

Recovery to Practice Monthly Report

January 2014

International Association of Peer Supporters

RTP Recovery Curriculum Implementation

A combined facilitator / participant version of the full 24 hour Recovery to Practice Next Steps for Peer Support Providers was conducted in Rochester, NY on Friday, Jan.17 and Saturday, Jan. 18, and the following Friday, Jan. 24 and Saturday, Jan. 25, 2014.

Two observers and four facilitator trainers (mentors) conducted the training with a total of 19 participants: seven taking the full training for the first time and 12 designated as facilitator trainees.

Comprehensive report of the New York experience is attached as an appendix to this report.

The iNAPS has developed a strategy for dissemination of the RTP curriculum. That strategy involves Steve Harrington as a single point of initial contact. Steve has begun the creation of a spreadsheet to track and memorialize all inquiries, endorsed trainers, trainees, etc. When inquiries are received, the iNAPS RTP team will confer to determine the best responses. A checklist/survey will be sent to those interested in hosting/sponsoring an RTP training or train the facilitator session. DBSA has offered to provide some technical assistance to facilitate organization and communication among the iNAPS RTP team.

In January, several inquiries were received. Those inquiries came from non-profit and state officials from Texas (three different entities), North Carolina, South Carolina, Virginia and Illinois. From this response, it appears communication among iNAPS RTP team will be extremely important to avoid inquirers from “falling through the cracks.”

iNAPS’ “reach” into the peer support profession has expanded greatly since the beginning of the RTP project. We now connect with 3,000+ working peer supporters and the number grows daily. iNAPS also published a color brochure on the RTP project, which has been distributed widely (about 2,000 distributed). These factors seem to account for the increasing number of inquiries about the RTP project.

The last pilot for both facilitator training and the RTP curriculum is set for Feb. 25-27 in Cincinnati. In addition to a group of 20 participants for the RTP curriculum, nine experienced mentors will also be present to help facilitators in training as they practice delivering the curriculum. Materials for the New York and Cincinnati trainings will or have been printed and organized through a private sector donor.

One important lesson learned during the New York pilot is that facilitators do much better if they have experienced the entire RTP course prior to facilitator training.

The final draft of the iNAPS RTP curriculum is all but done. A draft of the participant materials has been posted on the iNAPS website for last comments. Comments and suggestions from the New York and Cincinnati trainings must be incorporated but it appears as though any modification will be minor. The iNAPS RTP team will use March to finalize dissemination strategies, contact inquirers and develop processes and materials so the curriculum will be fully launched on April 1.

Psychiatric Rehabilitation Association Conference/Collaborations

In January, iNAPS and the Psychiatric Rehabilitation Association (PRA—formerly the U.S. Psychiatric Rehabilitation Association—USPRA) engaged in conversations regarding collaboration opportunities. Those conversations led to a decision to create a plenary panel session featuring several disciplines (most likely peer support, psychiatry and social work) to explore how those in these professions can work together more effectively. The session will be presented at PRA’s national conference, June 22-25, 2014 in Baltimore.

PRA has also provided an article for the March iNAPS newsletter that explains the PRA Certified Psychiatric Rehabilitation Practitioner (CPRP) credential; how it can benefit peer supporters and recent changes to the program.

APA Winter Institute

Steve has been invited to participate in a panel discussion on peer support at the American Psychiatry Association’s Winter Institute, Feb. 28 in Arlington, VA.

PS Champions

In the February iNAPS newsletter, the organization launched a feature called “Peer Support Champions.” This regular column will feature an individual from outside the peer support profession who has made exemplary efforts to support peer support. The first person recognized was psychologist Andy Bernstein. In March, it is expected that Lisa Goodale of the Depression and Bipolar Support Alliance will be featured to recognize the support provided by the Social Work profession.

Webinars

Although there was no webinar planned for January, logistical tasks were accomplished to present free webinars for peer supporters in February and March. In February, Gayle Bluebird will explore how peer supporters can use the arts to support peers. In March, Steve Harrington will cover the national peer support practice guidelines developed by iNAPS and how they apply to peer support practices. These webinars have been advertised in the February iNAPS newsletter and have already generated much interest.

The webinars are provided with the technological assistance of OptumHealth. Previous webinars covered RTP module topics as a way to introduce them to the field. It is expected that most of the future webinars will relate strongly to the RTP project.

In the February newsletter, readers were asked to submit suggestions for future webinars. Of the three suggestions received in the first week, all were related to handling job stress and self care. This topic is covered in the iNAPS RTP curriculum pre-course work and will be a good fit with that material.

