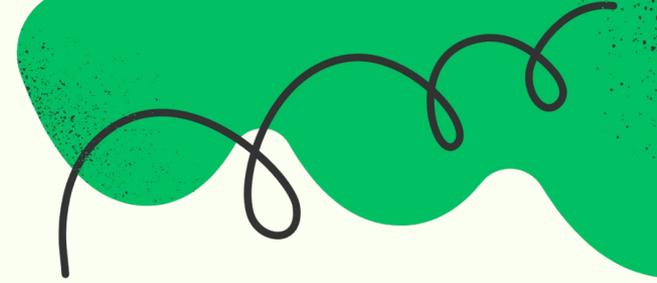


Taking it to the Streets: Translating Curriculum From Classroom to Community

How an evidence-based practice
can extend beyond the walls of
programs and into the community.



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What is your
familiarity with
Psychiatric
Rehabilitation?

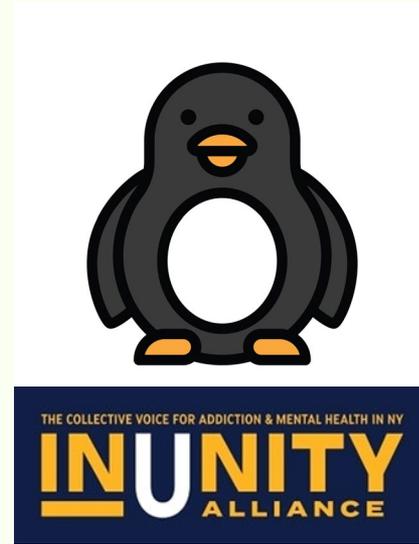
Who is here today?

Tell us which type of program you work at!

Introductions!



Britt Higgins
M.Ed., LMHC, CPRP
Psychiatric Rehabilitation Specialist



Gregory Kanhai
M.Sc., PMP, CPRP
Training and Implementation Specialist





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Learning Objective

You will learn how to take evidence-based recovery lessons outside the classroom and into the community, using simple strategies to make learning more meaningful and accessible.





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Specifically,



1. Identify key differences between upstate and downstate recovery environments
2. Recognize location-based skill needs
3. Apply a four-step framework to translate sessions



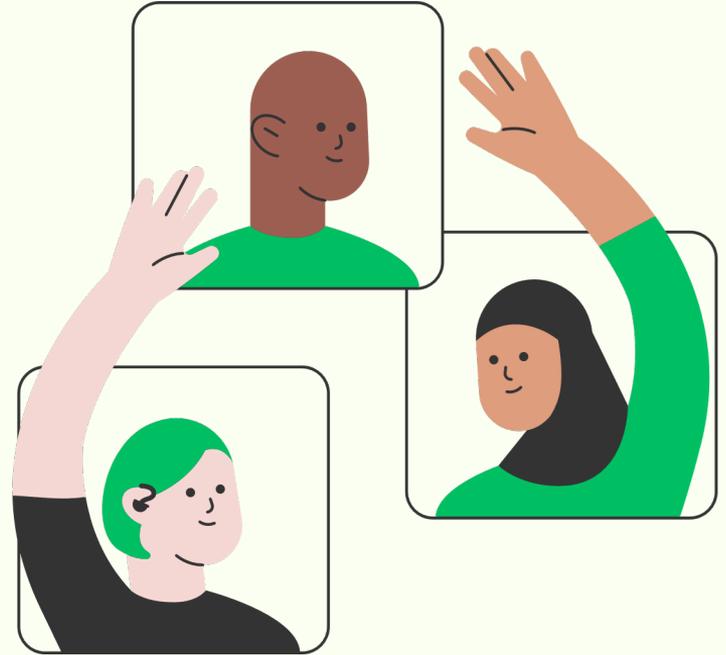


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QUESTION FOR YOU!

Are we teaching individuals how to succeed in a program, or how to thrive in their everyday environment?





