

Five County Mental Health Authority

Valerie Hennike, Area Director



Marcelle Smith, Area Board Chair

MEMORANDUM

To: Five County MHA Provider Agencies

From: Valerie Hennike, Area Director
Don Scott, Provider Services Director
Jim Kinnan, Quality Management Director

Re: Free Peer Support Training for Five County MH and SA Peers

Date: May 10, 2011

Five County Mental Health Authority wishes to promote the training and employment of Peer Support Specialists to work within our Five County catchment area (Franklin, Granville, Halifax, Vance and Warren Counties).

In order to further this goal, we are contracting with Recovery Innovations to offer an 80 hour Peer Employment Training which meets the requirements of the state of North Carolina toward Peer Support Specialist Certification.

This training will be offered free of charge to mental health and/or substance abuse peers living in the Five County catchment area (Franklin, Granville, Halifax, Vance and Warren Counties) who meet the eligibility requirements for the training.

The training will be offered at Vance-Granville Community College in Henderson beginning on Monday, June 20 and run from Monday through Friday for two consecutive weeks ending July 1.

Applicants must:

1. Live in Franklin, Granville, Halifax, Vance or Warren Counties
2. Have a high school diploma or GED
3. Have the reading and writing skills needed to complete the academic work and pass an exam at the completion of training
4. Have lived the experience of recovery from mental health challenges or co-occurring issues (mental health and substance use issues) in one's own life
5. Be dedicated to promoting recovery opportunities in the lives of Peers

Please help us by identifying Peers who may be appropriate for this training, and giving them the attached application to complete and return. Applications must be returned to Five County Mental Health Authority by Wednesday, May 27, 2011. If you would like additional information, please contact Jim Kinnan at jkinnan@fivecountymha.org or (252) 430-1330.

Five County Mental Health Authority Peer Employment Training Application, Part 1

Please fill out all pages of this application and send it by mail, email or fax to Mary Granger, Provider Services Department by May 27, 2011.

Email: mgranger@fivecountymha.org

Fax: (252) 431-3469

Mailing Address: Five County Mental Health Authority
Attn: Mary Granger
134 S. Garnett Street
Henderson, NC 27536

Please attach a copy of your *High School Diploma or GED*.

Please keep a copy of the application for yourself.

If you have questions, please feel free to contact **Jim Kinnan** at jkinnan@fivecountymha.org or (252) 430-1330.

Name: _____ Date: _____

Address: _____ City: _____ Zip: _____

Telephone: _____ Cell/Message Phone: _____

Your Email Address: _____

By signing below, I am...

- Stating that I have read the "PET Pre-Requisites" and "Program Completion Requirements" for Peer Employment Training (See Page 2 of this Form)
- Making a commitment to meet all of these PET Pre-Requisites and Program Completion Requirements to the best of my ability.
- Stating that I understand that successful completion of the training program requires excellent attendance and that, in order to earn a certificate of completion, I need to have ***no more than 8 hours of absence during the classroom training portion of the program.***

Signature

Date

Peer Employment Training Application, Part 1, continued

Peer Employment Training Program Completion Requirements

1) Completing all "PET Pre-Requisites"

2) Completing the 75-hour Classroom Training portion of the Program

- Earning a final grade of 80% or higher based on test scores, participation grade, and attendance.
- Achieving consistent attendance -- missing no more than 8 scheduled class hours.
- Completion of all assignments,

PET Pre-Requisites

1. Submission of an application for Peer Employment Training
2. A minimum of a GED or High School Diploma is required. Documentation of GED or High School Diploma needs to be attached to the application.
3. Having the reading and writing skills needed to complete the academic work in training or the ability to utilize reasonable accommodations to do the same.
4. Having lived experience of recovery from mental health challenges or co-occurring issues (mental health and substance use issues) in one's own life.
5. Being dedicated to promoting recovery opportunities in the lives of Peers.

Peer Employment Training Application Part 2: Short Essays

Please print neatly or type. Feel free to write in the spaces below or to attach to the application on separate sheets of paper if you need more space.

1) Short Essay #1: We'd like to know a little bit about why you are interested in promoting recovery opportunities in the lives of Peers. **Please briefly describe why you are interested in becoming a Peer Support Specialist.**

2) Short Essay #2: As Peer Support Specialists, we sometimes share parts of our personal recovery story with the people we support. As Peer Support Specialists, it is up to us to decide how much of our story to share.



a) If you obtain employment as a Peer Support Specialist, how would you feel about sharing parts of you personal recovery story with the people you support? (Please describe your comfort level.)

b) When a Peer Support Specialist shares parts of his or her recovery story with a person receiving services, what are some positive things that can come out of this?