APPENDIX

Recovery to Practice Facilitator Training

Rochester, New York

January 17, 18, 24, 25, 2014

Summary

A combined facilitator / participant version of the full 24 hour Recovery to Practice Next Steps for Peer Support Providers was conducted in Rochester, NY on Friday, Jan.17 and Saturday, Jan. 18, and the following Friday, Jan. 24 and Saturday, Jan. 25, 2014.

Two observers and four facilitator trainers (mentors) conducted the training with a total of 19 participants: 7 taking the full training for the first time and 12 designated as facilitator trainees.

- Six facilitator trainees were eligible as graduates from the full RTP pilot conducted in Rochester and Syracuse in May/June of 2013.
- Six facilitator trainees had not been exposed to the RTP training prior to this training but *had* been identified by a sponsor as a person with significant facilitation experience who should be able to observe a few modules of the training and ‘pick it up’ quickly.

Those who acted as facilitator mentors had been facilitators in one or more of the previous pilots and were now returning to coach and guide new trainees as they prepared to facilitate their first assigned modules of training.

Lisa Goodale of DBSA observed the first week of training. Rita Cronise (course developer) conducted the facilitator orientation and debrief sessions and observed/gave feedback to facilitator mentors and trainees (and participants) at various times during the full training. Noelle Pollet (lead trainer) and Cynthia Kinyon, Heidi Levy, and Michael Murphy (facilitator mentors) worked closely with the trainees throughout the full training.

The schedule (next page) was designed to provide an introduction and facilitator orientation each week, with team-building prior to the training and time for facilitator trainees to debrief and receive feedback from the trainers and mentors after the training sessions each week.

(Note: The facilitator trainees who had graduated from the earlier pilot were only required to attend and facilitate a module during one of the two weekends. First time participants were required to attend the full training.)



Recovery to Practice Next Steps

Training Schedule

Facilitator candidates only: Friday, January 17, 10:00 AM - 12:00 **Facilitator Orientation**

All participants: Friday, January 17, 2014

1:00 PM - 4:30 PM **Module 1: Orientation**

5:00 PM - 8:30 PM **Module 2: Wellness**

All participants: Saturday, January 18, 2014

10:00 AM - 1:00 PM **Module 3: Trauma**

1:30 PM - 4:30 PM **Module 4: Culture**

Facilitator candidates only: Saturday, January 18, 5:00 – 7:00 PM **Facilitator Debriefing**

Facilitator candidates only: Friday, January 24, 10:00 AM - 12:00 **Facilitator Orientation**

All participants: Friday, January 24, 2014

1:00 PM - 4:30 PM **Module 5: Dual to Whole Recovery**

5:00 PM - 8:30 PM **Module 6: Recovery Roles and Values**

All participants: Saturday, January 25, 2014

10:00 AM - 1:00 PM **Module 7: Workplace Relationships**

1:30 PM - 4:30 PM **Module 8: Recovery Relationships**

4:30 PM – 5:00 PM **Graduation**

Facilitator candidates only: Saturday, January 24, 5:30 – 7:30 PM **Facilitator Debriefing**

The participant evaluations of the training are provided in Appendix A. Below is a summary of participant characteristics (n=19):

Gender	
Male	6 (30%)
Female	13 (70%)
Ethnicity	
White/Caucasian (Latino – 2)	16 (85%)
African-American	2 (10%)
Native American	1 (5%)
Age (years)	
30-40	7 (35%)
40-50	7 (35%)
50+	6 (30%)
Years as Peer Supporter	
0-1	7 (35%)
1-3	7 (35%)
3-5	4 (20%)
5+	2 (10%)
Primary Work Setting	
Mental Health Service Provider Agency (VA- 3)	10 (55%)
Community / Support Group Facilitators	5 (25%)
Not formally employed as Peer Supporter	4 (20%)

Training Format/Implementation

Participant Preparation

The week before the first session, all participants were provided electronic copies of the participant workbook chapters 1 and 2 (Introduction to Recovery to Practice and Module 1: Transforming Power of Recovery). Printed manuals would be available at the training site, so participants were instructed to read the materials online and be prepared to answer questions but they would not need to print the materials prior to coming to the training.

Facilitator Preparation

In addition to the participant assignment (chapters 1 and 2 in the participant workbook), facilitator trainees were each given an assigned module of training to study, which they would work with a co-facilitator to present at the training and provided with electronic copies of the facilitator guides for their assigned modules. Printed copies of the full facilitator guides were provided to them at the training.

