



CENTRE FOR INNOVATION IN PEER SUPPORT

Peer Support Internship Toolkit

How to Use This Resource

Use and Adaptation of this Toolkit

This Peer Support Internship Toolkit reflects best practices as developed and implemented by the Centre for Innovation in Peer Support. It is intended to serve as a guiding framework for organizations seeking to design or strengthen peer support internship experiences.

Organizations using this toolkit are encouraged to adapt recommendations, learning activities, and structures as needed to align with their local context, organizational policies, legislative requirements, and available resources, while maintaining alignment with peer support values, guiding standards, and ethical practice.

To Cite this Document

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Legal

The views represented herein solely represent the views of the Centre for Innovation in Peer Support. Information in this document should not replace your own research and due diligence. The information used to create this resource draws on the experience of the Centre and public sources, referenced throughout. The materials in this resource are general guidelines only. This resource is not intended to provide legal advice. If there is a discrepancy between this document and any applicable legislation, the legislation will always prevail.

Peer Support Internship Toolkit

Purpose of This Toolkit

This toolkit outlines a structured, educational internship experience designed to build foundational competencies in peer support practice. It is intended to function similarly to a post-secondary student placement, emphasizing learning, supervision, reflective practice, and progressive skill development.

While the internship is designed to be competency-based rather than time-based, organizations may find that completion typically spans several months, depending on internship structure, scheduling, and supervision capacity. Progression through the internship is guided by readiness and demonstrated learning rather than a fixed timeline.

Primary Audiences:

- Interns
- Program Supervisors / Managers
- Human Resources and People & Culture Teams

The toolkit aligns with the Centre for Innovation in Peer Support's Peer Support Core Competencies (PSCC) training, the Guiding Standards of Peer Support, and established best practices in experiential education.

Recommended Foundational Training for Internship Candidates

To support a safe, ethical, and developmentally appropriate learning experience, the Centre for Innovation in Peer Support strongly recommends that individuals considered for a peer support internship have completed foundational peer support training prior to beginning the internship.

Foundational training—such as the Centre's *Peer Support Core Competencies (PSCC) Training Program*—provides essential grounding in peer support values, ethical boundaries, trauma-informed practice, and the intentional use of lived/living experience. This training helps ensure interns are prepared to engage meaningfully in supervised practice, reflective learning, and service environments.

Guiding Principles

The internship program is grounded in:

- Lived/living experience as expertise
- Mutuality and relational learning
- Trauma-informed and strengths-based practice
- Psychological safety and ethical boundaries
- Accessibility, equity, and inclusion

Internship is a learning experience, not a job substitution, and supervision, reflection, and support are fundamental requirements.

Internship Structure Overview

This internship is organized into three progressive learning areas, each with clear learning objectives, activities, and formative and reflective assessment methods. Progression between areas is competency-based, not time-based, and requires supervisory approval.

Areas	Focus
Employment Foundations	Onboarding & Orientation
Peer Support Practice	Introduction to Group Facilitation
	Applied Group Facilitation Skills
	Shadowing 1:1 Peer Support
Professional Integration & Readiness	Reflection, Evaluation & Next Steps

Mentorship Team

Throughout the Internship Program, Interns are supported by a Mentorship Team. The roles below outline core responsibilities. Organizations may adapt these roles based on staffing structure, capacity, and available resources.

Program Manager

Provides overall program oversight and ensures the internship aligns with organizational priorities and operational requirements.

- Provides high-level oversight and collaborates with the Program Supervisor on intern progress and program-level considerations.
- Ensures intern onboarding is completed, including orientation, HR requirements, and access to required systems and technology.
- Oversees administrative and logistical processes that support progression through all phases of the internship.

Program Supervisor

Supports the intern's day-to-day learning experience, providing structure, supervision, and reflective support.

- Coordinates learning activities and schedules, including opportunities with Peer Mentors in group and one-to-one settings.
- Provides regular supervision and facilitates reflective debriefs to support learning integration and skill development.
- Supports completion of required training, learning resources, and independent study related to peer support practice.

Peer Support Mentor

Supports skill development through hands-on, experiential learning within service delivery environments.

- Models peer support best practices during group facilitation and one-to-one peer support.
- Provides real-time coaching and feedback on group dynamics, boundaries, inclusive practice, and ethical considerations.
- Supports gradual, supervised participation to build confidence, competence, and professional judgment.