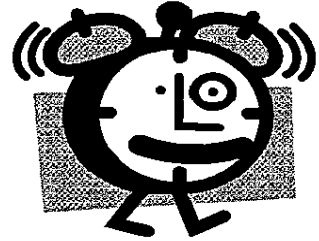
PET Application Part 3: Peer Support Career Interest Inventory

1). Do you have a goal of obtaining paid employment after completing Peer Employment Training?

a) Yes

b) No

2) After you graduate from Peer Employment Training, will you be looking for a part-time or a full-time job?



___ Part-Time

___ Full-Time

___ I would consider Part-Time or Full-Time (open to either)

___ I would like to start out Part-Time and consider increasing my hours to Full-Time in the future.

___ Other (please explain)

3) Have you done any reading or research on Peer Support Jobs in the community? If so, what are the jobs that most appeal to you? (Feel free to describe the jobs. If you know the job title/name of the company, please feel free to list that too.)



PET Application Part 4: Strengths

1) What strengths do you have that will help you be a great Peer Support Specialist?

2) What strengths do you have in terms of academic work? (studying, taking tests, completing assignments, etc.)

3) What strengths do you have that will help you succeed in getting a job:

4) What strengths do you have that will help you succeed in job retention (long-term employment):

PET Application Part 5: Needs and Supports

1) If you would like, please describe the supports you currently have in your life that will help you succeed in training. (Feel free to list individual support people as well as supportive people from community agencies.)

Supportive person or service	How will this supportive person or service help me succeed in Peer Employment Training

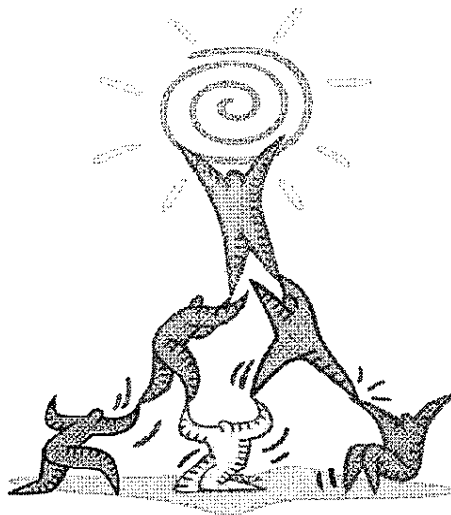
2) Please describe any other additional supports you may need to succeed in training (For example: additional support from family/friends, other service providers, or Dept. of Vocational Rehabilitation)

Additional Support I need	How I can obtain what I need

PET Application Part 5: Needs and Supports (Continued)

3) Are there any “practical” things you may need to help you succeed in Peer Employment Training? (For example: eye glasses or other items necessary to do your best with coursework, etc.)

Practical Needs	How I can obtain what I need





PET Application Part 6: Being Prepared for “What Could Get in the Way” so that it Doesn’t Get in the Way.”

As human beings, most of us experience a challenge occasionally.



Many of us who are in recovery have great **self-awareness** and an **attitude of resilience**. These things help us keep moving forward even when something seems to be “getting in our way.”

Many of us learn to recognize when something “could get in our way.” We learn how to **be prepared** in case those things show up. We learn that we can **take action** to prevent a “challenge” from becoming a “roadblock” that prevents us from reaching our goals.



The questions below are about Potential Challenges and things you can do to continue moving forward even if challenges arise.

<p>Attendance is very important! Do you see anything that “could get in your way” of meeting the attendance requirements for training?</p> <p>(If yes, please describe below).</p>	<p>If so, what can you do to <u>prepare</u> in advance so that it is less likely this potential challenge will “get in your way.”</p> <p>(Please describe below).</p> <div style="text-align: center;">  </div>	<p>What other actions could you take if you start to see that you are having challenges with attendance?</p> <p>(Please describe below).</p> <div style="text-align: center;">  </div>



PET Application Part 6: Being Prepared for “What Could Get in the Way” so that it Doesn’t Get in the Way” (Continued)

<p>There is interesting schoolwork in our training! (Daily reading, daily homework, and tests (some “Take-Home” and 1 in-class test.) Do you see any potential challenges related to completing the “schoolwork” required for class?</p> <p>(If yes, please describe below).</p>	<p>If you think you may experience challenges with schoolwork, what might help you address these challenges? (Feel free to describe learning strategies that help you. Also feel free to describe supports you can put in place to help you.)</p> <p style="text-align: center;"></p>	<p>If you think you may experience challenges with schoolwork, what can your instructor do to support your learning process? What can other people do to support your learning process?</p> <p>(Please describe below).</p> <p style="text-align: center;"></p>

