

Ethical Considerations of Peer-Assisted Recovery

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RECOVERY COMMUNITY
ORGANIZATION

Ethical Considerations for Peer-Assisted Recovery

Day One

Module I: Welcome and Introductions

Takeaway/s: The objective of this module is for the trainer to set the tone and environment of this training by modeling warmth and safety and allowing participants to begin the process of developing learning relationships with all present.

Trainer Script	Trainer Notes
<p>State: “Good morning! Welcome to Ethical Considerations for Peer-Assisted Recovery, a two-day training designed for people who have been trained in and/or have embark upon offering peer assisted recovery support services and wish to explore ethical considerations related to offering these services.”</p> <p>State: “We would like to start by introducing ourselves and having you introduce yourselves to the group.”</p> <p><i>Introduce yourself covering name, where from, recovery status, and your motivation to be a part of this process. Share a little about yourself and your experience that brings you to this point. Consider including your own growth process in the understanding and practice of peer assisted recovery supports and the need you have found for an understanding of ethical considerations related to peer service.</i></p> <p><i>Co-facilitator(s) should do the same.</i></p> <p>State: “We will be spending two days together exploring many aspects of the ethical considerations related to offering recovery support services as well as acquiring some of the knowledge and skills necessary to do so successfully. To maximize this opportunity, it is important that we feel comfortable and safe and that starts with getting to know each other. We will be introducing ourselves according to the format shown here. First, let’s take a few minutes to jot down what we will be sharing in our introductions so we can do so quickly”.</p> <p>Ask: “May I have a volunteer to begin the introductions?”</p> <p><i>Thank everyone for their participation.</i></p>	<p>25 minutes</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">   </div> <div> <p>Slide 1.1 Should be on the screen before participants arrive.</p> <p>Slide 1.2 Should be shown as the training is about to begin.</p> <p>Trainer’s Note: From the very beginning, your behavior and role modeling will set the tone for the training. Be honest, sincere and forthcoming. You will be asking participants to consider disclosing their beliefs and experiences on topics that are often considered new to them and even controversial. Your own modeling of being vulnerable yet confident will help set the stage for exploration and learning.</p> <p>Be deliberate and clear in your instructions.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Slide 1.3: “Participant Introductions”</p> </div> </div> <p>Trainer’s Note: You may need to practice time management skills here. We want everyone to have the opportunity to share but this is not the time for long stories.</p> <p>Important Reading: Much of the material included in this training is discussed expertly in an article by William White entitled, “Ethical Guidelines for the Delivery of Peer-based Recovery Support Services”. Google it and read it.</p> </div> </div>

Module 2: Overview of the Training

Takeaway/s: The objective of this module is to create a context for the full training as well as specifically for Day 1. Remember that adults learn best when they know where they are headed.

State: “Let’s take a look at your participant materials packet. You will see that there are four tabs. The first two are one for each day of the training. Under these daily tabs, there will be a copy of all the slides we will use, followed by exercises and handouts. The third tab is for notes and personal journaling and the fourth tab is for additional supporting materials.

10 minutes

State: “Adult learning theory tells us that people learn best when they know where they are headed. To help accomplish that let’s review the learning objectives for the week and the agenda for today.”

Read the learning objectives for the week on Slide 1.4.



Slide 1.4: “Learning Objectives”

Ask: “Are there any questions or comments on the learning objectives?”

Respond to any comments. Negotiate with the participants as to whether or not they feel their concerns will be met.



Slide 1.5 “Agenda Day 1”

State: “Let’s take a look at the agenda for today.”

Read the agenda off of Slide 1.5 and ask for questions or comments.

Discuss the facility (restrooms, etc.) and the lunch and break schedules.

Ask: “Are there any further questions or comments?”

Module 3: Working Agreements

Takeaway/s: There are multiple objectives to this module. First is the development of creating a safe place for learning. This module also begins the process of transferring the responsibility of learning from the trainers to the participants. Finally, the creation of the Working Agreements allows the trainers to use them as a first attempt to change individual/group behavior rather than addressing individuals.

State: “This is a training that oftentimes asks the participants to question some of their beliefs and present practices about providing peer-assisted recovery services. There will also be a lot of exchanging of ideas and beliefs in small groups and the large group. In order for this work to be accomplished most effectively, people need to feel safe and that they will be respected.”

