

Second Year Report of Activities and Third-Year Plan

National Association of Peer Specialists Recovery to Practice Project

The second year of activities focused on 1) creating a curriculum outline upon which future work will be based, 2) continued development of collaborative relationships, 3) continued solicitation and incorporation of input from stakeholders, 4) dissemination of information about the RTP project, 5) continued collection of information resources and evaluation and organization of those resources, and 6) refinement of implementation strategies.

Recovery Curriculum Summary

Using the situational analysis as a basis, the following topics were identified as modules for the recovery curriculum:

1. Principles of Recovery
2. Acknowledging the effects of Trauma on Recovery
3. Creating a Culture of Compassion
4. Strengthening Workplace Relationships
5. Peer Specialist Ethics
6. Recovery and the Whole Person
7. From Dual Recovery to Whole Person Recovery
8. Developing Supportive Relationships

The curriculum outline includes a comprehensive evaluation strategy to determine the effectiveness of the curriculum in facilitating learning. Discussions are currently underway with Boston University's Center for Psychiatric Rehabilitation to evaluate the effectiveness of practicing and applying this knowledge.

The recovery curriculum outline was developed and refined with input from more than 50 stakeholders. Although some input went beyond the scope of the RTP project, information such as information is expected to have considerable value to the overall curriculum as certain concepts can be incorporated.

Although it will not be practical to solicit and process the level of input received to this point in the project, the NAPS RTP team will continue to make curriculum drafts available and consider and incorporate input as necessary and appropriate.

With the curriculum outline, especially as developed with substantial stakeholder input and a basis in the situational analysis, the NAPS RTP team is confident that it will be able to proceed with further development. At the same time, the team recognizes the need for a certain amount of flexibility at this point.

Other Activities

The NAPS RTP team has been involved in outreach to help those interested in mental health understand the scope, process and need for the RTP project. These endeavors have included:

- Creation of a poster for poster presentations at conferences.
- Display/use of the poster at the USpra conference in June in Boston and at the NAPS annual peer specialist conference in Raleigh, NC in August.
- One-on-one contacts in person, through e-mails and telephone calls.
- Description and updates of the project on the NAPS website.
- Consultation (formal and informal) with researchers, educators, professional curriculum developers, and mental health administrators and service users.
- Updates on the project through the NAPS quarterly newsletter.
- Development and publishing of a guidebook to teaching peer classes.
- Increased networking and collaboration with existing peer specialist trainers.
- Responding to inquiries and suggestions about the recovery curriculum via e-mail, telephone calls and in-person contacts.
- Writing and drafting reports and other documents necessary to project requirements and management.
- Development of a third-year plan for the project.
- “pre-tested” some potential curriculum components and facilitation methods.

Third Year Plans

The recovery curriculum outline (posted on the NAPS website) includes important details regarding further development of the curriculum. The timeline for the third year of the project (and a bit beyond) is featured here and is taken from the outline.

October, 2011 – November 2011	<p>Outline approved / detailed curriculum design document developed</p> <ul style="list-style-type: none"> • project management (roles, responsibilities, deliverables, dates) • learning objectives / competency tests (outcome measures) • map linking all content to specific learning objectives • overall structure (consistent for all modules) • format (templates for manuals, slides, and related deliverables) • review / approval process (determined for all modules)
Initial Development	
November 2011	Draft Modules 1-2 / initial try out and review
December 2011	Draft Modules 3-4 / initial try out and review
January 2012	Draft Modules 5-6 / initial try out and review
February 2012	Draft Modules 7-8 / initial try out and review
Initial Review	
January 2012	Modules 1-2 / full review and alpha (pre-pilot) small scale test
March 2012	Modules 3-4 / full review and alpha (pre-pilot) small scale test
April 2012	Modules 5-6 / full review and alpha (pre-pilot) small scale test
May 2012	Modules 7-8 / full review and alpha (pre-pilot) small scale test
	Test Individual Modules / Components
April 2012	Test Modules 1-2 / pilot test draft (review comments incorporated)
May 2012	Test Modules 3-4 / pilot test draft (review comments incorporated)
June 2012	Test Modules 5-6 / pilot test draft (review comments incorporated)
July 2012	Test Modules 7-8 / pilot test draft (review comments incorporated)
	Pilot Test / Finalize and Deployment
August 2012	Final draft full curriculum / receive approval for pilot
Sept 2012	Pilot Full curriculum at the NAPS annual meeting in Philadelphia
Oct 2012	Integrate lessons learned from the pilot / final edits complete
Nov 2012	Full curriculum available for download on the NAPS web site
Dec 2012	Establish process for bi-annual review / updates from curriculum instructors and others (continuous quality improvement)

Below is a narrative description, in general terms, of tasks and processes to be used in Year Three:

- Create drafts of a recovery curriculum specifically designed for PS. This will be primarily accomplished through the use of existing recovery materials gathered, evaluated and organized in the first year of the project.
- Send drafts on a topic basis to a network of reviewers that includes the advisory group, PS trainers, professional educators and individuals who have requested the opportunity to review drafts. In addition to content, the NAPS RTP team will request input on instructional techniques and practices.
- Modify drafts as necessary.
- Continue to inform others and publicize the RTP project and its potential implications within the PS profession and among other disciplines as well. This will be accomplished through participation in mental health conferences at the expense of NAPS as an organization. This activity is expected to foster collaboration with other disciplines and create new implementation strategies.
- Increase efforts to collaborate with other RTP disciplines regarding curriculum development issues.
- Monitor advances in recovery knowledge and, when relevant and feasible, incorporate those advances in the recovery curriculum.
- Report to NAPS members and other stakeholders RTP project progress and findings. This will be accomplished primarily through newsletters and the NAPS website. A session will also be offered at the NAPS annual conference to update attendees about the project.

Task Allocation

The process agreed upon by the NAPS RTP for curriculum development is as follows:

Writing of curriculum drafts—Steve Harrington

Writing and communication issues related to overall wellness—Lyn Legere and Steve Harrington

Review of drafts and input—DBSA staff, curriculum consultant

Distribution of drafts and gathering and evaluation of input outside NAPS RTP team—Steve Harrington, DBSA staff and curriculum consultant

Pilot testing of curriculum modules—DBSA staff and Steve Harrington

Evaluation of module content and facilitation methods—Steve Harrington, curriculum consultant and DBSA staff

Incorporation of necessary modifications—Steve Harrington

Gathering and evaluation of implementation input—Steve Harrington

Coordination of relations with other mental health disciplines and organizations—Steve Harrington

Overall project management/reporting—Steve Harrington