PET Application Part 6: Being Prepared for “What Could Get in the Way” so that it Doesn’t Get in the Way” (Continued)

<p>A huge goal of the training is to prepare students for employment in the field of Peer Support.</p> <p>Do you see any potential challenges – things that could get in your way of getting a job after you graduate?</p> <p>(If yes, please describe below).</p>	<p>If you think you may have challenges with getting a job, what can you do to prepare for these possible challenges? (Feel free to describe things you can do to prepare for the job search process.)</p> <p>(Please describe below).</p> <p style="text-align: center;"></p>	<p>If you think you may have challenges with getting a job, what can others do support you in this process? (Feel free to describe what family, friends, Voc Rehab., or other support people can do to assist).</p> <p>(Please describe below).</p> <p style="text-align: center;"></p>

PET Application Part 6: Being Prepared for “What Could Get in the Way” so that it Doesn’t Get in the Way” (Continued)

<p>Please describe any other things you think “could get in the way” of your training and employment process?</p> <p>(If yes, please describe below).</p>	<p>What can you do to prepare in advance so that it is less likely these things would get in your way?</p> <p>(Please describe below).</p> <p style="text-align: center;"></p>	<p>If you start your training and notice that these things are “starting to get in your way,” what can you do to address them so they don’t “stay in your way”?</p> <p>(Please describe below).</p> <p style="text-align: center;"></p>

PET Application Part 7: Two More Action Plans!

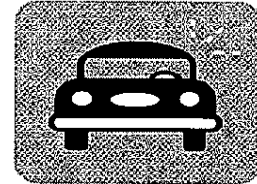
We encourage prospective students to be thinking about ways to “clear the path” for excellent attendance at training.

Most of the time, students have great attendance.

One thing that helps is to have a Back-Up Plan for Transportation. And if you have child care needs, having a Back-Up Plan for child care is great too!

Feel free to write down your Plan A and Plan B below.

Plan A:	Plan B
My main Means of Transportation	My Back Up Plan



Child Care (if applicable):

Plan A:	Plan B
My main Child Care Plan	My Back Up Plan

PET Application Part 8: Reading Introduction

An Introduction to the kind of reading material we use in Peer Employment Training.

The article on the following pages comes from the Workbook we use in class. Please read it and answer the "Content Questions" that follow. When you finish the "Content Questions," please answer the "Survey Questions."

Please Note:

- You can take as much time as you need with your reading and with the questions.
- If you wear glasses or contacts, please wear them when you do your reading.
- We ask that you do this reading and the questions that follow without assistance from another person. That way, if you do need additional assistance with the reading material in class, we can have a way of knowing that in advance.
- If you know that you definitely will need assistance with reading this article and completing the questions that follow, please call your agency to discuss options for arranging this.
- The purpose of this activity is to help you determine if our learning materials suit your individual learning needs.

Background to the Article

At Recovery Innovations of Arizona, we have always been dedicated to helping people make positive changes in their lives. In our early days as an agency, we were more clinical in our approach. Our staff consisted of doctors, nurses, counselors, and other mental health professionals who were good people, but most had been trained under the clinical model. We had not yet learned about the recovery model, which is more about self-empowerment and inspiring people to take charge of their own lives. Our leadership team began learning about recovery and made a decision to start training our staff about recovery too. In the article below, Dr. Lori Ashcraft talks about this training process.

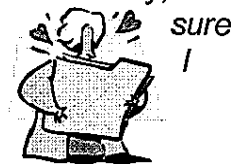
“Love: The key to the Recovery Pathways” by Lori Ashcraft

When we first started these trainings, we taught staff theories and philosophies. They were intrigued with this information, but they were very clear that they wanted us to “teach them how do to it.”

“So what are we supposed to do?” They asked, “What’s our part?”

We needed to teach our staff how to assist people in a way that reflected recovery principles. So we started paying close attention to how we were being with those who were recovering and what we were doing with them. We tried to identify what moved them closer to recovery and what got in the way. We also paid attention to what went on inside of us during the process so we could learn from that too. Luckily we made a great discovery early in this process. It was so obvious once we recognized it. We were tripping all over it but couldn’t see it, partly because it’s not a “spoken out loud” concept in the “treatment culture.” Lori Ashcraft describes the experience of first saying it out loud one evening when she was teaching a workshop on recovery for psychiatrists.

“Out of frustration, one of the doctors reeled off a long list of things he’d been doing to try and make his patients more comfortable in one of our Psychiatric Recovery Centers. After he’d concluded his list, which included things like getting someone an extra pillow, spending more time listening to someone who was in a lot of pain, and so on, he said, “So what do you call that?” He was waiting to hear if his list fell under the heading of “recovery”. To me these actions didn’t directly describe recovery, but they were clearly part of it. It was one of those times when I wasn’t sure if I should really speak my mind, but I heard myself saying “Well... guess we would call that LOVE.”