State: “We will often be breaking it small groups throughout the training in order to allow for more participation. For this exercise, working in your small group, please come up with a list of the factors that help people feel safe enough in a training to explore and challenge ideas and values. These will become our Working Agreements. Someone in your group should be the **recorder** and someone else in your group should be selected to be the **reporter** to share with the larger group what you have listed. You will have ten minutes to complete this small group exercise.”

After 7-8 minutes, ask the group to finish up and then focus up front.

State: I’d like each group to share with the whole group those elements that help people feel safe.”

Write the responses on an easel. If a group repeats a suggestion, use a hash mark to signify that the item has been mentioned more than once. When the group has offered all of their suggestions, you may add your own.

Ask: “Are there any explanations needed? Are there any negotiations needed?”

Process as necessary.

Ask: “By a show of hands can I see all those who

20 minutes

Trainer’s Note: This exercise is an important step in creating an atmosphere of safety and respect in the room. Be sure to model affirmation, acceptance in respect in how you introduce and process this exercise.



Slide 1.6 Safety Agreements



Small Group Exercise

Trainer’s Note: You might find it helpful to ask each group to offer two or three items and repeat around the room as necessary. Otherwise, the last group may have nothing new to offer.



Write responses on easel pad.

Trainer’s Note: If you need to paraphrase a long response to something shorter to fit on the easel, always ask if you have captured the thought correctly.

Trainer’s Note: You may find that negotiations between two responses needed such “no profanity” and “people need to express themselves as they always do.” It is the role of the trainer to suggest a compromise that all can live with for this training.

are willing to adopt these as our safety agreements for this course.”

Introduce Parking Lot for topics raised that must be addressed at the end of the day/training in order to keep to the schedule and focus on the topic at hand. Label and post a white sheet somewhere in the room that will be visible throughout the training.

Congratulate the group on a job well done and post the Safety agreements on the wall.



Slides 1.7 and 1.8 “The Parking Lot”



Introduce and Post Parking Lot.

Trainer’s Note: You might instruct participants that they can suggest Parking Lot items privately to the trainer.

Module 4: Why Are Ethics Important?

Takeaway/s: The purpose of this module is for participants to explore the reasons why having an understanding of ethical considerations regarding their role and practice of providing peer-assisted recovery support services is vitally important. It is the purposeful design of this module to come before defining ethics so as to allow for a broader examination of the issue.

State: “Before we get into discussing definitions and concepts in ethics, let’s first examine why ethics are important.”

Direct participants to Exercise 1.1, “Why Are Ethics Important?” Read the instructions.

State: “Please take about 5-7 minutes to individually make a list of reasons why ethics are important in peer recovery services.

When it appears that everyone has finished, inform participants that they will be working in their small groups to discuss their answers and come up with a composite list of responses. Remind participants that someone will need to be the recorder and someone will need to be the reporter when we come back to a large group. There will be ten minutes for the small group work.

State: “Now let’s hear from each group as to the group’s combined list.”

Lead a discussion on the importance of ethics in providing appropriate and competent peer-assisted recovery services.

35 Minutes



Slide 1.9 “Importance of Ethics”



Individual Exercise 1.1, “Why Are Ethics Important?”

Trainer’s Note: It is a solid training technique to always ask, “Does everyone understand what I am asking you to do?” whenever you are giving instructions.



Small Group Exercise 1.1, “Why Are Ethics Important?”

Trainer’s Note: Often times groups will have the same person be both the recorder and reporter. This is fine but there will be many opportunities to have these roles and it should not always be the same person.



Large Group Report Outs and Discussion

BREAK

15 Minutes

Module 5: Defining Ethics

Takeaway/s: The purpose of this module is simply to define ethics.

State: “Before we go any further let’s spend some time defining the word ethics. Please turn to Exercise 1.2. First, we are going to spend about five minutes individually writing our definition for ethics in the top half of Exercise 1.2. Then, when prompted, you will work in your small group for 7-10 minutes to write a group definition. We will then join as a large group where we will have report outs on those group definitions.”

Ask: “Does everyone understand the instructions?”

Allow individuals five minutes to write their own definition.

Instruct participants to get into their small groups and work for 7-10 minutes on a group definition.