Facilitator Orientation Agenda

- Welcome
- Video – The Way of Improv
- Introductions / Team Building
- Overview of Training
- Collaborative Learning (Teaching vs. Facilitating)
- Preparation for Practice Facilitation
- Questions and Answers

The morning of the first session, the facilitator trainees came together and viewed a TED Talk video by Dave Morris on “The Way of Improv” to set the stage for working within the training structure while allowing for the spontaneity of group processes and interactions. After brief introductions using their affirming names, there was an overview of the overall training and their roles and responsibilities – as well as a walk-through of the materials they had available for use in the training. Printed materials included:

- Participant manual (~200 pages, comb binding)
- Facilitator guide (booklets) (9 individual booklets, one per module with a Facilitator Preparation Guide that gives pre-training preparation instructions.)

The group went around using team building questions to get to know each other better and they reviewed the collaborative learning process/approach (from their prework).

Following a brief discussion on the distinction between teaching and facilitating and an opportunity for participants to ask questions while in the larger group, the facilitator trainees were then divided into their practice groups (one group of trainees per module) where they worked with a facilitator mentor to create an agenda and identify who would facilitate which parts of the agenda. During this ‘getting organized’ and practice time, the facilitator mentors were available to walk through or demonstrate elements of the module that the trainees could not remember (or had not seen before) and then facilitator trainees worked with their co-facilitators to practice the set-up of activities or role plays or help each other to answer questions that came up during the session or debriefs.

After lunch, all of the participants for the training arrived (first time participants and facilitator trainees who had completed the morning orientation) and the first module of training was delivered by Lisa Goodale, Rita Cronise, Noelle Pollet and Cynthia Kinyon. All of the modules of training after the orientation were facilitated by trainees.

Module 1 – Welcome and Orientation (Full Training) Agenda

- *Welcome/Orientation*
- Participant Introductions
- Cooperative Agreements
- Seeds of Equality
- *Energizer: Big Wind Blows*

- Pre-work Small Group Assignment and Creative Report
- Summary
- *Closing: Transforming Power of Recovery*

Module 2 – Complex Simplicity of Wellness (Full Training) Agenda

- *Welcome Back*
- Exercise 1 – Dimensions of Wellness
- Exercise 2 – Change Agent
- Exercise 3 – Don't Push It
- Exercise 4 – Motivational Support
- *Energizer: Pass the Resistance Face*
- Exercise 5 – Morbidity/Mortality Clouds
- Exercise 6 – Wellness Support
- Exercise 7 – Promoting Wellness
- Summary
- *Closing: Silver Lining*

(See facilitator guides for full agendas for the complete training)

The first four modules were facilitated by the trainees (and mentors) in the first weekend and the last four modules were facilitated by the trainees (and mentors) in the second weekend.

A summary of the Participant Evaluations are included in Appendix A.

Observations

- Collaborative learning requires “un-learning” the traditional education approach.
- Novice facilitators had difficulty sticking with the time frames.
- Interactivity is important but must be balanced with good time management.
- More practice on the distinction between a support group and an interactive discussion.
- Too many debrief questions for a novice facilitator to judge what should be asked within the given time. Limit questions to the experience and how it applies to peer support.
- Processing time is important when big issues come up. It may be necessary to create space within the training for processing time.... Perhaps designate activities that can be eliminated or covered at a later time (post-training) to allow for the rich group learning that comes out of “real world” conflicts and conflict resolution kinds of interactions.
- Trainees who had not participated in the pilot prior to coming to the training were not well prepared to be facilitator trainees. Revisit the prerequisite qualifications for becoming a facilitator trainee.
- De-role of a role play is a skill trainees should practice and demonstrate as a core competency in the training.

- Debriefing is a vital skill with the collaborative learning approach that requires practice in the art of good facilitation to avoid having short debrief sessions turn into extended monologues by a few vocal participants.
- A discussion about the difference between support and therapy may be valuable.
- There were strong personalities in the training that led to frequent conflicts within the group. The group process eventually helped to clear the air at the expense of the final module of training. The group did not complete module 8 as planned, but the conflict resolution process led to “real world” experiential learning that most of the participants found more memorable (and many said, more valuable) than anything else in the training.
- The question: “How does this relate to peer support?” must be asked in each debriefing.
- There was a wide variety of facilitation styles and skill level with very observable growth in competence and confidence by all participants, facilitator trainees, mentors, and trainer/observers – especially trainer/observers.
- The planned action planning session to discuss how to market, contract, manage (logistics) and perform trainings, for the new trainees was interrupted by a snow storm and travel advisory that caused the training to end an hour early.

For the future, building on the observations from the Grand Rapids Pilot...