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RECOVERY HAPPENS IN THE COMMUNITY, NOT IN PROGRAM SETTINGS

The Skills Needed are Defined by:

1. Where people live
2. What resources are available
3. How they access them
4. Social support networks

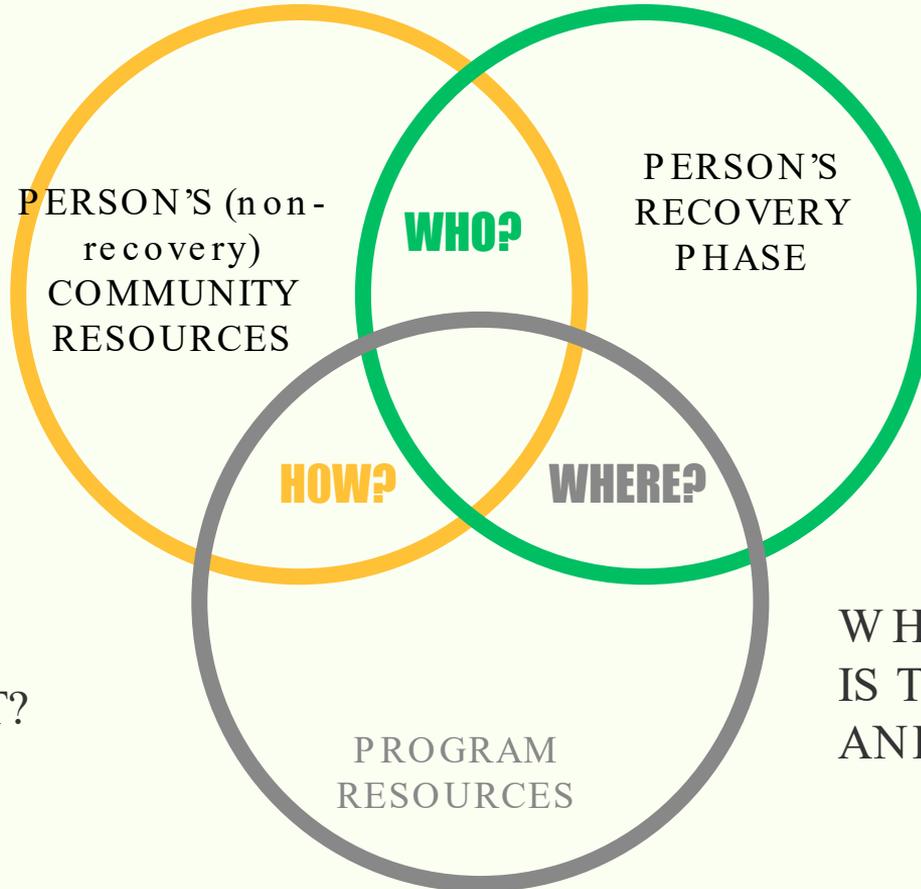




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ANOTHER VIEW



HOW DO YOU
LEARN ABOUT
THEIR
ENVIRONMENT?

WHO WILL
SUPPORT
THEIR
SKILLS
TRANSFER?

WHICH PROGRAM
IS THE RIGHT FIT
AND LOCATION?





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PSYCHIATRIC REHABILITATION

CONSIDER/CHOOSE

ASSESSMENT*:

IDENTIFYING AND
CONNECTING WITH
RECOVERY/PAID
RESOURCES

GET

REBUILDING:

IDENTIFYING AND
BUILDING
COMMUNITY
RELATIONSHIPS

KEEP

MAINTENANCE:

FOCUS ON
INDEPENDENCE WITH
COMMUNITY
RESOURCES



ONE NEW YORK TWO RECOVERY ENVIRONMENTS



UPSTATE
(MORE RURAL)



DOWNSTATE
(MORE URBAN)