Bring the group back to one large group and allow for each group to report out their definition.

Lead a discussion on the commonalities and differences in the definitions offered.

Show and read Slide 1.10, “Ethics Defined” and lead a discussion on it and the group definitions.

Close the module by asking, “Are there any further questions or comments?”

30 minutes

Refer participants to Exercise 1.2.



Slide 1.10 “Defining Ethics?”



Individual Exercise 1.2, “Defining Ethics”



Small Group Exercise 1.2, “Defining Ethics”



Large Group Report Outs and Discussion



Slide 1.11 “Ethics Defined”

Module 6: Related Ethical Terms

Takeaway/s: The purpose of this module is to further explore ethics by discussing terms and components that relate to understanding ethics.

State: “Let’s look at number of terms related to our understanding of ethics.”

30 minutes

State: “You may wish to refer to Handout 1.3, “Definition of Terms” as we move through this module.”



Handout 1.3, “Definition of Terms”

Show Slide 1.11, “Values, Morals and Principles”. Ask for a volunteer participant to read each one. Lead a discussion about the terms asking if these definitions are similar or different to what they already thought about them and if they have any thoughts as how they would relate to an examination of ethics.



Slide 1.12, “Values, Morals, Principles”

State: “We are going to discuss four more terms that fall under the broad category of Duty to Peers. It is a critical concern that peer specialists prevent harm and injury to the peers they serve. You may not be as familiar with some of these terms as others.”








Slide 1.13, “Duty to Peers”

Show, read (with volunteers) and discuss slides 1.13 – 1.16.









Slides 1.14 – 1.17, “Duty to Peers”





Close the module by asking if there are any further question or comments.

<h2>Module 7: Reflection on My Own Values</h2>	
<p>Takeaway/s: The purpose of this module is to explore the connection between our values and how we make ethical decisions. Participants will also examine where and how they developed their values.</p>	
<p>State: “Let’s examine one of the aspects of ethical decision making a little closer – namely values. We all have values that we hold. Sometimes we adhere closely to them and sometimes not. We may often have values without examining how we came to hold these values. We are going to do an exercise that will help us explore these issues.”</p> <p>State: “Please turn to Exercise 1.4.”</p> <p>State: “First, we are going to spend about seven minutes individually filling out the six blocks in Exercise 1.4. that relate to values. Then, when prompted, you will work in your small group for 7-10 minutes to write a group definition. We will then join as a large group where we will report out on those group definitions.”</p> <p>Ask: “Does everyone understand the instructions?”</p> <p><i>Instruct participants to get into their small groups and share the discoveries made from completing the exercise for 7-10 minutes.</i></p> <p><i>Bring the group back to one large group and allow for each group to report out.</i></p> <p><i>Lead a discussion on what was learned from completing the exercise.</i></p>	<p>30 minutes</p> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Slide 1.18, “Values Reflection”</p> </div> <p>Refer participants to Exercise 1.4, “Exploring Values”</p> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Slide 1.19, “Reflecting on My Own Values”</p> </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Individual Exercise 1.4, “Exploring Values”</p> </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Small Group Exercise 1.4, “Exploring Values”</p> </div> <div style="display: flex; align-items: center;">  <p>Large Group Report Outs and Discussion</p> </div>
<p>LUNCH</p>	<p>60 Minutes</p>
<h2>Reacquaintance: Energizer and Journaling</h2>	

<p>Takeaway/s: This module is primarily designed to welcome participants back from lunch, offer and energizer to begin the afternoon and allow for some quiet reflection through journaling.</p>	
<p><i>Welcome participants back to the training and thank them for their promptness.</i></p> <p>State: “I want to start our afternoon with an activity to reenergize us.”</p> <p><i>Describe and lead an energizer.</i></p> <p>State: “At this point we are going individually take ten minutes to reflect on this morning’s learnings. There are journal pages under Tab 6 that you may choose to use for journaling. Some people may want to use note their computers or phones.</p>	<p>15 minutes</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Slide 1.21 Energizer, Reflection & Journaling</p> </div> <p>Trainer’s Note: Use any quick energizer you wish. Google “Training Energizers” for suggestions. Be mindful of participant’s capacities and allow for accommodations if necessary.</p>
<p>Module 8: Quick Review of PAR Roles</p>	

