

## Peer Support Session – Solihull Approach

A peer group approach for 6-8 people to facilitate discussion and reflection on the use of the Solihull Approach in practice.

A session lasts approximately 30 minutes and has a number of roles which are rotated around the group. Successful sessions are built on trust, confidence, support and appreciation.

### Phase 1: Roles

The following roles are agreed:

- **Caretaker:** guides the group through the stages. They look after the case presenter and ensure their thoughts are not drifting, guide the session, ask the presenter clear and concise questions and manages the discussion. At the end of the session the Caretaker asks the group about their experience of the group.
- **Case presenter :** has a question prepared for the session which is specific, focused and clear
- **Scribe:** takes notes of the key question, discussion themes and suggestions and gives the case presenter their notes at the end of the session.
- **Peer supporters:** offer ideas, comments, suggestions

The group agrees who will be the Caretaker for the Peer Group Support session. The Caretaker guides the further process.

Case presenters give a summary of the situation and clear questions for reflection with the rest of the group.

All other group members are peer supporters for the supervision session.

### Phase 2: Case Presentation – Describe what happened?

The Case Presenter is asked to outline his/her case briefly within five to seven minutes. His/her report should include the important information that is necessary gain an understanding of the case. The Case Presenter does not need to prepare this report beforehand.

**Phase 3:            Analysis: What sense can you make of the situation?**

**Feelings: What were you feeling and thinking about?**

**Evaluation: What was good and bad about the experience?**

The Case Presenter considers what happened and what they were thinking and feeling about the situation. At this stage, the Case Presenter can relate observations and interactions to the Solihull Approach by naming and identifying elements of containment.

The task of the Caretaker is to listen actively and to guide the Case Presenter by asking clear and focused questions. The Caretaker can also consider elements of self-care and emotional wellbeing for the Case Presenter, containing him/her if required.

The Peer supporters just listen attentively during this phase. At the end, they can ask two or three comprehensive questions. These questions should not include solutions or opinions and should consider the Solihull Approach model.

#### **Phase 4: Key Question – Conclusion: What else could you have done/thought about?**

The Caretaker asks the Case Presenter to reflect on the discussion. The Scribe writes it down.

#### **Phase 5: Action Plan: If this situation arose again, what would you do?**

This is a consulting phase to collect various proposals, ideas and solutions. Peer supporters give their ideas and thoughts and relate these to the Case Presenter's key question.

The scribe takes notes of the contributions given by the Consultants. This enables the Case Presenter to concentrate on the contents and he/she is not distracted.

The task of the Case Presenter is to listen and consider whether the ideas and suggestions make sense to him/her.

The Caretaker keeps an eye on the time and also pays attention to the receptiveness of the Case Presenter.

#### **Phase 6: Conclusion**

The Case Presenter is asked to give a statement that includes which of the presented ideas sound helpful to him/her regarding the key question. He/she reports which of the suggestions and solutions were personally valuable and finally expresses his/her gratitude to the group.

The Caretaker may be interested in feedback concerning the manner of his/her moderation.

Each participant leaves their roles and the Peer Support session comes to an end.



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**Solihull Approach Reflective Cycle**

Question	Example from my practice	Reflection
How am I developing my knowledge base about the concepts of the pack?		
How am I relating learning to my practice?		
How am I giving myself enough time to do the work thoroughly, or am I skipping things?		
How am I developing my skills of critical reflection?		
How am I looking after my own wellbeing to enable me to be an effective practitioner?		



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## Solihull Approach Peer Support

**Date:**

**Venue:**

**Service:**

Please rate your answers on a scale of 1-5

1=poor, 2=fair, 3=good, 4=very good, 5= excellent

Question	Rating
How useful was the refresher at the beginning of the session?	
How useful is the Peer Support structure i.e. roles, timings?	
How useful was the discussion to facilitate self-evaluation/reflection?	
How useful was the discussion to seek solutions?	

Additional Comments/Suggestions