspirational messages related to building self-esteem and with sources of other inspirational messages.

Some of these could be posted in the training room or included at the bottom of correspondence from co-ordinator to worker.

Sexual health

Facilitator notes

Objective(s)

- to increase knowledge and understanding of sexual health needs of newcomer women with young children
- to increase peers' ability to find resources related to sexual health

Link to core competencies

- ✓ has background knowledge of relevant health issues
- ✓ understands client needs

Material(s)

The Immigrant Women's Health Centre, *The Immigrant Women's Health Handbook, Revised 2002*. Toronto, 2002.

Instructions

This training was delivered by Karen Chau, a staff person from Immigrant Women's Health Centre who covered the following topics:

- pregnancy
- birth control
- abortion
- vaginal health
- sexually transmitted diseases
- cancer
- annual check-up
- self-care

Note: Peers are also provided a one-day training session on raising sexually healthy children, offered by Toronto Public Health.

Stress management

Facilitator notes

Objective(s)

- to learn what is meant by coping
- to look at some effective ways of coping
- to identify some stresses in our lives
- to share some methods for managing stressful times
- to experience deep relaxation as one technique for managing stress
- to encourage peers to make time to take care of themselves

Link to core competencies

- ✓ has knowledge of self-care concepts and techniques
- ✓ knows the relevant terminology in both English and the other language

Material(s)

Pridham, Nancy, ed. *Discovering Life Skills, Volume V*. Toronto: The YWCA of Greater Toronto, 1999, "Coping with Stress," 164-167; "One Answer to Stress...Relaxation," 168-174.

Warm-ups

Facilitator notes

Objective(s)

To orient peers to a range of group warm-up techniques, including

Climate setters

- to set the tone for the session
- to provide a way for group members to meet one another
- to create a comfortable environment

Inclusion exercises

- to help group members discover their commonalities
- to facilitate connections

Energizers

- to help change pace
- to relieve tension
- to stimulate a tired group
- to encourage fun

Closers

- to help bring a group or session to closure

Topic-related

- to introduce and involve participants in a specific topic

Link to core competencies

- ✓ has knowledge of adult education principles

Material(s)

Pridham, Nancy, ed. *Discovering Life Skills, Volume V*. Toronto: The YWCA of Greater Toronto, 1999, "Introduction, Climate setters, Inclusion exercises, Energizers, Closers, Topic related," 6-24.

Instructions

The facilitator may share these warm-ups with the peers as a technique to use when they are co-facilitating. She may use them herself as appropriate throughout the training.

Wife assault education

Facilitator notes

Objective(s)

A primer on woman abuse

- to explore the different myths about woman abuse and how they contribute to women's inequality
- to discuss the facts about woman abuse
- to develop a shared understanding of beliefs and values that contribute to woman abuse
- to develop a shared understanding of efforts to end woman abuse
- to develop a general understanding of how men use power and control over women
- to develop a general understanding of the different forms of abuse
- to develop a general understanding of healthy relationships
- to develop an understanding of the cycle of violence
- to discuss examples of each stage of the cycle
- to increase understanding of the experiences of abused women
- to provide participants with a common "language" and context for discussing woman abuse
- to increase understanding of the experiences of children exposed to violence
- to provide participants with a common language and context for discussing children's exposure to violence

Responding to woman abuse

- to increase participants' knowledge of how to help an abused woman and her children
- to increase participants' ability to help an abused woman
- to increase participants' knowledge of how abused women make change
- to increase participants' ability to help an abused women move forward in her change process
- to increase participants' knowledge of safety for abused women and their children
- to practice safety planning
- to increase participants' ability to support friends and loved ones experiencing abuse
- to practice participants' skill in responding to women who disclose abuse
- to increase participants' ability to discuss woman abuse and present information on abuse to community members
- to increase participants' knowledge of programs and services
- to increase participants' knowledge of men's programming