Internship Program Key Considerations

Document Management and Records Access

Establishing a centralized and secure document management system, such as OneDrive or an equivalent platform, is strongly recommended for hosting all materials required to support an intern throughout an internship learning program. This approach ensures that both the intern and supervisor have consistent access to current and essential documents. These may include the learning plan, self-reflection tools aligned with areas of learning focus, and resources that support ongoing skill development, such as the Internship Debrief Template and relevant toolkits for independent study.

Considerations for OneDrive Use

1. Create an individualized folder for each intern and grant appropriate access permissions.
2. Organize internship reflection tools within clearly labeled subfolders to support interns as they complete required learning activities.
3. Ensure completed internship self-reflection tools are uploaded and saved within the intern's folder to inform supervision and mentorship discussions.
4. Review, complete, and store the Internship Debrief Template used during supervision sessions in the intern's folder for easy reference throughout the placement.
5. Upon completion of the internship, archive the intern's folder within Human Resources files in accordance with internship program requirements and accreditation standards for employment and volunteer records.

Electronic Health Records (EHR) Systems

As part of the internship learning experience, developing an understanding of organizational documentation practices and information management systems is essential. Exposure to electronic health records (EHR) systems supports the intern's preparation for future employment opportunities and professional practice.

It is recommended that interns do not have unrestricted access to client records within EHR systems. Instead, structured opportunities should be provided for interns to observe staff completing data entry related to group programming, one-to-one supports, and community drop-in services.

If the intern is also a service user, organizations should consider implementing a restricted-access system to safeguard privacy. Clear policies must be in place to support interns with this dual role.

Interns Who Are Also Service Users

- Clearly define the scope of support provided to the intern and identify their primary support contact within the organization, including boundaries of that support.
- Require the intern to sign a dual-relationship agreement acknowledging their roles as both a service user and an intern within the internship program.
- Implement a lockbox or restricted-access safeguard on the intern's health record to mitigate potential privacy or confidentiality breaches.

Complementary Resource for Program Leads and Supervisors

Organizations supporting peer support internships—particularly where interns may also be service users—are encouraged to review *Ethically Navigating Boundaries in Peer Support (Centre for Innovation in Peer Support, 2025)*. This resource offers practical guidance on dual relationships, role clarity, power dynamics, and ethical decision-making in peer support settings, and can support program leads, supervisors, and mentors in developing thoughtful, ethical internship structures

Ethically Navigating Boundaries in Peer Support is available through the Support House Centre for Innovation in Peer Support **Resource Hub** on the Support House website, alongside other peer support practice resources.

Internship Learning Plan – Quick Reference

This Internship Learning Plan outlines a structured, competency-based learning experience designed to meet academic placement requirements while supporting the professional development of the intern. The plan emphasizes supervised practice, reflective learning, ethical application of lived experience, and progressive skill development in peer support environments. It is intended for use by the program supervisors and interns as a shared framework for learning outcomes, accountability, and evaluation.

Internship Learning Plan Objectives	
Employment Foundations	<p>Onboarding & Orientation</p> <ul style="list-style-type: none"> • Understand organizational values, structure, and policies • Clarify intern role, scope, and learning goals • Establish a foundation of psychological and physical safety
Peer Support Practice	<p>Introduction to Group Facilitation</p> <ul style="list-style-type: none"> • Understand group facilitation principles • Observe peer-led group dynamics • Practice reflective observation <p>Applied Group Facilitation Skills</p> <ul style="list-style-type: none"> • Apply facilitation skills in supported roles • Develop confidence in co-hosting and co-facilitating • Practice documentation and administrative processes <p>Shadowing 1:1 Peer Support</p> <ul style="list-style-type: none"> • Observe and understand 1:1 peer support practice • Learn ethical boundaries and documentation standards • Integrate safety and risk awareness <p>Communities of Practice</p> <ul style="list-style-type: none"> • Enhance skills, collaboration and reflective practice in peer support • Build understanding of peer support systems in province
Professional Integration & Readiness	<p>Reflection, Evaluation & Next Steps</p> <ul style="list-style-type: none"> • Integrate learning across the internship • Reflect on readiness for future peer support roles • Identify next professional development steps

Internship Learning Plan & Learning Objectives Checklists

How to Use the Learning Plans and Checklists

The following pages outline the Internship Learning Plan and associated Learning Objectives Checklists for each phase of the internship. Together, these tools are designed to support structured learning, supervised practice, and reflective skill development in peer support settings.