<p>Takeaway/s: This module assumes that most participants have already attended an introductory course such as SOS’s The Art and Science of Peer Assisted Recovery or similar training. The takeaway of this module is a quick review of the roles of a peer specialist.</p>	
<p>State: “Many of you have already gone through a training that covered many aspects of the Peer Specialist/Recovery Coach Roles. Before we start discussing ethical issues specific to this role, let’s spend a little time refreshing our memories about them.”</p> <p>State: “You can follow along with slides 1.22 – 1.24 and/or Handout 1.5 “Recovery Coach/Peer Assisted Roles.”</p> <p><i>The trainer should go over the nine roles listed and defined on the three slides. Having volunteer participants read the slides helps to keep everyone engaged. Take time after each slide to discuss the roles and ask for questions, experiences and/or comments.</i></p> <p><i>Close the module with a few concluding remarks.</i></p>	<p>25 minutes</p> <div style="margin-top: 20px;">  <p>Handout 1.5, “Recovery Coach/Peer Assisted Roles</p> </div> <div style="margin-top: 20px;">  <p>Slides 1.22 – 1.24, “Peer Specialist Roles”</p> </div>
<p>Module 9: Understanding Boundaries and Boundary Management</p>	

<p>Takeaways: Boundaries and boundary management is a key topic in peer assisted recovery service delivery. The peer specialist role has fewer encumbrances than a counseling role due to the reciprocity in the relationship engendered by the importance of a shared living experience. However, though slighter than in a professional role, there is still a power differential and other boundaries that cannot be ignored. This module provides and exercise and a forum to discuss these boundary issues.</p>	
<p>State: We are now going to explore the importance of creating and maintaining boundaries in our work in peer-assisted recovery.</p> <p>State: “Please turn to Exercise 1.6, Boundary Management.”</p> <p><i>Read the instructions (or have a volunteer do it).</i></p> <p>State: “First, we are going to spend seven to ten minutes individually filling out the eight blocks in Exercise 1.6. Then, when prompted, you will work in your small group for an additional 7-10 minutes to discuss your thoughts and responses. We will then join as a large group where we will have report outs on those discussions.”</p> <p>Ask: “Does everyone understand the instructions?”</p> <p><i>Participants will work individually on the exercise for 7-10 minutes.</i></p> <p><i>Instruct participants to get into their small groups and discuss their responses for 7-10 minutes.</i></p> <p><i>Bring the group back to one large group and allow for each group to report out the nature of their discussions.</i></p> <p><i>Lead a discussion on what was learned from completing the exercise.</i></p>	<p>50 minutes</p> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Slide 1.26, “Understanding Boundaries and Boundary Management”</p> </div> <p>Refer participants to Exercise 1.6, “Boundary Management”</p> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Individual Exercise 1.6, “Boundary Management”</p> </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Small Group Exercise 1.6, “Boundary Management”</p> </div> <div style="display: flex; align-items: center;">  <p>Large Group Report Outs and Discussion</p> </div>
Break	15 minutes
<p>Module 10: Friends or Reciprocal Relationship</p>	

<p>Takeaway/s: This module continues to explore boundary issues, this time focusing on the differing boundaries between friends and peers receiving peer assisted services.</p>	
<p>State: “We are going to continue looking at boundaries by comparing the characteristics of friendships that would also apply to those we serve as peers as well as those characteristics of friendships that would not apply to the relationships we have with our recoveree/peers.”</p> <p>State: “Once again we will start by working on an exercise individually, discuss our findings in our small group and finally report our conversations with the larger group and discern any commonalities and differences.”</p> <p>Refer participants to Exercise 1.7</p> <p>Read, or have a volunteer read the instructions.</p> <p>State, “This is a time to dig deeper and evaluate the differences between being a friend with your friends and being a friend with the peers you are serving in recovery support.”</p> <p>Ask, “Does every understand the instructions?”</p> <p>Begin the individual exercise.</p> <p>When participants have finished the individual exercise, have them return to their small group and discuss what they wrote. Allow ten minutes for the small group discussion.</p> <p>After bring the small groups back to the larger group, have the group reporter give a synopsis of their discussion, focusing both on areas of agreement as well as points that there was not consensus on.</p> <p>Finish the module with concluding remarks on the importance of understanding the balance between finds and reciprocal relationships.</p>	<p>35 minutes</p> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Slide 1.27, “Friends or Reciprocal Relationship?”</p> </div> <p>Refer participants to Exercise 1.7, “Friends or Reciprocal Relationship”</p> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Individual Exercise 1.7, “Friends or Reciprocal Relationship”</p> </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <p>Small Group Exercise 1.6, “Boundary Management”</p> </div> <div style="display: flex; align-items: center;">  <p>Large Group Report Outs and Discussion</p> </div>