- Financial considerations (paying for travel/lodging/material expenses and compensation) must be addressed so they do not present a barrier to dissemination of the training.
- When training facilitators, the trainers must be aware of the relationship dynamics that often present advantages but can also present disadvantages. For example, one facilitator trainer was well-known to participants and highly regarded. Any suggestions made by him, however casual, required thoughtful communication.
- Facilitator trainers can find great value in interrupting the group by saying, “What just happened here?” to illustrate features of the collaborative learning process and help participants develop such skills as monitoring group energy and dynamics.

Conclusions (ditto Grand Rapids)

The collaborative learning approach can be exciting, healing and bonding. But careful attention must be paid to the purposes of the curriculum. This means it is vital to keep participants “on track” and paying attention to time management. Asking “What does this mean for your peer support practice?” is a grounding question and should be asked not only during debriefing but whenever there is an opportunity during activities and discussions.

Participants and facilitators must be aware of the powerful bonding that may evolve. Both must develop coping strategies for dealing with departure anxiety/grief.

Mentoring will likely play an important role in dissemination. Mentors may be drawn from the iNAPS RTP team or the endorsed facilitators, especially when they are perceived by others as especially competent and/or respected.

Dissemination may present financial barriers that must be addressed. These barriers and other issues should be addressed with a 2-3 hour session dedicated to implementation issues. One

likely effective strategy is to use an established organization, such as the Recovery Academy, to provide logistical and financial support.

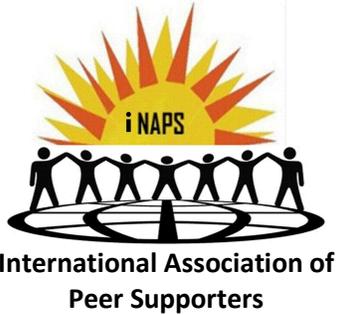
Attention must be paid to what may be considered “small things.” Effective listening by facilitators, quality food service and learning environment can have profound effects on both facilitators in training and participants. While ideal conditions may not be possible in all cases, maximizing effective learning environments and facilitator behaviors will be important.

Facilitators do well when they:

- Respect everyone and express it
- Acknowledge they are co-learners and express appreciation when they learn something new from participants
- Recognize transference and counter-transference
- Own mistakes and act to rectify them
- Know, respect and apply peer support values
- Use a strengths-based approach
- Are passionate about peer support
- Express and encourage caring for all participants
- Are secure enough with their own image/self worth to use deprecating humor appropriately to foster comfort with vulnerability
- Are non-judgmental
- Are open to new ideas and ways to do things
- Encourage a diversity of ideas
- Develop and practice group management skills
- Are aware of group energy and dynamics
- Spend a sufficient amount of time and effort to prepare
- Are willing to be flexible
- Are creative
- Respect group desires
- Pay attention to self care for themselves and participants
- Bring energy before, during and after sessions
- Are willing to mentor others
- Know and appreciate the value of the RTP curriculum

EVALUATION

(Combined Facilitator Training / Full Participant Training)



NEXT STEPS Evaluation
Rochester, New York
 Jan 17, 18, 24, 25, 2014

Module 1 – Principles of Recovery and Self-Care

Module 2 – The Complex Simplicity of Wellness

Module 3 – The Effects of Trauma on Recovery

Module 4 – The Influence of Culture on Recovery

Module 5 – From Dual Recovery to Recovery of the Whole Person

Module 6 – Recovery Roles and Values

Module 7 – Strengthening Workplace Relationships

Module 8 – Recovery Relationships

For the overall training, check the box that matches your experience:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. I gained new knowledge or perspectives.	16	2	<input type="checkbox"/>	1	<input type="checkbox"/>
2. I practiced and improved important skills.	10	7	1	<input type="checkbox"/>	1
3. I could relate to the facilitators.	11	7	1	<input type="checkbox"/>	<input type="checkbox"/>
4. I learned from others in the class.	15	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My questions were answered.	7	7	3	2	<input type="checkbox"/>
6. The group was engaged and involved.	14	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The activities were meaningful.	12	5	2	<input type="checkbox"/>	<input type="checkbox"/>

For the overall training, check the box that matches your experience:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
8. The pace of the class was good for me.	2	5	6	5	1
9. The handouts and materials were helpful.	6	12	1	<input type="checkbox"/>	<input type="checkbox"/>
10. I have resources for future learning.	13	5	1	<input type="checkbox"/>	<input type="checkbox"/>
11. My learning needs were met.	10	5	4	<input type="checkbox"/>	<input type="checkbox"/>
12. I think this training can be facilitated by people who are working peer specialists.	10	8	<input type="checkbox"/>	<input type="checkbox"/>	1