The learning plans describe the focus areas, activities, and intended learning outcomes for each phase of the internship, while the accompanying checklists are practical tools to support supervisors and interns in tracking participation, progress, and readiness to move forward. These tools are intended to be used collaboratively throughout the internship and may be adapted to fit organizational context and capacity.

Sample tools used during the implementation of this internship model are included in the Appendix for reference and optional use.

Employment Foundations

Onboarding & Orientation	
Activity	Learning Content & Requirements
Hiring	Assess agency readiness; identify candidate; review learning plan and framework
Agency Orientation	Internship Offer letter; leadership & agency values introduction; confidentiality agreement; review policies; Ontario Common Assessment of Needs (OCAN) & HR training; review internship scheduling and time-tracking system
Mentorship Introduction	Meet manager, supervisor, peer mentor; clarify roles & responsibilities; website orientation
Intern Reflection & Connection	Motivation, goals, learning needs, comfort levels, learning style, areas of passion
Independent Study	Self-Guided E-learning: Brief History of Peer Support, Guiding Standards of Peer Support, Service Approaches in Peer Support, Introduction to Substance Use Review Peer Support Canada's National Peer Supporter Certification Handbook
Community of Practice	Attend staff team meeting and observe staff meeting environment

Employment Foundations Checklist

Intern Name:

HR & Employment Onboarding

- Letter of Offer reviewed and accepted
- Confidentiality & privacy agreements signed
- HR policies and procedures reviewed
- Required HR training completed
- Ontario Common Assessment of Needs (OCAN) training completed
- Internship scheduling and time-tracking reviewed

Program & Role Orientation

- Introduction to organizational values and culture
- Review of intern role, scope, and boundaries
- Review of internship learning plan
- Safety expectations reviewed

Mentorship & Learning Setup

- Introductions to mentorship team
- Supervision schedule confirmed
- Learning goals and support needs discussed
- Website and program specific details reviewed (e.g. Zoom, Dropbox, Outlook Calendar)

Independent Learning

- Brief History of Peer Support
- Guiding Standards of Peer Support
- Service Approaches in Peer Support
- Introduction to Substance Use
- National Peer Supporter Certification Handbook

Peer Support Practice

Introduction to Group Facilitation	
Activity	Learning Content & Requirements
Facilitation Training	Review Group Facilitation workbook and attend Group Facilitation Training session
Independent Study	Review toolkit: Compassionate language & Ethically Navigating Boundaries in Peer Support Review: Group staffing checklist
Group Shadowing	Content development review, debriefs, shadow Group data entry, complete self-reflections
Systems Learning & Debrief	Discuss (with Program Supervisor) selective disclosure and sharing from lived experience, complete self-reflections
Community of Practice	Attend staff team meeting Attend Provincial Peer Support Network (PPN)

Definition of Shadowing:

- Observe/ become more familiar with the structures and roles relevant to a certain task or connection
- Connect with other professionals/ colleagues
- Learn about workplace culture/ team dynamics
- Gain practical skills and request clarity when needed regarding responsibility/ tasks

Peer Support Practice Checklist – Introduction to Group Facilitation

Intern Name:

Group Facilitation Training

- Review Group Facilitation Workbook (prerequisite)
- Participate in Group Facilitation training
- Review Zoom settings, screen share, and interface

Independent Study

- Review Compassionate Language for Mental Health and Substance Use toolkit
- Review Ethically Navigating Boundaries in Peer Support toolkit
- Centre Group Staffing Checklist

Shadowing Peer Support Groups (3 groups)

Group 1	Group 2	Group 3
Date:	Date:	Date:
Location:	Location:	Location:
<input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Review Group data entry <input type="checkbox"/> Submit self-reflection tool	<input type="checkbox"/> Shadow content development <input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Review Group data entry <input type="checkbox"/> Submit self-reflection tool	<input type="checkbox"/> Shadow content development <input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Review Group data entry <input type="checkbox"/> Submit self-reflection tool

Systems Learning & Debrief

- Review independent study content
- Discuss selective disclosure and sharing lived experience
- Review learnings from self-reflection tool
- Assess readiness to progress to next area of focus