Module 11: Ethical Boundary Dilemmas: Staying in Your Lane

Takeaway/s: The takeaway of this module is to discuss the roles of what a peer specialist is not; a sponsor, a counselor, a medical provider and or a member of the clergy. Participants will remember a time when they may have crossed that line and how they might keep from doing so again.

State: “This is our last module before we close for the day. We are going to look at another boundary issue. You may have heard it referred to as “staying in your lane” which refers to the roles that peer specialists are not. The roles we will address are acting a self-help sponsor, a counselor, a medical provider and/or a clergyperson.”

State: “This may seem simple of the face of it but who among us hasn’t answered a question about a 12-step practice or step or delved into a topic more suited for a professional counselor of therapist. Likewise, many of us might have offered an opinion about medications or even delved into a religious discussion. These are common enough conversations among friends but do they fit into our roles as peer specialists?”

State: “We are going to work through one final exercise for the day following our usual format of individual work, small group work and a large group discussion.”

Refer participants to Exercise 1.8, “The Ethics of Staying in Your Lane”.

Ask: “Please take about 10 minutes to fill in the eight blocks in the exercise. Please be as honest as you can, remembering that you will choose what you share and what you do not”

After ten minutes, direct participants to their small groups to discuss their exercise.

After an additional ten minutes bring participants back to the large group for report outs and a final discussion of the issues.

Make any closing comments.

35 minutes



Slide 1.28, “Ethical Boundary Dilemmas: Staying in Your Lane”

Refer participants to Exercise 1.8, “The Ethics of Staying in Your Lane”



Individual Exercise 1.8, “The Ethics of Staying in Your Lane”



Small Group Exercise 1.8, “The Ethics of Staying in Your Lane”



Large Group Report Outs and Discussion

Module 12: Closing

Takeaway: The purpose of this module is to formally close the day by showing your appreciation for the work the participants put into the day and to close with some sort of closing exercise.

State: "We are going to start closing the day with a short video, "It's Not About the Nail"

This video may indeed generate some conversation. It is also simply a way to end a busy day on a cathartic note.

Show the video. Ask for comments and reactions.

It is important to close the day with a simple exercise that recaps the day. Some common examples are to tell a story that illustrates one of the learnings of the day, asking for pluses (what was liked about the day) and wishes (what would have made the day better) and then negotiate what changes are possible, or going around the room and have each person give a word that describes the day for them.

20 minutes



Slides 1.29 and 1.30, "It's Not About the Nail"



Slide 1.31, "Closing"

Trainers Note: This has been a day with a lot of self-exploration. If you have the time you might have each person finish a sentence stem such as:

- I want to spend more time thinking about . . .
- I would like to bring _____ topic back to my workplace for more discussion.
- One discussion that I think me become a better peer specialist is . . .

Additionally, more trainer closing exercises can be found on Google.

Ethical Consideration for Peer-Assisted Recovery

Day Two

Module 1: Welcome and Reacquaintance

Takeaway/s: There are several objectives to this module. First, to give participants an opportunity to meet new members of the class and to reconnect with the experience of Day One prior to beginning Day Two. Secondly, to create new groups to facilitate learning from new members of the class. Finally, to renew an interest in the Working Agreements and have the opportunity for comment and possible adjustments.

