

Principles of Peer Support Course Syllabus (Winter 2014)

Kalamazoo Valley Community College
Arcadia Commons Campus
202 N Rose St
Kalamazoo, MI 49007¹

Department: Psychology

Course and CRN Number: PSY 102 – 24380

Credit Hours: 3

Class Sessions: Mondays and Wednesdays 2:00-4:45 p.m.

Class Room: 205 Anna Whitten Hall

Instructor: Carol Heintz, M.A., Limited License Psychologist

Phone: Dial 488-4701-6629# or 269-365-4029

Email: caroleheintz@yahoo.com; cheintz@kvcc.edu

Office: 222 Anna Whitten Hall

Office Hours: Monday and Wednesday 12:00 to 1:45 pm or by appointment

Prerequisites: Current Wellness Recovery Action Plan (WRAP) that addresses employment and education strategies; Michigan Rehabilitative Services/Michigan Commission for the Blind Vocational Assessment or COMPASS Score of 65 Reading/70 Writing; High School Diploma or General Education Development (GED).

REQUIRED TEXTS: Ridgeway, P., McDiarmid, D., Davidson, L., Bayes, J., & Ratzlaff, S., (2002). *Pathways to Recovery: A Strengths Recovery Self-Help Workbook*. Lawrence, KS: University of Kansas School of Social Welfare. Other sources that are autobiographical, historical and data reports will supplement this core text. These will be offered in a variety of formats such as, video, online interactive and written text.

DESCRIPTION: Students examine the core principles of peer support specialist work, by exploring aspects of the history of psychiatry and social work; history of consumer/peer activism; approaches to healing and recovery; culture of recovery; systems of healing (agency

¹ Course is co-sponsored by The Recovery Institute of Southwest Michigan, Inc. and Kalamazoo Community Mental Health and Substance Abuse Services.

structures and roles); crafting a personal recovery story; overview of the current status of the field of peer support in Michigan.

This course resembles an introduction to, or principles of social work or psychology course with regular break-out sessions or role-playing designed to elicit student participation and skill development. It includes written assignments to develop and measure competency, followed by a final and the issuance of a certificate of completion.

Carol Heintz, Limited Licensed Psychologist, and Peer, provides general oversight and instructional support while peer support specialists facilitate role-play sessions, instruct specific modules and assist with development of wellness plans and recovery stories.

GOALS AND OBJECTIVES: Compare attitudes towards people diagnosed with mentally illness and substance abuse issues historically with attitudes in the recovery model, describe recovery and peer support, assess and show examples of stigma, evaluate ethics questions, recognize and practice active, reflective listening skills, sketch a history of substance abuse treatments, express, present, employ, and listen to personal recovery stories, devise and implement goal planning worksheets with peer support, compare different models of recovery, examine spiritual approaches in recovery, practice holistic methods for self-care, and record and attend to personal recovery maintenance.

GUIDELINES: This course adheres to the following guidelines established by the Society for Disability Studies:

- It should be interdisciplinary/multidisciplinary. Disability sits at the center of many overlapping disciplines in the humanities, sciences, and social sciences. It encourages a curriculum that allows students, activists, teachers, artists, practitioners, and researchers to engage the subject matter from various disciplinary perspectives.
- It challenges the view of disability as an individual deficit or defect that can be remedied solely through medical intervention or rehabilitation by "experts" and other service providers. Rather, a program in Disability Studies should explore models and theories that examine social, political, cultural, and economic factors that define disability and help determine personal and collective responses to difference. At the same time, DS should work to de-stigmatize disease, illness, and impairment, including those that cannot be measured or explained by biological science. Finally, while acknowledging that medical research and intervention can be useful, Disability Studies should interrogate the connections between medical practices and stigmatizing disability.
- It should study national and international perspectives, policies, literature, culture, and history with an aim of placing current ideas of disability within their broadest possible context. Since attitudes toward disability have not been the same across times and places, much can be gained by learning from these other experiences.
- It should actively encourage participation by disabled students and faculty, and should ensure physical and intellectual access.