Additional Engagement

- Attend Staff Team Meeting
- Attend Provincial Peer Support Network (PPN)

Applied Group Facilitation Skills	
Activity	Learning Content & Requirements
Co-Host Role	Content development with peer mentor, opening and assigning Zoom roles, admit peers into group space, take attendance (first name, last initial), attend pre/post debriefs, shadow Group data entry, complete self-reflections
Systems Learning & Debrief	Review self-reflection tool with program supervisor
Co-Facilitator Role	Content development with staff team support, co-facilitation group, shadow Group data entry, update tool topic tracker chart on TEAMS, complete self-reflections
Community of Practice	Attend staff team meeting Attend Provincial Peer Supervisory Network

Peer Support Practice Checklist – Applied Group Facilitation Skills

Intern Name:

Group Co-Host Role (3 groups)

- Meet with peer mentor to prepare for host role
- Shadow content development

Group 1	Group 2	Group 3
Date:	Date:	Date:
Location:	Location:	Location:
<input type="checkbox"/> Open Zoom and assign roles <input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Admit peers and take attendance <input type="checkbox"/> Review Group data entry <input type="checkbox"/> Update Topic Chart on Teams <input type="checkbox"/> Submit self-reflection tool	<input type="checkbox"/> Open Zoom and assign roles <input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Admit peers and take attendance <input type="checkbox"/> Review Group data entry <input type="checkbox"/> Update Topic Chart on Teams <input type="checkbox"/> Submit self-reflection tool	<input type="checkbox"/> Open Zoom and assign roles <input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Admit peers and take attendance <input type="checkbox"/> Review Group data entry <input type="checkbox"/> Update Topic Chart on Teams <input type="checkbox"/> Submit self-reflection tool

Systems Learning & Debrief

- Review learnings from self-reflection tool
- Assess readiness to progress to next phase

Group Co-Facilitator Role (3 groups)

- Develop group content (Self-Help or Social-Connection)
- Review content with peer mentor

Group 1	Group 2	Group 3
Date:	Date:	Date:
Location:	Location:	Location:
<input type="checkbox"/> Co-facilitate group session <input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Review Group data entry <input type="checkbox"/> Update Topic Chart on Teams <input type="checkbox"/> Submit self-reflection tool	<input type="checkbox"/> Co-facilitate group session <input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Review Group data entry <input type="checkbox"/> Update Topic Chart on Teams <input type="checkbox"/> Submit self-reflection tool	<input type="checkbox"/> Co-facilitate group session <input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Review Group data entry <input type="checkbox"/> Update Topic Chart on Teams <input type="checkbox"/> Submit self-reflection tool

Additional Engagement

- Attend Staff Team Meeting
- Attend Provincial Peer Supervisor Network (PPSN)

Shadowing 1:1 Peer Support	
Activity	Learning Content & Requirements
Independent Study	Review Peer Support Documentation Guidelines and discuss with program supervisor
Safety Orientation	Review Support House/organization Safety Manual
1:1 Connection Shadowing	Shadow Four sessions, attend pre/post debrief with staff, shadow 1:1 documentation data entry, complete self-reflections
Drop-In Shadowing	Attend Two peer support community drop-ins, attend pre/post debriefs with staff, shadow Drop-in data entry, complete self-reflections
Systems Learning & Debrief	Review self-reflection tool with program supervisor
Community of Practice	Attend staff team meeting

Definition of Shadowing:

- Observe/ become more familiar with the structures and roles relevant to a certain task or connection
- Connect with other professionals/ colleagues
- Learn about workplace culture/ team dynamics
- Gain practical skills and request clarity when needed regarding responsibility/ tasks

Peer Support Practice Checklist – Shadowing 1:1 Peer Support

Intern Name:

Independent Study

- Review Documentation Guidelines with Supervisor
- Review Support House/organization Safety Manual
- Discuss safety considerations with Supervisor

Shadowing 1:1 Peer Support Connections

Online Support (1)	In-Person Support (1)
Date:	Date:
<input type="checkbox"/> Participate in pre/post debriefs (online and in-person) <input type="checkbox"/> Review 1:1 Documentation data entry <input type="checkbox"/> Submit self-reflection tool	<input type="checkbox"/> Participate in pre/post debriefs (online and in-person) <input type="checkbox"/> Review 1:1 Documentation data entry <input type="checkbox"/> Submit self-reflection tool
Online Support (2)	In-Person Support (2)
Date:	Date:
<input type="checkbox"/> Participate in pre/post debriefs (online and in-person) <input type="checkbox"/> Review 1:1 Documentation data entry <input type="checkbox"/> Submit self-reflection tool	<input type="checkbox"/> Participate in pre/post debriefs (online and in-person) <input type="checkbox"/> Review 1:1 Documentation data entry <input type="checkbox"/> Submit self-reflection tool