Overview of criminal, family and immigration law

- to provide general information on accessing legal help including legal aid
- to provide general information on criminal and immigration law
- to provide more in-depth information on family law
- to discuss the importance of accurate legal information

Rights and realities of abused women

- to discuss the difference between legal information, legal advice and legal representation
- to discuss legal resources available to abused women
- to discuss how to find a lawyer, what to look for in a lawyer and how to work with a lawyer
- to discuss ways in which legal information is best shared
- to identify the challenges that can be encountered when providing legal information
- to strategize around how to overcome these challenges and to provide different information in different ways
- to increase participants' knowledge of the criminal justice system

- to increase participants' knowledge of the services available to abused women in the criminal justice system
- to increase participants' knowledge of ways in which the criminal justice system holds abusers accountable
- to increase participants' knowledge of no-contact orders
- to increase participants' knowledge of family law
- to increase participants' awareness of immigration laws affecting immigrant and refugee women and their children
- to answer any outstanding questions about the legal rights of abused woman

Link to core competencies

- ✓ knows the relevant terminology in both English and the other language
- ✓ has knowledge of domestic violence issues
- ✓ has general knowledge of settlement and integration issues for immigrant and refugee women and their children
- ✓ understands concept of boundaries between client and peer outreach worker

Material(s)

Note that materials can be ordered from Education Wife Assault Web site (www.womanabuseprevention.com) for a fee.

Tsang, Beryl. Workshop for peer educators at Access Alliance Multicultural Community Health Centre, Education Wife Assault, Toronto: May 6, 2003.

Tsang, Beryl (Education Wife Assault) and Fatima Boutaleb-Kalafete. Peer Education Training workshops, Toronto: April 2002.

Tsang, Beryl (Education Wife Assault) and Sharon Allen (Macaulay Child Development Centre), Peer Education Training workshops, Toronto: December 2001.

Tsang, Beryl (Education Wife Assault), Svetlana Iankilevitch and Olga Burman. Peer Education Training workshops, Toronto: December 2001.

Instructions

Contact Education Wife Assault to discuss training needs and request a guest facilitator. The phone number is (416) 968-3422.

Workplace culture

Facilitator notes

Objective(s)

- to orient peer outreach workers to “the Canadian workplace”

Link to core competencies

- ✓ makes small talk
- ✓ takes notes
- ✓ is approachable
- ✓ is tactful
- ✓ shows initiative

Material(s)

Recommended sources include: Wiley, Terrence G. and Heide Spruck Wrigley. *Communicating in the Real World: developing communication skills for business and the professions*. Prentice-Hall, 1987.

Instructions

The facilitator may link this module to the one on communication.

The Wiley and Wrigley resource provides a series of readings and exercises on workplace communication and practices that will be especially helpful to those peer outreach workers who have not previously worked in North America.

Work plan development

Facilitator notes

Objective(s)

- to develop an outreach plan, using the sample provided
- to review and practice outreach strategies
- to provide peers with opportunities to contact ethnic group service providers
- to orient peers in their individual work plan
- to practice developing an outreach plan

Link to core competencies

- ✓ understands outreach techniques
- ✓ knows a range of services to which to refer clients

Material(s)

Sample of an outreach plan

Sample of an individual work plan

Instructions

The facilitator introduces background information on outreach techniques and strategies.

To develop an outreach work plan, peers work with a Health Promoter from Access Alliance or another community health centre who speaks the first language of the peers. Participants also work together to develop their work plans.

4 APPENDICES

Appendix A: Sample letter of invitation

On letterhead

Inside address

Date

Dear _____,

I am writing to follow up on our telephone conversation of [date] and to provide you with more information on the peer outreach worker training provided at Access Alliance Multicultural Community Health Centre.