After Lori spoke the “love word” out loud, we all started using that word – love. We could tell that when we were willing to love each other, or new people coming into our classes, it made a huge difference in how motivated they were to start their recovery journey. For the most part, we could do this unconditionally – unwavering even when there was no evidence of recovery. I can’t resist quoting Robyn at this point, who is a Team Leader in our Central Psychiatric Recovery Center. She was describing the way she does her job in the Living Room. She paused, searching for the right words, then said:

“Sometimes it’s not easy... Someone comes in and the problems they’re having are too close to home for me... But I look into that face and I know I need to go deep down inside and pull up that love and give it to them.”

Basically, that’s how it happens. We’ve learned ways to listen, things to say, things not to say and things to do that help people recover, but without love, they are just another set of techniques that may or may not have any impact.

To almost all people, with or without psychiatric diagnoses, love is often the central part of their emotional existence. Their behavior is designed to elicit love from other people, and they look for ways to express the love they feel for others (their spouse, their friends, their children, their country; if they are lucky, all of humanity).

Part of the damage of being labeled with a mental illness is that this lifeline is sometimes broken, for various reasons. The person with emotional challenges sometimes experiences guilt or shame (usually needlessly). This damage is reversible. Some receive help in therapy. Others receive help when a person (or people) in their life gets to know them and sees them as lovable.

When people gain the courage to begin traveling their path to recovery, they often find that using those portions of their emotions, intelligence, and spirit reawakens their capacity to give and receive love.

Please answer the questions on the next 2 pages.

Name

“Content Questions” based on your reading.

It’s OK to look back through the article as you answer.

1) When we first started training our staff about recovery theories and principles, what was their response? (Circle the one best answer).

- a) They were not interested in hearing the information we provided about recovery.
- b) Several of the staff members fell asleep because they had just finished working the overnight shift.
- c) They wanted us to teach them “how to do it.” They wanted us to teach them how to apply this information on the job.
- d) They said that it was not necessary to learn this information because they already knew it.

Circle the
one best
answer.

2) One staff member (a psychiatrist) attended a workshop about recovery that Lori Ashcraft was teaching. He described some things he’d been doing to try and make his patients more comfortable – providing an extra pillow, spending more time listening, etc. He asked Lori, “So what do you call that? **What was Lori’s response to this psychiatrist?**

3) According to the reading, when we are willing to love new people coming into our classes, this makes a huge difference in...

- a) their motivation to accept that they have a psychiatric diagnosis
- b) their motivation to start their recovery journey
- c) their willingness to let go of the past

Circle the **one best**
answer!

4) According to the reading, what is Robyn’s job title at the Psychiatric Recovery Center?

- a) Nurse
- b) Team Leader
- c) Peer Recovery Liaison
- d) Recovery Coach

Circle the **one**
best answer.

5) Robyn talks about how “pulling up the love” helps her stray strong on the job – even when her job is not easy. She talks about times when she is called to give support to people *who are having problems that feel “too close to home” for her.* What does Robyn mean by “too close to home”?

- a) the problems are not easy for her to understand
- b) the problems do not seem very important
- c) the problems are very similar to problems that she has experienced in her own life

Circle the **one**
best answer.

6) The article states that, if a person’s ability to give and receive love is “damaged,” this damage is reversible. For some people, going to therapy can help with this. The article talks about another way that people can receive help in reversing this “damage.” What is this other way?

- a) Having a person (or people) in their life who holds them accountable for their behavior when they are isolating
- b) Having a person (or people) in their life who gets to know them and sees them as lovable
- c) Having a person (or people) in their life who helps them work through their anger.

Circle the **one**
best answer.

Survey About Your Reading Process:

1) Which statement best describes your process of reading this article? (Please circle one)

- a) Reading the material felt manageable.
- b) Reading the material was OK overall but I had difficulty in some spots.
- c) Reading the material was difficult.
- d) Other: Please describe:

2) If you had any challenges with reading the article, what kind of challenges did you have? (Circle all that apply. Please leave blank if you did not experience challenges with the reading.)

- a) Challenges with vision (not having the glasses that I need, etc.)
- b) Challenges with concentration
- c) Challenges with understanding some of the words
- d) Other: Please describe:

3) If you had any challenges with the reading, what would help you address those challenges so that you can have the best learning experience possible?

Please send all pages of this application before **May 27, 2011** by mail, email or fax to:

Mary Granger
Provider Services Department
Five County Mental Health Authority
 (contact information on page 1)

Thank you!