Shadowing 1:1 Peer Support Drop-In

In-person Drop-in Support (1)	In-person Drop-in Support (2)
Date: Location:	Date: Location:
<input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Review Drop-in data entry <input type="checkbox"/> Submit self-reflection tool	<input type="checkbox"/> Participate in pre/post debriefs <input type="checkbox"/> Review Drop-in data entry <input type="checkbox"/> Submit self-reflection tool

Systems Learning & Debrief

- Review learning from self-reflection tool
- Assess readiness to complete internship

Professional Integration & Readiness

Professional Integration & Readiness	
Activity	Learning Content & Requirements
Internship Debrief	Review learning experience, explore career path and next steps, complete internship survey
Celebration & Recognition	Team recognition, receive certificate at all staff meeting, letter of recommendation

Professional Integration & Readiness Checklist – Reflection, Evaluation & Next Steps

Intern Name:

Retrospective Connection: Debrief Internship Experience

- Explore internship learning experience with mentorship team
- Meet with Supervisor to discuss next steps and career aspirations
- Complete internship survey

Celebrate Internship Successes

Team Meeting

- Attend staff team meeting celebrating internship completion

Celebrating Internship Successes: Internship Certificate

- Receive Internship Certificate and Letter of Recommendation at organization All-Staff meeting

Appendix A: Internship Debrief Template (Sample)

This template has been developed to support structured supervision conversations. Organizations may adapt or replace this tool based on their supervision and documentation practices.

DATE:		INTERN:		SUPERVISOR:	
FOCUS AREAS	Discussion Summary	Highlights	Challenges	Goals & Next Steps	
INDEPENDENT LEARNING CONTENT					
SELF-REFLECTION TOOLS					
MENTORSHIP TEAM CONNECTIONS					
DIRECT SERVICE TEAM HUDDLE					
PEER SUPPORT CONNECTIONS					
SKILL HIGHLIGHTS					
INDEPENDENT LEARNING OBJECTIVES					
READINESS TO MOVE FORWARD					
NEXT MEETING:		INTERN:		SUPERVISOR:	

Appendix A2: Internship Self-Reflection Tool (Sample)

Reflective and reflexive practice is central to professional development and upholding fidelity to peer support roles in employment settings. Building this skillset is intended to help you identify key learnings and growth opportunities during your internship and discuss these with the Mentorship team as needed.

The purpose of this reflection tool is to provide an opportunity to reengage with concepts included in the Peer Support Core Competencies training as well as your experiences in supportive group settings and one-on-one conversations. Its sections include references to the five resources included in the [Guiding Standards of Peer Support](#). We encourage you to review this resource as well as your workbook throughout your internship to strengthen and provide context for your reflections.

Respond to the prompts in each section below. Once the tool is complete, please ensure that it is shared for review with your Peer Support Core Competencies Mentor.

REFLECTION

FORMAT OF CONNECTION AND ROLE	<input type="checkbox"/> Group setting (Co-Facilitator)	<input type="checkbox"/> Group setting (Host)
	<input type="checkbox"/> Group setting (Shadowing)	<input type="checkbox"/> 1:1 connection (Shadowing)

SECTION 1: MENTAL HEALTH COMMISSION OF CANADA - VALUES OF PEER SUPPORT

What was the topic of conversation or priorities identified by the person or group for exploration?

What values of peer support did you see demonstrated?

SECTION 2: CENTRE FOR INNOVATION IN PEER SUPPORT - PEER SUPPORT VALUES IN ACTION STATEMENTS

These statements are examples of how the values of peer support can be put into action.

Please reflect on one key learning from your experience during this connection as it relates to these statements.

SECTION 3: PEER SUPPORT CANADA - PRINCIPLES OF PRACTICE & CORE COMPETENCIES

Reflect on one key learning from your experience during the connection as it relates to the principles of practice and core competencies.

