



THE RECOVERY  
ACADEMY

# FACILITATOR GUIDE

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## **Recovery Academy Program Goal**

The Champlain Recovery Academy provides a range of educational and skill building opportunities, using a recovery based approach, so that students may:

- become experts in their own self care ,
- recognize and develop their personal resourcefulness: and

for families, friends, and service providers to:

- better understand mental health conditions and addictions
- learn how to support people with lived mental health experience and or addictions in their journey to well-being.

## **Learning objectives: Introductory Session ~ Course Title**

**At the end of the session, students will** (this is an example)

1. Explore .....
2. Discuss .....
3. Choose and practice .....

## **The 4 Cornerstone Concepts of the Introductory Session**

There are four key cornerstones facilitators will be expected to cover in the lecturette using an analogy.

1. xc
2. xc
3. xc
4. xc

If student needs drive the requirement for a specific unit of additional **content**, this can be added within the time frame set out. i.e a discussion about what ....

## **STUDENT LEARNING NEEDS:**

### **Learning Principles and Styles**

Working with adult learners differs from teaching. As facilitators, we adjust our facilitation style to meet the needs of students. We are there to facilitate a process of interactive learning not merely to present content. A few important Adult Learning Principles to keep in mind are:

#### **Students:**

1. Are self directed and motivated to learn
2. Bring their life experience and knowledge with them
3. Have goals and expectations
4. Seek relevance for immediate applicability
5. Are practical and engage in problem solving and planning
6. Wish to be treated with respect and as equals.

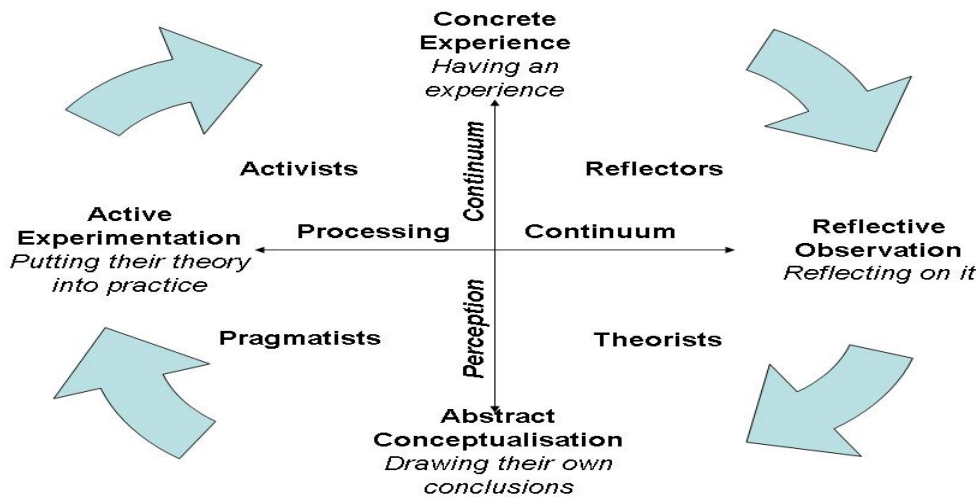
**Learning styles** may be best described succinctly in NLP Terms Visual, Auditory and Kinesthetic. As such, we need to offer and be sensitive to all three styles within the session.

Participants engage by **experiencing, reflecting, thinking and acting.**

- **Experiencing:** learning in real time what is relevant to their current situation.
- **Reflecting:** exploring different perspectives, being open to new ideas and concepts, looking for meaning
- **Thinking:** analyzing ideas, visualizing how to apply the concepts of the learning experience in a practical way, planning how these can be applied in their life situation.

**Acting:** showing the ability to apply the concepts, being willing to take risks, planning how they will proceed.

## EXPERIENTIAL LEARNING CYCLE and LEARNING STYLES



- **Reflector** - Prefers to learn from activities that allow them to watch, think, and review (time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.
- **Theorist** - Prefer to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models, and readings. Talking with experts is normally not helpful.
- **Pragmatist** - Prefers to apply new learnings to actual practice to see if they work. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.
- **Activist** - Prefers the challenges of new experiences, involvement with others, assimilation and role-playing. Likes anything new, problem solving, and small group discussions.

Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). *Learning styles and pedagogy in post-16 learning: A systematic and critical review*. www.LSRC.ac.uk: Learning and Skills Research Centre. Retrieved January, 15, 2008: <http://www.lsda.org.uk/files/PDF/1543.pdf>

### Experiential Learning Methodologies

Emphasizes group work and participation in interactive exercises from which learners extract general principles and as well as immediate

practical applications to their own situation. Examples: are story telling, scenarios or case studies, role-plays, simulations, 2 chair techniques, work dyads or triads, teamwork assignments etc.,

## **FACILITATOR RESPONSIBILITIES**

### **Creating a safe learning environment in a recovery context.**

It is important to recognize the vulnerability of students. Individuals with mental health and/or addictions issues, their supporters and service providers all experience stigma. Myth, misunderstanding and negative experiences in and out of crisis situations can create a natural hesitancy on the part of students. No pressure should be felt to disclose status.

An important part of the facilitators' role is to create the most relaxed environment as possible. The more relaxed students are the more open to learning, sharing and enquiry.

### **Code of Conduct For Facilitators**

Includes holding to the values and ethics outlined in this Guide and co-creating a safe learning environment for students which they participate in creating a:

### **Student Comfort Agreement**

Allow students to come up with their own ideas about what they need to feel comfortable if they have not identified those below offer them as suggestions:

- Provide you with a safe, warm and friendly learning environment in which everyone is treated with dignity and respect.
- Handle your questions in a friendly and professional manner
- Respectful communication provide examples and model this
- Use of "I statements"
- Speak for yourself,
- Listen respectfully
- Confidentiality personal information:

- Celebrate diversity and difference
- 

**Be welcoming.** Smile, let them know about seat choice, where to put coats, ask anything you need before we start. Etc.

**Clearly outlining** the Session this lets students know what to expect for the session.

**Use icebreakers** to allow the students to create connection outside of their connection to mental illness and or addiction. For example, if you are using a known scenario (bike accident) to bridge to your learning objectives you might ask who has ridden a bike as a child, as a teenager, as an adult for recreation or transportation.

Or

- Who has taken a first aid course?
- Identify pre-existing relationships if it is a group of less than 25 people.
- Be transparent, it is okay not to know the answer, we are well resourced and can reach out for help
- Share part of your own story (be vulnerable) within the context of the session

### **Use positive nonverbal communication**

Nonverbal messages are an essential component of communication in the teaching process. It is not only what you say to your students that is important but also how you say it. An awareness of nonverbal behavior will allow you to become a better receiver of participants' messages and a better sender of signals that reinforce learning.

Some areas of nonverbal behaviors to explore include:

- **Eye contact:** Facilitators who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.

- **Facial expressions:** Smiling is a great way to communicate friendliness and warmth
- **Gestures:** A lively and animated facilitating style captures students' attention, makes the material more interesting, and facilitates learning. Head nods also communicate positive reinforcement that you are listening.
- **Posture and body orientation:** Standing erect, but not rigid, and leaning slightly forward communicates that you are approachable, receptive and friendly. Speaking with your back turned or looking at the floor or ceiling should be avoided, as it communicates disinterest.
- **Proximity:** Cultural norms dictate a comfortable distance for interaction with participants. Look for signals of discomfort caused by invading participants' space, which include rocking, leg swinging, crossed arms, tapping and gaze aversion.
- **Para-linguistics:** Tone, pitch, rhythm, timbre, loudness and inflection in the way you speak should be varied for maximum effectiveness.
- **Humor:** Develop the ability to laugh at yourself and encourage participants to do the same. Humor is often overlooked as a teaching tool. It can release stress and tension for both instructor and student and foster a friendly classroom environment that facilitates learning. [Www.literacyonline.com](http://www.literacyonline.com).

