



THE RECOVERY
A C A D E M Y

How to Deal with Problems FACILITATOR GUIDE

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
- 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: How to deal with problems

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

1. Explore different types of problems
2. Discuss problem solving strategies
3. Choose and practice one strategy to apply to a specific problem

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. How to clearly identify a problem
2. Response to problems
3. Expectations
4. Effective actions

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.

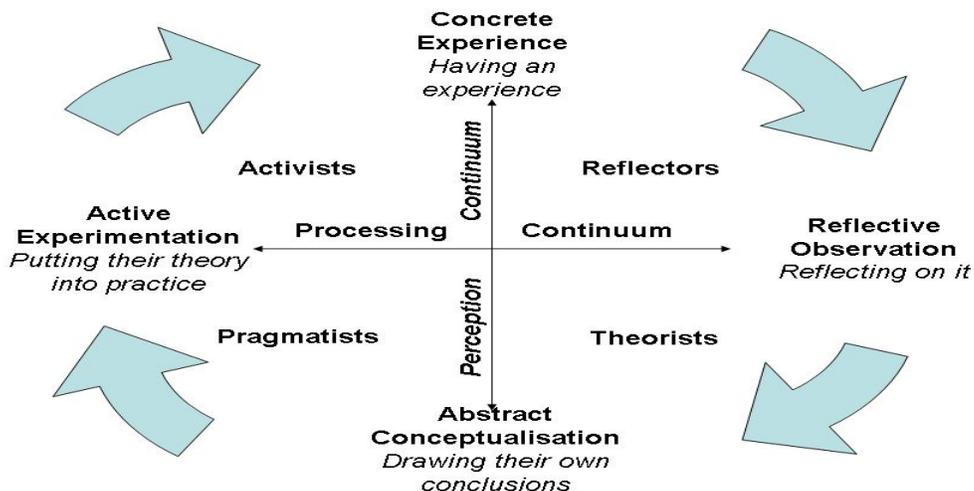
Learning styles may be best described succinctly in NLP Terms Visual, Auditory and Kinesthetic. As such, we need to offer and be sensitive to all three styles within the session.

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.lsd.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 Instructor 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

Recovery Academy will contact perspective students 1 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.

PRE COURSE FACILITATOR CHECK LIST

- What languages do you speak
- How much experience do you have facilitating recovery?
- How would you describe your style?
- What are your areas of expertise?
- Review RA Comfort Agreement - Model this
- The RA Co facilitation model is one Peer and one Service Provider:
Who will be in the role of service provider? Peer?
- Set up and Materials:
- Time keeping
- Mediating differences in the group. – who will do this?

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>T: 10 min</p>	<p>WELCOME</p> <p>Facilitators welcome each student as they enter the workshop.</p> <p>Students choose their seats and may</p> <p>Facilitators open with welcoming remarks Welcome, you are in the right place if you are here for How to deal with problems. Let me take a moment to tell you about Recovery Academy uses a recovery based approach to help those with mental health and or addiction issues, their families, supporters and service providers recognize their own resourcefulness in order to become experts in their own self care, make informed choices and develop their ability to recover. The academy offers courses based on what you want to know and workshops to assist you in developing the skills you need to take effective action. All our courses are co-facilitated combining professional expertise and personal lived experience.</p> <p>F describes the RA as whole and links this with the 3 specific Learning Objectives for this session. Invite any clarifying questions or concerns</p> <ol style="list-style-type: none"> 1. Explore different types of problems 2. Discuss problem solving strategies 3. Choose and practice one strategy to apply to a specific problem <p>F provides Outline of the Session (fluid) how we are going to share this time together (learning methodologies). Invite any clarifying questions or concerns</p> <p>F covers Housekeeping Items. Invite any</p>	<p>stick-on labels and markers</p> <p>Prospectus?</p> <p>POSTED</p> <p>POSTED</p>

	clarifying questions or concerns Cell phones, washrooms, royal wave	
5 min	<p>INTRODUCTIONS (if there are less than 15) Student introductions start with Facilitators (model) <i>I am (first name) and I am here because...or</i> <i>Hi, I'm here because...</i></p> <p>F Invite students to introduce themselves. Then, F writes their why's and or</p> <p>F 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>	POST IT NOTES and MARKERS
TIME	CONTENT and EXERCISES	TOOLS
5 min T: 10 min	<p>WHAT THEY WANT TO KNOW</p> <p>Facilitators read out posted questions and paraphrase their understanding of the questions, checking back with participants F use this opportunity to adjust the session based on Identified Needs</p> <p>F 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>	TREE Post it notes Parking lot FC
5 min	<p>GROUND RULES</p> <p>F refer to posted group guidelines and invite students to add to the list</p>	POSTED
	<p>ICEBREAKER How far did you travel to get her? Less than 5km 5- 10 km more than 10km Who has friend with a mental illness? Addiction? Who has a family member with a mental illness? Addiction?</p>	

	<p>Who finds some of the things they say Problematic? Who finds some of the things they do problematic? Don't do? Who finds things they say in response problematic? What you do in response?</p>	
<p>5 min</p> <p>T: 10 min</p>	<p>STORY – Peer Link story to process of solving problem what was the type of problem, what was the desired resolution, what problem solving strategy was used,</p>	
TIME	CONTENT and EXERCISES	TOOLS
<p>10 minutes</p> <p>T Time: 10</p>	<p>LETURETTE: Refering to the story Highlight some of the concepts learning objectives.</p> <ul style="list-style-type: none"> • What was the (problem) • What was the strategy (process for working to a solution what is another Process for problem solving • What skills did you need to develop (what did you do differently, or think differently that caused you to resolve the problem) 	F notes
	<p>GROUP EXERCISE:</p> <p>Divide students into small groups depending on numbers Give them handouts on different processes for problem solving. Apply process to a specific type of problem If they have there own fine or provide a brief scenario.</p> <p>Alternatively you can act out a scene with your co-facilitator or(play one from youtube)</p>	