SECTION 4: PEER SUPPORT CANADA – CODE OF CONDUCT

Ethics refers to a set of values and principles that guide the professional conduct and decision-making. Ethical guidelines ensure that services are delivered in a way that respects the dignity, rights, and well-being of the people they serve and those offering the service.

Choose one code of conduct guideline and discuss how it was or could have been implemented

Did any circumstances or ethical dilemmas emerge that required revisiting the code of conduct?

SECTION 5: PEER CONNECTION REFLECTION

Were there any opportunities to support the person through a challenge? If so, please describe the situation.

What service approach or approaches did you see applied?

SECTION 6: PERSONAL REFLECTION

Are there any areas not covered in the sections above that you would like to explore with the centre team to facilitate further learning?

Are there any final learnings/ thoughts you would like to share?

Appendix A3: EXAMPLE – Group Staffing and Role Descriptions (Centre for Innovation in Peer Support-Specific)

This document provides an example of group staffing structures and role descriptions used by the Centre for Innovation in Peer Support. It is shared for illustrative purposes only and reflects Centre-specific policies, systems, and operational contexts.

The Group Facilitation Team

Staffing & Support House Policy

A two-person team consisting of a Facilitator and a Host will be in each group space. In accordance with Support House Group Policy, a ratio of 1 staff person for every 15 participants must be maintained. Having two staff in a group allows for up to 30 attendees.

Facilitators use the group link to sign in under their own account. Hosts use the login information listed below to sign into Zoom and start the group, assigning co-host permissions to the Facilitator once they join the space.

	USER LOGIN	PASSWORD
GROUP/ 1:1 SUPPORT	<i>Insert Zoom/MS TEAMS login information</i>	<i>Insert password</i>

Facilitator Role

Before the group begins, Facilitators are responsible for preparing group content and sharing this with the Host before the start of the group. They foster a welcoming space by grounding participants in peer values and reorient to them as needed. Focus is on group dynamics, maintaining flow of the conversation, and activities.

Host Role

The Host has a dual focus that includes administrative responsibilities and providing background support in the group space. Administrative responsibilities include:

1. noting participants in attendance
2. recording and authenticating the group contact in EMHware
3. monitoring the Centre mailbox to support those experiencing technology-related barriers preventing them from joining the group

Host support provided within the group space includes:

1. admitting participants from the waiting room
2. supporting participants to navigate technology-related difficulties
3. responding to messages in chat (e.g. if peers are experiencing tech challenges, let us know they are leaving the group space, or need to connect after group)
4. maintaining safety and confidentiality in the space by:
 - a. moving participants to the waiting room if someone appears around them, accompanied by sending a message to the waiting room to explain why they were moved and invite them to email centreinfo@supporthouse.ca when they have moved to a private space to rejoin
 - b. muting participants who are interrupting others, making discriminatory comments or sharing details of experiences that are not trauma-informed (e.g., details of self-harm or substance use)
 - c. turning off a participant's camera and muting their audio if they are using substances or something looks to be inappropriate in background
 - d. if a meeting is "Zoom Bombed," (someone enters the room who is uninvited, intending to disrupt the meeting space, or do harm) removing the individual from the group immediately and locking the group space. This removes them from the entire live session, making them unable to rejoin.
5. contributing to the conversation when beneficial
6. being prepared to step into the Facilitator role should the scheduled Facilitator lose their internet connection until they are able to rejoin the space
7. creating a breakout room if the number of participants in the Wellbeing group exceeds 13 (not including staff), remaining in the main space and stepping in as a facilitator, assigning the scheduled facilitator to the created room, and dividing participants between the spaces

Host Role Checklist

For all groups:

- Set chat permissions to reflect who participants can connect with during group
- Admit participants from the waiting room
- Rename participants if needed (e.g., remove last names to maintain confidentiality)
- Mute participants once the group starts and to eliminate background noise
- Share [Distress and Crisis resources](#) during group introduction
- Take note of participants' names as they arrive for attendance
- Support participants in navigating technology-related challenges
- Monitor centre inbox to mitigate technology-related challenges to entering the group
- Record and authenticate group contact in EMHware
- Record discussed topic in the Group Topic Summary Chart on Teams

In Self-Help groups only:

- Lock the room after 5 minutes passed the group start time
- Unlock the group for 5 mins if you notice that someone suddenly leaves the space, accounting for possible internet connection loss