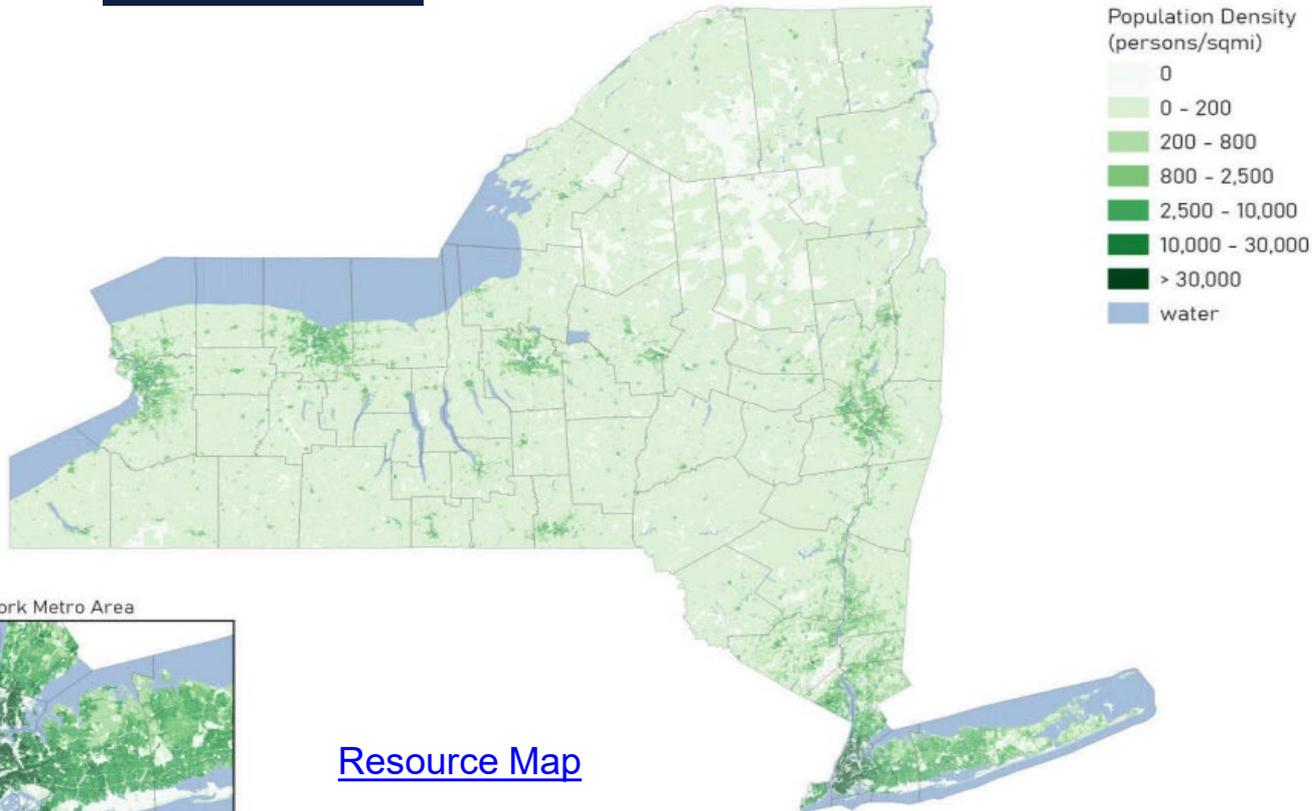
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THE COLLECTIVE VOICE FOR ADDICTION & MENTAL HEALTH IN NY
INUNITY
ALLIANCE

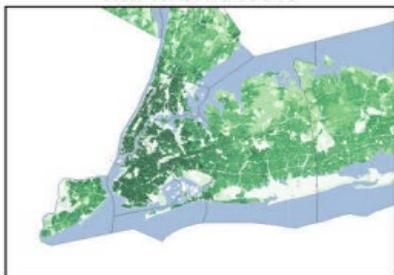
Regions of New York State

www.ExploringUpstate.com

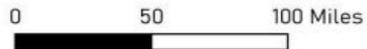




New York Metro Area



[Resource Map](#)

