

E-MAIL & PHONE GUIDANCE

Review your agency mobile device and other tech communication policies for specific guidance and protocols for email, phone and other forms of virtual communication. Use the following tips as guidance for your use of virtual communication on-the-job.

E-mail

- Respond to all emails by the date requested. If no deadline is provided, please respond within 1 day.
- Email sent outside the agency can only include personally identifying information or personal health information (PHI) if a secure process is used AND the information is requested by the participant or family member with the participant's consent.
- Email to participants and/or family should only be initiated during working hours. Staff should use the "send later" function if sending information after hours.
- "Reply all" if other agency staff have been cc'd, ensuring that everyone who needs access to the information will receive it, UNLESS:
 - You have follow-up questions that are just for a supervisor or the team, do not reply all.
 - Send a separate email/s or correspond directly with the appropriate person/people.
- Reserve 15 minutes at the end of each day to review and respond to emails.
- Create an email signature: Include your name, pronouns, job title and contact information. Save the signature in your desktop and mobile email settings.
- Create an out of office message and set to an auto-reply whenever you will be gone for a vacation or other planned period of time.

Mobile Phone

- Staff use an agency-issued phone OR a separate line (such as Google Voice) from their personal number.
- Staff do not respond to after hours calls or texts. Staff set clear boundaries for appropriate texting and ensure that participants and families have access to the after-hours crisis line information in case of an emergency.
- If you receive a voicemail or text that is concerning to you, immediately notify your supervisor for support on how to respond.
- Participants and guardians (if under age 18) must sign the consent form in order to communicate via texting.
- Staff texts to program participants never include any personally identifying information or protected health information (PHI).
- Examples of use for staff texts to participants:
 - Upcoming appointment reminders
 - Rescheduling missed appointments
 - Check-ins or follow-ups to an activity or appointment that staff is supporting
 - Prompting a phone call because the team has important information to share
 - Brief statements of encouragement before a big moment (e.g. job interview)

TRANSITION PLAN GUIDANCE

Use this to plan for a supportive and intentional transition of peer mentorship services when another team member exits the program.

It's important for YDS staff to have the support of their team when preparing to engage a new member—both during the time they're working together, and in the event of transitioning services due to changes in the life and/or job status of a Peer Mentor.

The BTG team developed this guidance to facilitate the transfer of mentorship responsibilities and relationships to ensure that youth, team members and collateral providers have the opportunity to process the change and convey key information.

Review your current list of members and create a summary that includes the following:

- Member's name and contact information
- Host program and any program contacts/point people contact information
- How frequently do you meet with this member and what is contact like? Do you have a regular meeting time and place? Include any information that will help the person who is taking over this member's care.
- The last day you had contact or communication with them.

Review your member summary and think about who would be a good match for each member. Bring this summary to member debrief and be prepared to share and discuss with the team. Reach out to the treatment teams/point people for each of your members to let them know you are leaving.

Final/transition meetings with member

- Before you meet, plan out what you'd like to share about why you're leaving and what your plans are. Think about what kinds of questions your member might have and how you might respond. Are there things that you don't want to share?
- When you meet:
- Let them know about your plan to leave and when your final day will be
- Reflect on the growth and progress you have observed in them during your time working together
- Use reflecting listening skills to validate their feelings and respond to whatever questions they have.

GUIDANCE FOR ATTENDANCE AND MAKING SCHEDULE ACCOMMODATIONS

This guidance was used for employees of Bridging The Gap at The Jewish Board

- All employees of Bridging the Gap must adhere to The Jewish Board Employee Handbook and attendance policy.
- The BTG Program Director can answer any questions you have about the policy and has discretion to make or help you advocate for accommodations.
- BTG employees are expected to monitor their own vacation and sick time balances. Your paycheck stub will show how many holiday, vacation and sick hours you take during each pay period and how many hours you have remaining.
- BTG employees are expected to request planned time off in advance in the following ways:
 - Consider how your absence might impact your scheduled services and member commitments
 - Discuss your request with your direct supervisor
 - Submit your request in the Dayforce system
 - Log your time off in BTG shared calendar so that your team members are aware of and can plan for your absence
- If you need to call out sick, please contact your direct supervisor to let them know as soon as you can. If an employee does not have any sick time remaining, it may be entered into Dayforce as time without pay.
- In the event of an emergency that may cause lateness or absence, please contact your direct supervisor as soon as possible.
- In some cases, the BTG Director may be able to accommodate requests to flex BTG employee hours, based on the following considerations:
 - Advance time given—last minute requests may not be honored
 - Shared responsibility—impact on BTG services, members and colleagues
 - Identified plan to make up hours missed
 - Nature of emergency/reason for request

PROCESSING THE ETHICS OF BEING A PEER

Ethical question	Always OK	Never OK	Sometimes OK: When?
Keep attraction to client secret from supervisor?			
Keep client's attraction to you secret from supervisor?			
Share religious/spiritual beliefs with a client?			
Advocate for client despite supervisor/team's opposing point of view?			
Share after-hours social time with a client?			
Share a meal with a client?			
Engage in common interest with a client?			
Spend time alone with client in their apartment?			
Loan money to a client?			
Hug a client?			
Loan personal items to a client?			
Accept gift from a client?			
Attend family event with a client (per client request)?			