- It should make it a priority to have leadership positions held by disabled people; at the same time it is important to create an environment where contributions from anyone who shares the above goals are welcome.²

REQUIREMENTS AND GRADING CRITERIA

Attendance and Participation:

Students are expected to attend all classes and read the assignments so as to be prepared for class discussion. Experience shows that there is a direct relation between attendance and performance in the course. The first part of each session will generally consist of a discussion of the issues covered in the reading assignment. These discussions will take a variety of formats. For example, students may be asked to prepare two or three questions in writing based upon the upcoming reading assignment. The instructor will collect these questions at the beginning of the following class and then read a sample of them for the class to answer and discuss. Or, the instructor may divide the class into several groups to discuss particular issues presented in the readings or lecture. Each group will then present their position to the class. Other discussions may be more or less structured, but students must, in any case, come prepared to discuss the readings regardless of the format. Each student's level of participation will be evaluated and accounts for 20% the final grade for the course.

Class Participation: 20% (This includes ungraded spirituality paper and recovery story outline)

Exams: One Final Exam 20%

Written Assignments: 60% as follows –

	Assignment Title	Percent of grade	Due Date
1.	Personal Wellness and Education Support Goal Plan	15%	3/19/2014 (Done in class)
2.	Personal Recovery Story (3-5 pages)	15%	4/9/2014
3.	Personal Wellness Plan Progress Report (3-5 pages)	15%	4/21/2014
4.	Peer Support Feedback Report (3-5 pages)	15%	4/23/2014

Computer Skills Assessment: Each student may take a computer skills assessment. The Recovery Institute can issue a certificate indicating the results of this assessment upon completion of the course. Students wishing to improve their skills may do so at the Recovery Institute Computer Lab and are eligible to retake the assessment at any time.

Late or Missed Assignments: All assignments must be turned in at the beginning of class on the date they are due. Ten (10) points will be deducted from the assignment grade for each class session that passes (starting with the due date) until the assignment is turned in. Under certain circumstances, an alternative plan may be developed, but only if students contact the instructor to negotiate one at least one day prior to the assignment's due date. My objective

² Society for Disability Studies, Guidelines for Disability Studies.
http://www.disstudies.org/guidelines_for_disability_studies_programs. March 13, 2009.

is to foster an environment in which students are able to exchange ideas freely on a level playing field. I welcome any suggestions (small or large) on ways to make sure this happens. I am always available to hear students' concerns about their ability to learn and to share information due to the nature of the classroom's physical environment or anything else. If you have a disability that the classroom is not accommodating, please discuss it with me as soon as possible or contact the Special Services Office at: Voice: (269) 488-4397 - TTD: (269) 488-4358. From this office, Kalamazoo Valley Community College provides many services to students including note takers, readers, transcribers, and tutors.

CLASS SCHEDULE and READING ASSIGNMENTS

WEEK I

Monday (3/10)

Overview of syllabus and course objectives.

What is peer support - the personal, historical and contemporary

View *Long Strange Trip*

Handouts(to read for 3/12): Excerpts from Kaysen *Girl Interrupted*; Geller and Harris "Nineteenth Century Moral Treatment"; and Packard Excerpt

Wednesday (3/12) *Co-facilitator Sean Harris*

Principle Definitions of Recovery - the personal, historical and clinical.

Reading Requirement: Be prepared to discuss: the historical overview of treatment expectations; treatise on "moral treatment;" excerpt from contemporary memoir on recovery; clinical treatment model excerpt.

Real-play sessions: Students break into groups to discuss their personal views of recovery.

Handout: Statement on Mortality Rate

WEEK II

Monday (3/17) – *Co-facilitator Rosie Corliss*

Keeping Recovery First: Introduction to holistic health and recovery.

Reading Requirement: *Pathways to Recovery*, iii-ix, pages 172-179 and pages 103-124 (long term and short term goals). Be prepared to discuss report on health conditions of people diagnosed with mental illness and Personal Action Toward Health (PATH) overview.

Handout: Personal Wellness and Education Support Goal planning worksheets.

Introduction to PATH and establishment of partnerships to develop personal wellness and education support plans.