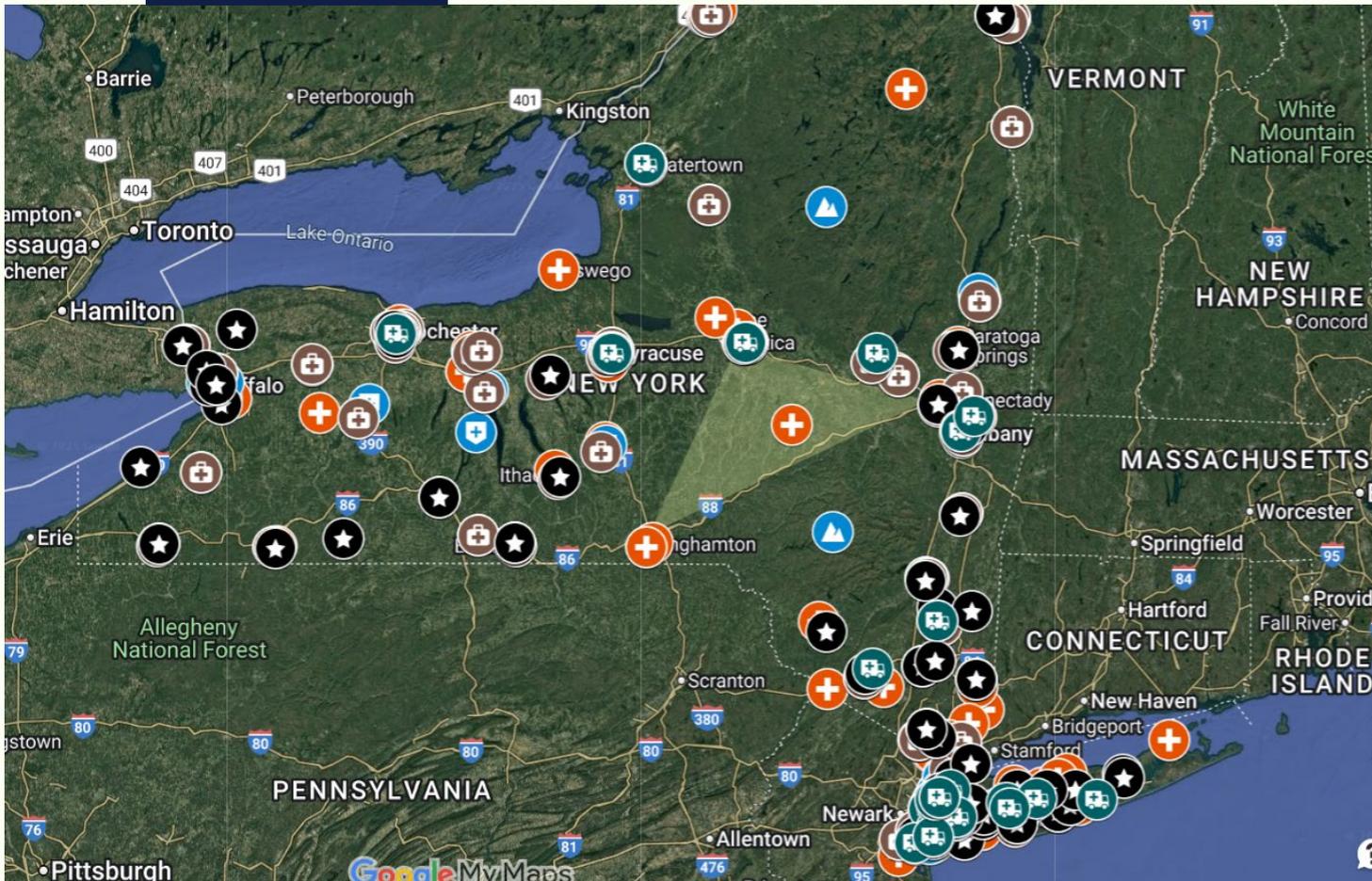




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INUNITY
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Upstate or Downstate?

Handout
Page 1



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QUICK SUMMARY

UPSTATE

- Relationship building
- Long-term planning
- Networking
- Reciprocity

DOWNSTATE

- System navigation
- Boundary setting
- Independence
- Stress management





THE SAME

- People have limited time and energy.
- People need the same basic resources.
- Important to know what one's needs are, how to identify needs and advocate for them.
- Social support is important.
- Housing is limited everywhere.
- Need for travel.