Time: 20	have them identify the problem, chooses a problem solving process, explore what could be done differently	
Time: 15	<p>WRAP UP & Summary Bring the group back together and discuss what was learned. Pull together the four corner stones</p> <ol style="list-style-type: none"> 1. How to clearly identify a problem 2. Response to problems 3. Expectations 4. Effective actions <p>What is their current situation? What problems mean to me now? Possibility of building skills What are options? What are my expectations? Are they reasonable? Is this a problem for me to solve? How will a problem solving strategy help? What do I need to consider next?</p>	
5 min	<p>CLOSING – go back to the why I am here What got covered what is left?</p>	Refer to post it notes or flip chart
5 min	<p>NEXT STEPS- Opportunities More specifics? Resources for reading Email resource info Etc Workshops Point out resources and give From Rollercoaster to Recovery.</p>	
TIME 90 MIN	<p>EVALUATION F hands our evaluation and sign up sheets</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 _____

I heard about you from _____

Name

(optional) _____

—

RESOURCE MATERIAL

prob·lem

noun

noun: **problem**; plural noun: **problems**

1. a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome.

"mental health problems"

A problem, which can be caused for different reasons, and, if solvable, can usually be solved in a number of different ways, is defined in a number of different ways. This is determined by the context in which a said problem or problems is defined. When discussed, a problem can be argued in multiple ways. Generally speaking, there are two positions to take, the polemic or the defensive. An example of this is the mother who has a problem with how her daughter is going out, dressed in a particular fashion. She may tell her daughter, there is no way she is leaving the house looking like that. In this example, the mother would be on the polemic side, and the daughter, who presumably would like to go out dressed however she pleases, would be on the defensive side. Wikipedia

Problem solving Techniques

All problems have two features in common: goals and barriers.

Goals (desired outcome)

Problems involve setting out to achieve some objective or desired state of affairs and can include avoiding a situation or event.

Goals can be anything that you wish to achieve, where you want to be. If you are hungry then your goal is probably to eat something.

Barriers

If there were no barriers in the way of achieving a goal, then there would be no problem. Problem solving involves overcoming the barriers or obstacles that prevent the immediate achievement of goals.

Following our examples above, if you feel hungry then your goal is to eat. A barrier to this may be that you have no food available - you take a trip to the supermarket and buy some food, removing the barrier and thus solving the problem.

6 Stages of Problem Solving

Effective problem solving usually involves working through a number of steps or stages, such as those outlined below. For more detail continue to Stages of Problem Solving.

Problem Identification:

This stage involves: detecting and recognising that there is a problem; identifying the nature of the problem; defining the problem.

The first phase of problem solving may sound obvious but often requires more thought and analysis. Identifying a problem can be a difficult task in itself, is there a problem at all? What is the nature of the problem, are there in fact numerous problems? How can the problem be best defined? - by spending some time defining the problem you will not only understand it more clearly yourself but be able to communicate its nature to others, this leads to the second phase.

Is it a thinking problem, an emotional problem or do one or both of those contribute to a behavioural problem. Where do I get more information?

Structuring the Problem:

This stage involves: a period of observation, careful inspection, fact-finding and developing a clear picture of the problem.

Following on from problem identification, structuring the problem is all about gaining more information about the problem and increasing understanding. This phase is all about fact finding and analysis, building a more comprehensive picture of both the goal(s) and the barrier(s). This stage may not be necessary for very simple problems but is essential for problems of a more complex nature.

Looking for Possible Solutions:

During this stage you will generate a range of possible courses of action, but with little attempt to evaluate them at this stage.

From the information gathered in the first two phases of the problem solving framework it is now time to start thinking about possible solutions to the identified problem. In a group situation this stage is often carried out as a brain-storming

session, letting each person in the group express their views on possible solutions (or part solutions).

Making a Decision:

This stage involves careful analysis of the different possible courses of action and then selecting the best solution for implementation.

This is perhaps the most complex part of the problem solving process. Following on from the previous step it is now time to look at each potential solution and carefully analyse it. Some solutions may not be possible, due to other problems, like time constraints or budgets. It is important at this stage to also consider what might happen if nothing was done to solve the problem - sometimes trying to solve a problem that leads to many more problems requires some very creative thinking and innovative ideas.

Finally, make a decision on which course of action to take - decision making is an important skill in itself and we recommend that you see our pages on decision making.

Implementation:

This stage involves accepting and carrying out the chosen course of action.

Implementation means acting on the chosen solution. During implementation more problems may arise especially if identification or structuring of the original problem was not carried out fully.

Monitoring/Seeking Feedback:

The last stage is about reviewing the outcomes of problem solving over a period of time, including seeking feedback as to the success of the outcomes of the chosen solution.

The final stage of problem solving is concerned with checking that the process was successful. This can be achieved by monitoring and gaining feedback from people affected by any changes that occurred. It is good practice to keep a record of outcomes and any additional problems that occurred.

www.skillsyouneed.com

Two other problem solving techniques find in separate PDF

Collaborative problem solving PLAN B Cheat Sheet

And the Decider from Dialectal Behavioural therapy.