Trainer Script	Trainer Notes
<p>State: "Welcome back to Day Two of "Ethical Consideration for Peer-Assisted Recovery".</p> <p>State: "We are going to start with a reacquaintance exercise. In a minute, you need to get up and find someone in the room to have a brief conversation with about your experience in the training yesterday. You may talk about insights gained, questions remaining, feelings that were raised, etc. After three minutes, I will prompt you to find a new partner and repeat the process. Altogether, we will do this three times. Please begin now."</p> <p><i>Keep track of time and call for switching partners until 3 rounds are complete.</i></p> <p>State: "Now we are going to get into new groups. We are going to do that by first getting in a line with the shortest at the beginning of the line and the tallest at the end of the line. Let's do that now."</p> <p><i>After the line has formed, ask people to count off by the number of small groups you had from Day One.</i></p> <p>Ask: "Please move all of your belonging to your new group as you will be working in this group all day."</p> <p><i>Once the new groups are settled, review Day 2 Agenda.</i></p> <p><i>Review the Working Agreements created on Day 1 and ask if the agreements worked well yesterday and are any changes/additions needed.</i></p>	<p>25 minutes</p> <p> Slide 2.1 -2.2, "Ethical Considerations for Peer-Assisted Recovery"</p> <p> Slide 2.3, "Good Morning"</p> <p> Slide 2.4, "Agenda Day 2"</p> <p> Slide 2.5, "Working Agreements"</p>

Module 2: Supporting All Pathways

Takeaway/s: There are three primary purposes to this module. The first would be a quick review of nine of the pathways to recovery. Secondly, participants will discuss why adherence to supporting all pathways is an ethical issue. Finally, participants will inventory any difficulties they might have with supporting a particular pathway as well as efforts they might make to improve their support.

State: “Supporting all pathways to recovery is a key element in our work as peer specialists providing recovery support. We are going to review several of the pathways of recovery people might choose for themselves and why as peer specialists it is an ethical issue that we support all pathways equally. We will then complete an exercise that will allow us to explore ways we might improve on supporting all pathways.”

Refer participants to Exercise 2.1, “Supporting All Pathways”.

State: “Let’s begin by having a review of the pathways.”

Ask for volunteer to discuss their understanding of the first pathway listed, “Solo”. Continue down the list, asking for a new volunteer for each pathway. Allow for a discussion of each pathway as needed. Add your own comments when appropriate.

Ask, “Why might your ability to support all pathways be an ethical consideration?”

Lead a discussion about the important nature of supporting all pathways in order to stay true to providing peer-assisted recovery services.

State, “Now we will work on Exercise 1.2.”

Read the instructions at the top of the exercise and ask participants to take about ten minutes to individually complete it.

State, “Now let’s work in our new groups to discuss our responses, focusing on areas of concern and what efforts we might take to improve. Let’s take about ten minutes for this.

55 minutes

Refer participants to Exercise 2.1, “Supporting All Pathways”



Slide 2.6, “Ethical Concerns: Pathways”



Individual Exercise 1.8, “The Ethics of Staying in Your Lane”



Small Group Exercise 1.8, “The Ethics of Staying in Your Lane”

Bring back the small groups into a large group and lead a discussion on insights, suggestions for improvements and lessons learned.



Large Group Discussion

<p>BREAK</p>	<p>15 minutes</p>
<p>Module 3: Self-Care as an Ethical Issue</p>	
<p>Takeaway/s: This module will address self-care as an ethical issue as well as reflect on our own self-care.</p>	
<p>State: “Another ethical issue we are going to we are going to address is self-care.”</p> <p>Ask, “Why might we consider elf-care as an ethical issue?”</p> <p>Lead a discussion on the topic.</p> <p>State: “Let’s take some time inventorying our own self-care. Please take a look at Exercise 2.2, “Wellness Survey”.</p> <p>Read the one line instruction at the top of the page and the read the two additional instructions at the bottom of the page.</p> <p>State: Let’s take about 10 minutes to complete the survey, identify a statement or two which illustrates where you might need to make some improvements and then write a SMART goal for one or two of them.</p> <p>State: “Now let’s take about 8-10 minutes in our small groups to discuss the exercise.”</p> <p>Upon returning to the large group ask for questions/comments and lead a brief discussion concluding the module.</p>	<p>35 minutes</p> <div data-bbox="824 415 922 510"> </div> <p>Slide 2.7, “Self-Care as an Ethical Issue’</p> <div data-bbox="824 632 922 726"> </div> <p>Slide 2.8, “Exercise 2.2, “Wellness Survey.</p> <p>Allow participants to find Exercise 2.2, Wellness Survey in their participant packet.</p> <div data-bbox="824 951 922 1045"> </div> <p>Individual Exercise 2.2, “Wellness Survey”</p> <div data-bbox="824 1150 922 1245"> </div> <p>Small Group Exercise 2.2, “Wellness Survey”</p> <div data-bbox="824 1350 922 1444"> </div> <p>Large Group Discussion</p>