The five peer outreach workers in the group speak a range of languages and their level of English ranges from intermediate to advanced. Most of the women have been in Canada for two years or less. *[this brief description will change with the group – may choose to add some information about their occupations]*

The role of the peer outreach worker training program is to provide the trainees with the general background information and communication skills they need to be able to begin work in a partner agency providing information and support to mothers of young children who are newcomers to Canada. I am responsible for developing the training outline and for delivering some of the training. A number of modules are delivered by guest facilitators who, like you, have agreed to contribute their expertise.

Would you be available to meet for an hour to discuss the content of the module you will be presenting and to book a time? I am able to go to your office if that is more convenient for you. *[at the meeting discuss the role of the peer outreach worker; whether or not you may keep a copy of their material in your binder; the importance of providing correct references for borrowed and original materials; the length of the module; audio-visual needs; any modifications to existing material to make it more suitable for peer outreach workers; who will cover the cost of photocopying; any other pertinent topics]*

Thank you for your valuable contribution to our training program. I look forward to meeting with you soon. *[may also provide a range, e.g., next week, in the next two weeks]*

Yours truly,

[name, title]

Appendix B: Peer outreach worker job description

Approved: February 2003

Reports to: Health Promoter (Peer Health Education and Outreach Co-ordinator)

POSITION SUMMARY:

As a member of an interdisciplinary team, the Peer Health Education and Outreach Worker aims to provide increased supports to newcomer families by providing information, outreach and referral of internal and external community resources. The peer worker provides language appropriate and culturally sensitive support to newcomer families with children zero to six years. This position works both independently and collaboratively with staff, community partners, volunteers and clients.

SPECIFIC RESPONSIBILITIES:

Training and Education

1. Participate in an in-depth training program in preparation for peer outreach work as well as participate in ongoing training as required.
2. Participate actively in staff, team, supervisory and other meetings as scheduled.

Outreach, Information and Referral

1. Outreach to isolated newcomer families with children zero to six years. Outreach involves letting families with children (zero to six) know about health and social services in their community. Places of outreach can include places of worship, local parks, local malls, grocery stores, medical offices, partner community agencies in designated neighbourhoods as directed by your supervisor.
2. Inform families of appropriate resources and service providers in their community and then accompany families to the programs and services if support is needed.
3. Refer families to parenting groups, parenting education, written resources, health and social service programs within Access Alliance or with other community agencies. This may include referrals to the Centre's Family Support Worker, Social Worker and Nutritionist. Training will be provided in the process of referral and follow-up.
4. Communicate with agencies to ensure there are language appropriate and culturally sensitive individual and group supports (parenting workshops, nutrition workshops, etc.) available to newcomer parents and families.

Community Health and Education

1. Co-facilitate parenting and health education groups with professional staff.
2. Provide information and materials to newcomer parents about child development and nutrition issues.

Contribution to the Centre

1. Attend planning and co-ordination meetings of the peer program in conjunction with other peer workers and staff and contribute your ideas to the development of the peer program.
2. Create a six-month work plan with your supervisor which identifies action items, learning goals and professional development needs.
3. Observe the Confidentiality and Conflict of Interest policies of the Centre.

Administration

1. Ensure proper and up-to-date recording of information, which includes time sheets, encounter forms, log book, unusual occurrence reports, etc. on a timely basis as designated by your supervisor.
2. Observe the general administrative policies and procedures of the Centre.

Skills and Abilities

- A good understanding of parenting and settlement issues in the community
- Experience both as a parent and as a newcomer
- Knowledge and awareness of community resources
- Ability to communicate in English, in addition to one of the required languages
- Good interpersonal and communication skills
- Flexibility
- Community outreach experience preferred

Appendix C: Contact information for guest facilitators

Name	Organization	Address	Phone	Fax	E-mail	Area of expertise

Appendix D: Access Alliance services in 2003/04

Programs and Activities

Access Alliance continues to provide a wide range of programs and services to the most vulnerable members of Toronto's immigrant and refugee population, both on site and in community locations. It offers 19 different programs and services for newcomer adults, parents and expectant mothers, women and seniors, as well as over 30 programs out in the community. These include preventative health care, psychosocial and supportive counselling, foot care and weight management.

