

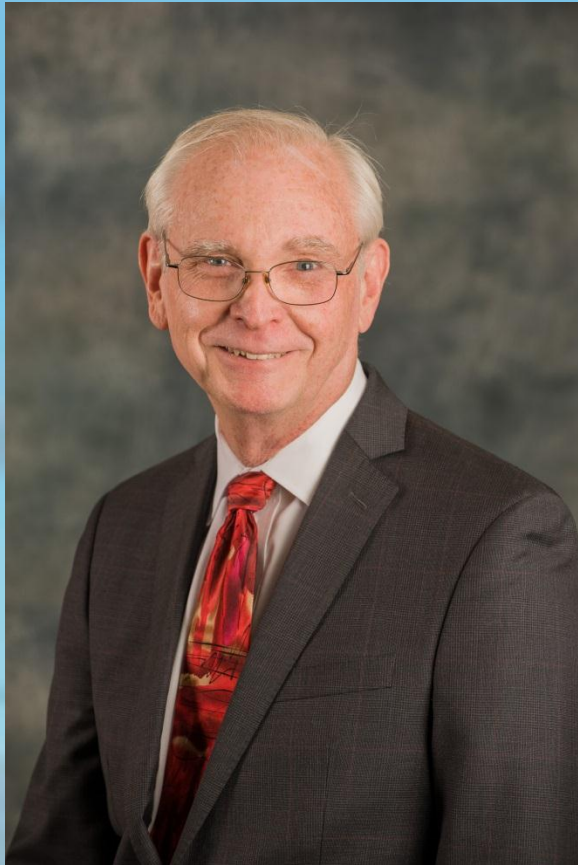


It's My Life ~ Social Explorations

Facilitating
Recovery through
Social Self-Directed
Care



Meet Patrick Hendry Program Director







Patrick Hendry is the Vice President of Peer Advocacy, Support and Services for Mental Health America and has worked as a mental health advocate for the past 24 years. His areas of expertise include peer-provided services, self-directed care, recovery-based trainings, organizational development and management and sustainability. Patrick received MHA's highest honor, the Clifford W. Beers Award in 2012 and SAMHSA Voice Award and Eli Lilly Reintegration Lifetime Achievement Award in 2014.

Meet Shavonne Carpenter Life Coach, CPSS


Shavonne has extensive training as a Certified Peer Support Specialist and Counselor. She also has experience dealing with co-occurring disorders. As one of the Life Coaches piloting this program, her philosophy was to assist participants to connect with what is most important to them and to make choices from love rather than fear.




Mental Health America


-  MHA is the nation's oldest/largest advocacy and education organization.
-  Founded in 1909 by Clifford Beers, an individual with a mental illness.
-  MHA helps to empower and support people with mental illnesses.
-  We embrace social justice and emphasize autonomy, dignity, inclusion.

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 **Purpose:** When faced with a life with a serious psychiatric disorder, one of the major barriers to recovery is social exclusion and isolation, and it is one of the most difficult to overcome. While many programs attempt to provide people with social skills training, most have very limited success in really connecting people to friends and community

 **Innovation:**

- Evidence based – Psychiatric Rehabilitation and Peer Support
- Emerging Best Practice – Self-Directed Care
- Individualized, Person-Centered, Strength-Based

 **Results:** Social inclusion so individuals feel less isolated which helps to increase self-esteem and self-worth improving overall functioning with networks that include supportive and sustainable relationships that will increase their quality of life

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IML is a non clinical intervention, therefore we eliminated all clinical language from program activities and exercises. The only clinical information we collected was diagnosis and prior hospitalizations







For the purposes of pilot we selected people living with schizophrenia or schizoaffective disorder. Someone with schizophrenia may experience difficulty distinguishing what is real from what is imaginary; may be unresponsive or withdrawn; and may have a hard time expressing “normal” emotions in social situations. Individuals with schizoaffective disorder may encounter similar troubles.