### **Address common fears:**

State: There are no stupid questions.

When asked a question or referring to questions on post it, model responses to questions that positively reinforce the message.

“I was hoping some one would ask that”

“That’s a helpful question”

“That’s an interesting question”

State: Letting us know what hasn't worked is a useful tool for learning (no judgment) you might mention something you tried that didn't work.

### **Model learning about diversity**

Mark Kiselica, a psychologist who conducts multicultural training, stresses the importance of teachers self-disclosing their own journey in becoming more culturally sensitive and knowledgeable. Kiselica states that "the process of developing multicultural awareness and sensitivity is a journey marked by fears, painful self-reflection, and joyful growth," and students can learn from an

Instructors who share their mistakes, incidents that led to their learning, and what they have gained from the process.

**Role as a facilitator** There is a fine line for teachers between presenting oneself as a learner on a journey toward greater diversity awareness and self-awareness and an expert who has reached expert status on issues of diversity and multiculturalism.

Students often react favorably to the first, almost always negatively to a person who wants to be seen as the authority on these issues.

Maintain a focus at all times on learning rather than treatment or care

### **Encourage students to:**

- Make the most of your time with us, enjoy being a student and be prepared to learn
- Celebrate diversity and difference
- Ask us for clarification if there is anything that you are not sure about
- Be considerate by treating everyone with dignity and respect

**Participation for each section** Remind students the variety of ways in which they can participate, all is acceptable. Their choice Etc. post it notes for questions, for tree or to give to facilitator, non-participation in exercises is an acceptable choice, we may ask you to be a time keeper etc.



**Confidentiality** need only identify yourself by first name and only if you are comfortable, let us know why you are here, verbally or written on post it note.

**Needs identification- ongoing;** It is important to identify that all needs (questions) are important, however the facilitators are facing limits of time, intensity, and diversity so all questions (needs) may not be met during this particular, session. Make an effort to assist in identifying a option or alternative pathway.

### **Potential Triggers**

An offhand comment in a session that seems inoffensive to many people can cause an individual to feel diminished, threatened, discounted, attacked, or stereotyped. This "trigger" is an emotional response; while the individual does not feel personally threatened, an aspect of the person's social identity (or the social identity of members of another social group) feels violated.

A word, phrase, or sentence that seems harmless to some people may trigger an emotional reaction in others. Examples of phrases that could be triggers are:

- "I don't see differences; people are just people to me."
- "If everyone just worked hard, they could achieve."
- "I think people of color are just blowing things out of proportion."

One's emotional response can include anger, confusion, hurt, fear, surprise, and embarrassment.

There are a number of responses to triggers, some of which are more effective and more appropriate than others, depending on the situation. Responses to triggers include:

- **Avoidance-** Avoiding future encounters and withdrawing emotionally from people or situations that trigger us.
- **Silence-** Not responding to the situation although it is upsetting, not saying or doing anything.

- **Misinterpreting-** Feeling on guard and expecting to be triggered, we misinterpret something said and are triggered by our misinterpretation, not the words.
- **Attacking-** Responding with the intent to lash back or hurt whoever has triggered us.
- **Internalization-** Taking in the trigger, believing it to be true.
- **Confusion-** Feeling angry, hurt, or offended, but not sure why we feel that way or what to do about it.
- **Naming-** Identifying what is upsetting us to the triggering person or organization.
- **Confronting-** Naming what is upsetting us to the triggering person or organization and demanding that the behavior or policy be changed.
- **Surprise-** Responding to the trigger in an unexpected way, such as reacting with constructive humor that names the trigger and makes people laugh.
- **Discretion-** Because of the dynamics of the situation (power imbalances, fear of physical retribution), deciding not to address the trigger at this time but at some way at some other time.

<http://www.uww.edu/learn/diversity/safeclassroom.php>

## ADMINISTRATION

### **This may not be possible or practical**

Contact perspective students 2 weeks ahead, by phone or email, confirm their participation in writing, call 3 days before the full workshop to remind them. Provide date, time and address and room number.