In-Class Assignment: Complete Personal Wellness Education Goal Plan (Turn in to instructor by the end of class)

Handout: Models of Recovery Guide

Wednesday (3/19) Co-facilitator Sara Rice

Exploring Recovery Models: The Appalachian Group - The Five Stages of Recovery, Mary Ellen Copeland - Wellness Recovery Action Planning (WRAP), Priscilla Ridgway - Pathways to Recovery, Recovery Innovations - Recovery Pathways

Break-out session: Students evaluate models and identify preferences

Reading Requirements: Be prepared to discuss, “Key Concepts” section from your WRAP Workbook, and *Pathways to Recovery*, 1-23 (strengths approach)

Assignment Due: Personal Wellness and Education Goal Plan

Handouts: filmography, Personal Recovery Story Outline Guide

WEEK III

Monday (3/24) Co-facilitator Bill Jones

Building a Community of Recovery: Representations of Psychiatric Disability

View: *No Kidding Me Too!*

Class discussion group breakout - Where would I start? How supportive is my community? How have I experienced support or lack of it in my community?

Reading Requirement: *Pathways to Recovery*, pages 25-54 (attitudes, behavior, cognitions).

Wednesday (3/26) PoWeR Group Presentation

What is a personal recovery story?

Writing a personal recovery story: discussion group breakout - PoWeR Group members facilitate small group discussion on how to craft a personal recovery story.

Reading Requirement: *Pathways to Recovery*, 373-393.

Assignment Due: Two page Personal Recovery Outline (this assignment is not graded, but counts towards participation grade).

Handouts: Guide to writing personal recovery story.

WEEK IV

Monday (3/31)

Supportive Communication Skills – Lecture – Carol Heintz

View film on reflective listening & Carl Rogers interview

Supportive Communication Skills - Practice: Students pair off, alternating between telling their recovery story and practicing supportive communication skills.

Reading Requirements: be prepared to discuss selections on empathic listening techniques, *Pathways to Recovery*, 55-70.

Wednesday (4/2) *Co-facilitator Rebecca Linihan*

Sharing your personal recovery story: how is this important for individual recovery; how can it support another person's recovery; how do you know when to share it and finally how much of your recovery story to share in any given situation?

Students present their personal recovery stories to classmates

Reading Requirement: *Pathways to Recovery*, 71-101

Handouts: review of various meditation techniques and some examples and *Pathways to Recovery*, 355-364.

WEEK V

Monday (4/7) *Co-facilitator Rebecca Linihan*

Students present their personal recovery stories to classmates, followed by meditation exercise

Reading Requirement: *Pathways to Recovery*, 103-124.

Wednesday (4/9) Co-facilitator Margo Hunt

How to establish intentional relationships that support recovery

Break out in role-play sessions where participants give and receive peer support on various topics and issues of concern. Use *supportive listening skills*.

Reading Requirement: Michigan Peer Support Code of Ethics.

Assignment Due: Personal Recovery Story (3-5 pages)

WEEK VI

Monday (4/14)

How people Change and How it Relates to Motivational Interviewing - Lecture

Real Play Exercise: Struggles Toward Reaching Wellness Goals

Reading Requirements: *Pathways to Recovery*, pages 55-70 (motivation and turnaround)

Wednesday (4/16) Co-facilitator Rosie Corliss

Presentations on Personal Wellness and Education Support Plans

Reading Requirement: selections on the correlation between mental and physical health; lifestyle practices that promote wellness and *Pathways to Recovery*, 311-334 (stress techniques).

Handout: Spirituality Bibliography (Spirituality paper due 4/21/14)

WEEK VII

Monday (4/21) Co-facilitators Kim Freudenburg and Carmesha Dixon

How to support spiritual life when offering peer support

Role play in front of class and Peer Support Feedback on index cards. Each person will be required to be the listener. Information from these role plays will be used for your Peer

Support Feedback Report. Use *supportive listening skills*. List two positives and a change on feedback cards.

Reading Requirement: One text from spirituality bibliography, *Pathways to Recovery*, 191-205 (spirituality).

Assignment Due: Personal Wellness Plan Progress Report (3-5 pages) and personal statement on the role of spirituality in your recovery (1-2 pages). This spirituality assignment is not graded, but counts toward your participation grade.

Wednesday (4/23)

Keeping hope alive: peer-activism and leadership in the Recovery Movement
Presentation by Peer Movement Activists
Kalamazoo's array of services and community supports.
Final Exam review

Assignment Due: Peer Support Feedback Report (3-5 pages)

Handout for next class: Final Exam Review Guide

WEEK VIII

Monday (4/28)

Final Exam