KEY QUESTIONS

1. Do they have access to the resources to make change possible?
2. What is important TO THEM rather than what we think they need?
3. What skills match their chosen environments?





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CONSIDERATIONS

1. Help visualize THEIR environment and resources - ANY IDEAS?
2. Be curious about values/culture/priorities
3. Separate person's needs from practitioner assumptions - HOW?
4. Conduct needs assessment from THEIR surroundings - HOW?





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START WITH THE INDIVIDUAL'S AIMS, NOT THE CURRICULUM'S



Are the skills outlined in your curricula relevant to their current and chosen environments? Curricula are living documents that can be adapted to participants' needs.



**LET'S TAKE A
LOOK AT THE
PROCESS!**



THE PROCESS

1

2

3

4

AIM

What is THEIR aim?

Where are they in their recovery process?

How does success in THEIR community appear?

ENVIRONMENT

Where exactly will they be practicing this skill and with whom?

What resources actually exist in their community?

SKILLS

What skills are they actually going to require?

How do skills differ across environments and recovery?

FEEDBACK

How will they be able to tell that it's working?

Are they satisfied and feel to be a part of their community?



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AIM

LIVING
LEARNING
WORKING
SOCIALIZING
HEALTH

“I am unhappy with where I live. I want to explore other options in my area.”





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2

Environment

LIVING
LEARNING
WORKING
SOCIALIZING
HEALTH

Environment-Specific Variations:

- Mode of housing access
- Look of "independent living"
- Available community resources
- Need for transport
- Social support system
- Focus of recovery



Original Site-Based Session

- Lecture on types of housing in the area
- View websites on housing applications
- Have a guest speaker come in and speak about tenant's rights
- Homework: Go to your local library and explore housing options



Upstate

- Planning for car ownership vs. relying on others
- Coordinating rides with family/community members
- Using limited Medicaid transportation
- Managing long travel times for appointments

Downstate

- Using public transportation efficiently
- Managing crowded subway/bus environments
- Finding quiet spaces during commute
- Time management with unpredictable transit



Skills: Daily Living

Upstate

Downstate

What stands out to you?

How are we measuring Success and Satisfaction?

1. How will you know it's working?
2. Who are the gatekeepers determining your success?
 - Self-report, observations, collateral reports
1. Are you satisfied in (the domain that is currently being addressed)?

(Dissatisfied) Low Medium High (Satisfied)

1. What are some things that impact your level of satisfaction (positively and negatively)?
2. How might the responses impact your Aim?

*PROS practitioners- Are you returning to your PSR Assessment for review?



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Now let's practice!





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YOUR TURN!

WE'LL START YOU OFF!

**Handout
Page 4**



LIVING
LEARNING
WORKING
SOCIALIZING
HEALTH

“I am unhappy with my health. I want to explore exercise options in my neighborhood.”



LIVING
LEARNING
WORKING
SOCIALIZING
HEALTH

Universal Needs:

- Affordable, healthy food
- Cooking skills
- Budgeting skills
- **Movement and activity**
- Sleep hygiene skills

LIVING
LEARNING
WORKING
SOCIALIZING
HEALTH

Environment-Specific Variations:

- Spaces that are accessible
- Groups/classes for safe exercise
- Transportation options
- Location and hours
- Focus of recovery



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2

Environment

LIVING
LEARNING
WORKING
SOCIALIZING
HEALTH

Pair up with your neighbor and complete the
Upstate and Downstate skills on page 4.



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DEBRIEF

1. What barriers do YOU face in implementing community-based learning?
2. How do you better learn about a person's living environment to understand their skill needs?
3. How can you apply this model to your next program session?





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TAKEAWAYS

- During the intake, really ask about the participant's living environment, community resources and community connections.
- Don't be afraid to send home a user-friendly version of the psychiatric rehabilitation assessment with the person.
- Be upfront that the program is a learning and rehearsal space but **THEY** practice in **THEIR** chosen environment.





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**Thank You for Your
Commitment
to Community-Based
Recovery**