Module 4: White’s Peer-based Model of Ethical Decision-making Tool

Takeaway/s: This module will introduce a tool developed by a working group led by William White to be used when making an ethical decision. Participants will then have an opportunity to practice using the tool while reflecting on a particular case study, “Rebecca”.

State: “William White worked with a with the PRO-ACT Workgroup to develop an ethical decision-making tool. Please refer to Handout 2.3”

Go over the tool paying attention to each of the three questions which would need to be thoroughly examined in order to effectively use the tool.

Take a few minutes to allow a discussion on each of the questions.

Ask: “Are there any questions or concerns?”

State: “We are now going to break into small groups to practice using the tool. Please find Exercise 2.4, “Rebecca”.

State: “In your small groups, please work together to use the tool and work through the first two questions. In real life, it could very well take quite a bit of time to thoroughly dissect these questions. You’ll have about 20 minutes. The goal is not to complete the task but rather to familiarize yourself with the process outlined in the tool.”

When the small groups return to the large group discuss their experience with using the tool.

Close by stating: “Please note that the full article by William White is cited at the end of Exercise 2.4. We would strongly recommend reading the article in its entirety. You can find it at williamwhitepapers.com or goggling the title given in the reference. The article serves as a wonderful reference to many aspects of ethical considerations in peer-assisted recovery services.”

45 minutes



Handout 2.3, “A Peer-based Model of Ethical Decision-making”



Small Group Exercise 2.4, “Rebecca”



Large Group Discussion

LUNCH	60 minutes
<p>Reacquaintance: Energizer and Journaling Takeaway/s: This module is primarily designed to welcome participants back from lunch, offer and energizer to begin the afternoon and allow for some quiet reflection through journaling.</p>	
<p><i>Welcome participants back to the training and thank them for their promptness.</i></p> <p>State: "I want to start our afternoon with an activity to reenergize us."</p> <p><i>Describe and lead an energizer.</i></p> <p>State: "At this point we are going individually take ten minutes to reflect on this morning’s learnings. There are journal pages under Tab 6 that you may choose to use for journaling. Some people may want to use note their computers or phones.</p>	<p>15 minutes</p> <div data-bbox="829 520 922 617" data-label="Image"> </div> <p>Slide 2.12, "Energizer and Journaling"</p>

Module 5: Ethical Decision-Making Scenario

Takeaway/s: The module serves to use many of the topics covered thus far in the training to answer four questions related to a peer specialist and a peer with whom the peer specialist had a pre-existing relationship.

State: “We are going to take a look at another scenario presenting possible ethical questions.”

Refer participants to Exercise 2.5.

State: “This scenario presents Barry, a peer specialist who has been assigned a peer whom he knows from his prior life in addiction. Please take about 7-8 minutes to individually write down some of your thoughts to the four question below.”

State: “Let’s now work once again in our small groups to share our individual work and see if we can find some common direction on what ethical questions are raised and what steps might be taken. You will have 10-12 minutes for this discussion. Please have a reported ready to share the nature of your conversations and decisions.”

When the small groups return to the large group allow for each group to report out. Lead a discussion into commonalities and differences in approaches.

Ask: “Are there any further questions or comments?”

40 minutes



Slide 2.13, “Ethical Decision-making Scenario: Barry”

Refer participants to Exercise 2.5 “Ethical Decision-making Scenario”



Individual Exercise 2.5, “Ethical Decision-making Scenario”



Small Group Exercise 2.5, “Ethical Decision-making Scenario”



Large Group Report Out and Discussion

Module 6: Ethical Role Play: RCO Decision-making

Takeaway/s: The purpose of this module is to extend the discussion of ethical decision-making from an individual peer specialist/peer relationship to organizational decision-making by focusing on a course of action to be taken in response to a series of events at a Recovery Community Organization (RCO).