**Media and Tools:** FC, writing materials – paper or index cards, post it notes, name tags, pens. CD player, DVD Player, computer.

**Room set up:** Room set up ~ a circle of chairs of a maximum # of... Provide access to fresh water. Where possible set chairs in curves, half circles or circles (depending on size of group) avoid straight rows or set

ups that impair movement or easy conversation. Leave space between chairs. Easy access for students to the washroom and the exit

**Housekeeping:** washrooms - where they are located and if there will be a break,

cell phones- please put on vibrate, if you need to take a call, feel free to take it outside the room and rejoin us when you can , if you need to leave please indicate to us with the royal wave.

**Facilitators' Tools:** Facilitator Guide, Roller Coaster to Recovery, Recovery Academy Syllabus, list of attendees, a flipchart & easel, markers – various colours, CD player, DVD player? + cd 's and DVD's, note pad, Workshop Evaluation Questionnaire.

**Facilitator Guide:** lays out the time frame, the workshop exercise and content, and any AV aids or tools required.

**Facilitators' Notes:** Provides back ground reading or scripts required to cover the intended leaning objectives and content. **SEE Appendix B**

**Evaluation:** the evaluation questionnaire is a simple to complete on page sheet that will also be posted on the website, ask students at the beginning of this session to give you feedback, in addition to complete it. pager, **Appendix B**

**Fs** invite verbal feedback in the group as part of the closing, link back the feedback to their questions and expectations as expressed in the opening. Demonstrate the link.

## **Facilitator Pre Session Conversation:**

### Pre Course Checklist:

- What languages do you speak?
- How would you describe your facilitation style? (don't interrupt, I will invite you you, back and forth)
- Area's of expertise (
- service provider, family, lived in addictions and or/mental health) and subject matter.
- Who is in the role of Service Provider? Peer?
- Timekeeping : who will take the lead
- Conflict negotiator:
- What I need from my co-facilitator \_\_\_\_\_
- If I get triggered, you will know if \_\_\_\_\_ I want you to \_\_\_\_\_

## **Facilitators Post Session Feedback:**

**Fs** discuss their learning's, opportunities for improvement and provide feedback and recommendations to the Program Coordinator. **See checklist below.**

## **Using the strengths building approach. Together Facilitators will**

- **Review student evaluations**
- **Discuss**
  - **What went well**
  - **What needs improvement**
  - **What are some suggestions for improvement.**
  - **Agree on what you will do differently**
  - **What I appreciate about you is.....**
  - **Any areas of disagreement explore and try to reach an agreement,**

- Assess any further student needs as stated in the session or as written on Post It notes, or as uncovered by facilitators explaining why you see it as a need.**
- Please submit your evaluation and identified student needs to Catherine Corey, Program Coordinator.**

TIME	CONTENT and EXERCISES	TOOLS
<p>1 min</p> <p>2.5 min</p> <p>2.5 min</p> <p>2 min</p> <p><b>T: 8 min</b></p>	<p><b>WELCOME</b></p> <p>Facilitators welcome each student as they enter the workshop.</p> <p><b>Students</b> choose their seats and may complete name cards until it starts (optional)</p> <p>Facilitators open with welcoming remarks (you are in the right place)</p> <p><b>F</b> describes the RA as whole and links this with the 3 specific <b>Learning Objectives</b> for this session. Invite any clarifying questions or concerns</p> <p><b>F</b> provides <b>Outline of the Session</b> (fluid) how we are going to share this time together (learning methodologies). Invite any clarifying questions or concerns</p> <p><b>F</b> covers <b>Housekeeping Items</b>. Invite any clarifying questions or concerns</p>	<p>Tent cards or stick-on labels and markers</p> <p>Prospectus?</p> <p>POSTED</p> <p>POSTED</p>
<p>5 min</p>	<p><b>INTRODUCTIONS</b></p> <p><b>Student</b> introductions start with Facilitators (model)</p> <p><i>I am (first name) and I am here because...or Hi, I'm here because...</i></p> <p><b>F</b> Invite students to introduce themselves. Then,</p> <p><b>F</b> provides a few minutes for students to write their question(s) or area of interest on a post it note to be placed on the tree.</p>	<p>POST IT NOTES and MARKERS</p>