Community health programs include prevention of breast cancer, nutrition and food security, healthy lifestyles and housing. The community health team uses a number of strategies and approaches to meet the complex health and social needs faced by newcomer and immigrant populations. These include health education, building social support systems, research, advocacy, and community capacity building.

Core services include primary care service (three doctors, three nurses, dietician, chiroprapist, social worker, family support and client support worker).

The interpreter service currently has more than 200 freelance interpreters who represent over 60 languages. Interpreters pass an extensive screening process and receive specialized training. Major client agencies include the City of Toronto Public Health Department, the Hospital for Sick Children and St. Michael's Hospital. Over 20,000 interpreting assignments were conducted in the 2002/03 fiscal year.

Community and Advocacy Work

Access Alliance undertook 24 initiatives related to women's issues, family violence, maternal health, cancer prevention, child and parent development, mental health, people without status, poverty and income issues.

Partnerships

Access Alliance is involved in networks and partnerships with approximately 100 different agencies and institutions.

Source: 2003-2004 Annual Report

Appendix E: Peer Outreach Training Plan – Year Two

Revised February 2005

Topics	Proposed Time	Cost	Existing Resources	When
orientation and admin.	14 hrs	AA staff	Thuy, My	Feb 25,27/2003
child abuse	3 hrs	in-kind	Toronto CAS -Jen to co-ordinate	Feb 26/2003
nutrition	21 hrs	AA staff	Bev	Apr 8, 15, 22/2003
assessment and referral skills	3 hrs	AA staff	Melanie C.	Mar 11, 2003
child development	28 hours	in-kind	Montrose Children's Place – Emilia	Mar 10 to Apr 14
woman abuse	21 hours	in-kind	Education Wife Assault	Mar 19, Apr 2, May 7/2003
sexual health	7 hours	in-kind	Immigrant Women's Health (Karen Chau)	Mar 25/2003
community resources	21 hours	AA staff and student	Melanie M. and Thuy	week of Mar 17/2003
parenting skills	21 hours	In-kind	The YWCA	week of Apr 28
immigrant and settlement issues	3 hours	AA staff	Thuy	May 25/2003
computer basics	7 hours	AA staff	My, Melanie	May 26/2003
communication and outreach skills	21 hours	AA staff	Thuy	week of Mar 24/003
informal counselling	21 hours	AA staff	Thuy	Jan – Feb, 2004
life skills	21 hours	AA staff	Thuy	week of Mar 3/2003
field trips – visiting agencies serving women with young children	21 hours	AA staff	Thuy, Melanie M.	Week of Mar 17 concurrently with training on community resources

In June of 2003, Anver Saloojee delivered two days' training on anti-racism for Access Alliance staff and an additional day's training on anti-racism for the peer outreach team.

In March of 2004, Anda Li, Sexual Health Educator, Toronto Public Health, gave a one-day session on raising sexually healthy children.

In January and February of 2005, Linda Yoo, Hong Fook Mental Health Association, gave seven three-hour sessions on mental health.

Prepared by Thuy Tran, Access Alliance Multicultural Community Health Centre

5 RESOURCES

Access Alliance Multicultural Community Health Centre. "Client Rights and Responsibilities," October 12, 2000.

Access Alliance Multicultural Community Health Centre. "Priority Populations and Issues," 1999.

Adler, Ronald B., Lawrence B. Rosenfeld, Neil Towne. *Interplay, The Process of Interpersonal Communication*, Harcourt Brace Jovanovich College Publishers: New York, 1992.

Altman, Shelly. *Discovering Life Skills, Volume III*. YWCA of Greater Toronto, 1998.

Bilodeau, Lorraine. *The Anger Workbook*. CompCare Publishers: 1992.

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