Specific comments on any (or all) of the above training modules (indicate number):

- Would have liked to have spent more time covering parking lot questions – on boundaries.
- Module 8 helped me to think about how to build a healthy relationship.
- Understanding learning about a person’s trauma can be helpful in recovery.
- The experiential nature of this program was excellent. Peer specialist is about the wisdom of experience/application of information – not just information itself. Well done.
- Module 8 was a doozy!
- I love this program.
- The flow and timing were way off and not managed well. The mentors didn’t interact as they should have or could have. Would have liked Rita to be more involved instead of outside the circle. She seemed “better than us.” You should make facilitators go through the complete training before they facilitate. It was way too confusing the way they presented it.
- It felt rushed, fighting the clock, but it was a life changing experience. I feel grateful for the opportunity to participate and meet/get to know wonderful people.
- Although the Recovery Relationship Module (Module 8) didn’t go as planned, I felt it was the strongest module. The other modules were great – just not as powerful or ‘real’ as Module 8.
- Thought some of the interactive lessons were a little hokey or silly. Would like more intermediate interactions and lecture. It would have added a more professional feel. Not everyone is cut out to be a peer supporter but I am not the person to decide. Certain standards should be met. We can do a lot of good but also a lot of harm and the integrity of the field needs to be kept. There should not be a trainer training and participant training at the same time. How are trainers going to do training if everyone is a trainer? I felt hurt that I was not asked to do an interview with the video guy. Felt I had the same amount of knowledge and experience as others.

- Pace and timing was often pressured for me. More focus on transforming power.
- They gave me some new ways of working with others. They helped me to grow and learn to be more open with others.
- My two responses [that were not strongly agree] (agree and undecided) were due to the parking lot not being addressed. However, this training has given me confidence in some of my skills that I was unsure about and also new skills that I think I can develop more. I feel a new sense of passion for myself, my peers, and the world around me.
- Some of the experiences were overwhelming but I came back! This was a big step for me.
- Letting go – self-care is about knowing when to stop; reflect and be one. Trusting myself even if I have a melt-down; I trust the process of the last four modules. Module 4 (culture) was powerful. It allowed me to inform my personal life to a person and share who I was and where I come from. Account for my own behavior – strengthening workplace relationship showed me to be more accountable for myself. Recovery relationships taught me to be more relaxed with strangers or peer needing support and just be happy with whomever I am a peer.

Briefly describe the most important thing you learned in this training and how you plan to apply it.

What did you learn?

- Peer support work is both highly objective and subjective in nature!
- Listening to others practice motivational interviewing was helpful. Hearing other cultural values was also valuable.
- How to work better with people in a supportive role.
- To listen and be empathetic
- Sitting with and accepting chaos
- Everyone has triggers. Be respectful
- To respect all paths
- I learned how to better support individuals and give them understanding, [be] non-judgmental
- How to be more recovery-focused and person-centered
- Some new applications and a couple of new insights
- Peer empowerment/trust the process
- Others have much to give and to be more open
- Various exercises to use with peer staff and peers themselves. How to get along with all different personalities
- There is an unspoken language that is universal and it is love and caring. Its effectiveness can move mountains!
- That we all have difficulties and are here to support each other.
- Reminded me that what triggers my emotions has most to do about me.
- I learned not to give up on the most difficult resistant person. To trust my skills and love that I have for what I do more so in depth.
- Reframing into affirming positives

- Thank you for this wonderful experiential workshop. Sure beats powerpoint! Enjoyed the 'Sacred Circle' dynamic with equality and inclusiveness. [As a professional LCSW] I suggest making it available to mixed groups of peer supporters and professionals.
- Paper not big enough for those with visual impairments. Need more time in each module.
- I would love to participate in any trainings that may tie into this.
- Thank you for the time you put into this and the flexibility demonstrated.
- I seriously wonder about doing so many experiential exercises because many peer supporters are so vulnerable and the presence of one person who was unable to look at her own issues and take responsibility for her own stuff was able to derail the whole group. Perhaps having fewer experiential exercises mixed with some good didactic material (like the video shown on the last day) would work better. Then you could give more time to debriefing the heavy activities. I think, for example, the video could have led to some very interesting discussion that wouldn't have felt so raw.
- I learned more in the last unscripted segment (Module 8) than in most of the modules. Kudos for going off-script.
- Thank you once again to Heidi, Noelle, Rita, and Mike for giving me this experience. We survived!!