TIME	CONTENT and EXERCISES	TOOLS
<p>5 min</p> <p><b>T: 10 min</b></p>	<p><b>NEEDS IDENTIFICATION EXERCISE</b></p> <p>Facilitators read out posted questions and paraphrase their understanding of the questions, checking back with participants  <b>F</b> use this opportunity to adjust the session based on Identified Needs</p> <p><b>F</b> Clarify what will be covered and identify what might be outside of the scope of the session while identifying other options if available. Take note of the need in a visible way.</p>	<p>TREE</p> <p>Post it notes</p> <p>Parking lot FC</p>
<p>5 min</p>	<p><b>COMFORT AGREEMENT</b> (ground rules)</p> <p><b>F</b> propose group guidelines and invite students to add to the list</p>	<p>POSTED</p>
<p>10 min</p> <p><b>T: 10 min</b></p>	<p><b>CLIMATE SETTING EXERCISE</b> (a.k.a. icebreaker or sociometry)</p> <p>Group finds connection with each other through an exercise e.g. pet owners: dog, cat, other, or none. The hunt is on...</p> <p>Link the Ex. to what we choose &amp; choices - Recovery</p>	
<p>5 min</p> <p>5 min</p> <p><b>T: 10 min</b></p>	<p><b>STORY – Service Provider</b>  Linked to coping with crisis and learning objectives</p> <p><b>STORY – Peer</b>  Linked to coping with crisis and learning objectives</p>	

<b>TIME</b>	<b>CONTENT and EXERCISES</b>	<b>TOOLS</b>
<p data-bbox="261 373 391 453">10 minutes</p> <p data-bbox="261 764 391 844"><b>T Time: 10</b></p>	<p data-bbox="443 373 1081 632"><b>LETURETTE: using a scenario</b> Using an analogy like an auto or bike accident ... Explore and highlight all of the concepts that are within the following leaning objectives” (script this?)</p> <ul data-bbox="493 684 509 705" style="list-style-type: none"> <li>•</li> </ul>	<p data-bbox="1203 373 1328 411"><b>F notes</b></p>



**WOKSHOP EVALUATION QUESTIONNAIRE**

**1. The workshop outcomes were clear and understandable.**

Strongly agree	moderately agree	disagree	strongly disagree
1	2	3	4

**2. I was invited to express my needs and /or questions.**

Strongly agree	moderately agree	disagree	strongly disagree
1	2	3	4

**3. The facilitators covered the concepts as posted.**

Strongly agree	moderately agree	disagree	strongly disagree
1	2	3	4

**4. I had an opportunity to explore the concepts and engage with other students.**

Strongly agree	moderately agree	disagree	strongly disagree
1	2	3	4

**5. The learning exercises were helpful and relevant.**

Strongly agree	moderately agree	disagree	strongly disagree
1	2	3	4

**6. The pace and amount of time allowed was appropriate.**

Strongly agree	moderately agree	disagree	strongly disagree
1	2	3	4

**7. The highlight of the workshop for me was \_\_\_\_\_**

Strongly agree	moderately agree	disagree	strongly disagree
1	2	3	4

**8. I have ideas I can apply and that are relevant and practical. Please give an example \_\_\_\_\_**

Strongly agree	moderately agree	disagree	strongly disagree
1	2	3	4

**9. I recommend the following changes \_\_\_\_\_**  
(Areas for improvement)

**10. I'm interested in taking: \_\_\_\_\_**  
(Name of workshops)

**I'd like to learn more about \_\_\_\_\_**

**Name (optional) \_\_\_\_\_**