EMPATHY IN THE WORKING ALLIANCE

You can do this exercise with anyone in your life to gain insight into the strength of your working alliance. It's helpful to do this exercise with a variety of alliances: including both those that feel challenging, as well as those that feel easy. Using this exercise for working alliances that feel less challenging is important, as it can help YA Peers maintain healthy relationship boundaries in these alliances.

By examining alliances that feel more challenging, YA Peers can gain insight into perceived differences and engagement barriers that will allow Peers to have increased empathy for participants that they are having a harder time bonding and connecting with.

It's necessary to acknowledge that we all act slightly different within each relationship that we have. We take on different roles within each of our relationships—we may feel closer (and can be more vulnerable) with some, and more distant (and less vulnerable) with others.

What is our alliance like?

Who am I (YA peer) in this alliance?

Who is _____ (participant name)?

How are we similar?

How are we different?

How can I help _____ (participant name) to understand me better?

What can I do to better understand where _____ (participant/peer) is coming from?

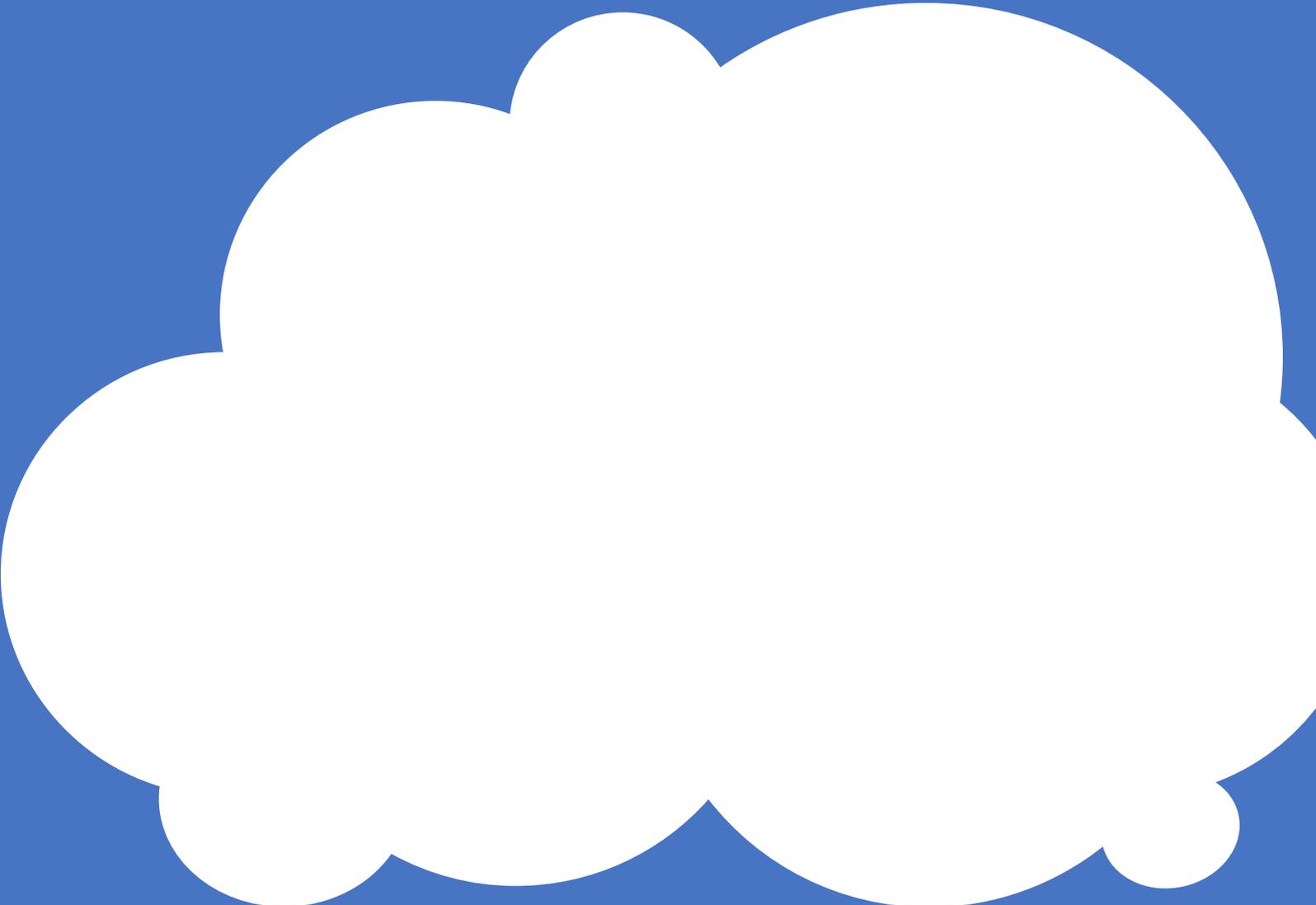
What have I taught or what can I teach _____ (participant name)?

What can or has _____ (participant name) teach me?



WHAT'S IMPORTANT TO ME...

What are the things that are most important to you at the moment?
When you've had a good day, what are the things that make it good?



Are there particular struggles or challenges that you're facing right now?
What are your strengths?
How do you use strengths to face challenges?

**BRIDGING THE GAP PEER KIT
FOR AGENCIES EMPLOYING
YOUNG ADULTS IN PEER ROLES
2022**