State: “We are going to take much of what we have discussed on ethical considerations and apply them to an ethical decision-making concern being faced by an organization – in this case a Recovery Community Organization.”

Refer participants to Exercise 2.6, “Ethical Decision-making”.

Read, or have a volunteer read, the paragraph description at the top of the page and allow time for everyone to read the scenario.

State, “We will now get into our small groups. After the scenario, there is a description of the four neighboring RCO members who have agreed to come and discuss the situation. Your first task in the small group is to assign the roles so that someone is role playing each role. Then discuss the situation and try to reach a consensus on what recommendation(s) you are going to make. You will have 20 minutes. Be sure to have a reporter who will report out what the issues were and what consensus decision on a suggestion on what action might be made was agreed upon.”

When the large group reconvenes, allow for each small group to report out.

Lead a discussion that focuses on both what the process was like as well as the solutions generated.

Ask: “Are there any further questions or comments.”

45 minutes



Slide 2.14, “Ethics Role Play: RCO Decision-making”

Refer to Exercise 2.7, “Ethical Decision-making”



Small Group Exercise 2.7, “RCO Ethical Decision-making”



Large Group Report Out and Discussion

<p>BREAK</p>	<p>15 minutes</p>
<p>Module 7: Continued Professional Development</p>	
<p>Takeaway/s: The purpose of this module is to encourage participants to think about what further training and skill development would enhance their capacity and effectiveness as coaches/peer specialists.</p>	
<p>State: “As is true with many trainings that introduce to a new role or endeavor, this training is not the end but more like a beginning. Our next exercise will help us think about what might help us improve our capacity and effectiveness as coaches/peer specialists.”</p> <p><i>Refer participants to Exercise 2.7, “Continued Professional Development”</i></p> <p>State: Please take about 5-7 minutes to write down all of the areas that you think would help you develop your expertise in the ethical practice of offering peer-assisted recovery supports. Think about topics, skills, techniques, supports, etc.”</p> <p>State, “I would like to hear as many suggestions as we can generate and then talk about how you might go about developing that expertise.”</p> <p><i>Write down the ideas raised one at a time on an easel (in person training) or whiteboard (virtual training). Be prepared to elicit responses as to how the needed professional development might be met.</i></p>	<p>30 minutes</p> <div data-bbox="824 485 922 583" data-label="Image"> </div> <p>Slide 2.15, “Professional Development”</p> <p>Exercise 2.7, “Continued Professional Development”</p>

Module 8: Improving My Service

Takeaway/s: Takeaway/s: The objective of this module for participants to make a SMART goal to facilitate using some aspect of this training in the near future.

State: “As we move toward closing this particular learning experience, we want to take some time thinking about how we might use this experience in some fashion before too much time has passed. We will do that by making a SMART goal or two and working through a planning process.”

State: “First, let us take a quick look at what we mean by a SMART goal.”

Using slides 2.17 and 2.18, lead a brief discussion on creating SMART goals.

Refer participants to Exercise 2.8, “Improving My Service”

State: “Let’s take 10 minutes to make a goal for ourselves about how to further this training experience and work it through Exercise 2.8.”

After it appears most participants have accomplished the task, ask a few volunteers to share their goal.

Ask: “Are there any further questions or comments?”

30 Minutes



Slide 2.16, “Professional Personal Development”



Slide 2.17-2.18, “Goal Setting with SMART”

Refer participants to Exercise 2.8, “Improving My Service”



Slide 2.19, “Improving My Service: Exercise 2.8”

Module 9: Closing

Takeaway/s: This training has been purposefully designed to create a safe place to challenge beliefs and biases while receiving a foundation in ethical considerations for the delivery of peer-assisted recovery services. Often times this included becoming vulnerable and forming strong bonds with others. This module provides an opportunity to close in an affirming manner.

Begin this module by asking if there are any remaining questions or concerns.

There are many ways one can close a training. The important thing to remember is to allow for a time for reflection, affirmations and good byes.

You can tell a story, finish by have everyone making a closing comment, or and exercise like closing notes.

Finally, make sure participants know what is expected of them in terms of evaluations and how they will receive certificates of attendance.

20 minutes



Slide 2.20, “Questions”



Slide 2.21, “Mark Twain Quote”



Slide 2.22, “Thank You for Attending”