Given the complexity of these conditions and that social functioning impairments seem to be evident at all stages of the illness, people living with them have an extremely difficult time building friendships and relationships, and participating in the life of the community

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-  “Traditional approaches such as medications, hospitalization, and dynamic psychotherapy have had limited effectiveness when applied to the socialization”
-  Although the piloting of this program focused on individuals with schizophrenia or schizoaffective disorder, the principles and practices of SSDC can be applied with any mental health diagnosis
-  The pilot program focused on the most isolated and marginalized individuals in the community. Social functioning impairments seem to be evident at all stages of the illness.
-  “The impairments in social functioning that influence the lives of patients with schizophrenia are well captured in one simple observation. The majority of people with this disorder do not marry. Compared with people in the general population, patients with schizophrenia are more than six times more likely to remain unmarried.” (MacCabe, J. H., Koupil, I. a& Leon, D.A., 2009)

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How It Works



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Explanation of Program

- Participation is voluntary
- Confidentiality (HIPPA)
- Participants receive a binder that includes everything they will need for the program:
 - Enrollment agreement
 - Worksheet/Handouts
 - Guided Journal
 - Various Forms
- Appropriate use of Social Stipend and requirements for keeping receipts
- Structure of visits with Coach
- Professional Boundaries
- Phasing out process

Getting Acquainted

- All Coaches meet with new participant
- Coach's Bios shared with Participant
- Participant selects their coach
- Build trust and solidarity through strategic self-disclosure, empathy, honesty and authenticity

Goal Setting

- Evaluate feelings about current social standing
- Assess hobbies, interests and community involvement and accessibility to them
- Action Planning and IMPACT
- Create monthly Social Spending Plan

Recruitment

Forming Partnership




Skill Building

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- 🏠 Participants were given the opportunity to select their own Life Coach, given they were of the same gender.
- 🏠 Participants were introduced to all available Coaches to determine their level of “peer-ness” and compatibility; who they could relate to most. This included the sharing of the Coaches’ biographies.
- 🏠 The male/female dynamic was taken into consideration to avoid transference and counter-transference.




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Relationship Building

-  The strength of the peer relationship is enhanced through regular meetings and strategic self-disclosure. This builds trust and credibility
-  Challenges may be posed to the relationship by disclosure. It can create a form of intimacy that could defy boundaries if the Life Coach is not careful.
-  Sharing personal stories must be timely, focused and selective to the Participant's comfort, situation and needs.

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Relationship Building

-  Life Coaches and Peer Supporters are valued for their skills and experience in recovery and wellness. This experiential knowledge is manifested through self-disclosure.
-  The power of self-disclosure lies in vulnerability, empathy, authenticity and honesty.
-  Disclosure supports solidarity and at the same time risks shifting focus from the Participant, which can elicit role reversal.

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When people are excluded from the day to day activities of their community, whether by the effects of illness or by societal discrimination, they either lose or never learn the skills necessary to successfully navigate socially or to seek out, initiate, and form new bonds and friendships.



Coaches assist individuals in identifying interesting activities in the community, learning where they are available, and then participating in those activities which give them opportunities to meet other people with similar interests.

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Using skills attained through IML skill building exercises, participants learn to approach new people, initiate conversation, and create new relationships.



Finding others with similar interests is a key ingredient of identifying potential friends and acquaintances.



It forms the basis for conversation and continued connection

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By continuing to participate in activities shared with people with similar interests people build familiarity with one another and seemingly insurmountable social barriers are overcome.



Repeated exposure to experiences and other people lessens the feelings of social anxiety and shyness so often felt by those of us who have experienced isolation and social exclusion.



For some of us initiating a conversation with a stranger can open doorways to developing connections in the community.

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Friendship

Things That Bring Friends Together

- neighborhood
- sports
- family
- books
- religion
- age
- hobbies
- pets
- school/work/volunteering
- movies

Write each thing on the list in the order of its importance to you.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.



Qualities That Keep Friends Together

- funny
- healthy
- quiet
- understanding
- smart
- brave
- creative
- loyal
- honest
- loving

Write each quality on the list in the order of its importance to you.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

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Examining the Rules of Friendship

1. We all have a mental image of what a good friend is supposed to be. We make or lose friends because they do or do not live up to our standards. What has experience taught you about friendship?
2. How does a friend differ from an acquaintance?
3. How does an ordinary friend differ from a best friend?
4. What should a friend do if you have a bad idea?
5. When, if ever, should a friend break a promise?
6. Should your coach or care providers be a friend?
7. Can a friend be much older or much younger?
8. Does a friend have to consider you also to be a friend?
9. What do we owe to our friends?
10. When does a friendship end?



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Name _____ Date _____

Communication

1. How well do you communicate your thoughts and feelings to others?
2. What do you enjoy about speaking?
3. What areas do you feel comfortable talking about?
4. What gives you this level of comfort?
5. Would this work when you speak about unfamiliar or uncomfortable topics?
6. What would you need in place to make that happen?

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-  Participants in the It's My Life ~ Social Explorations program received a monthly allowance of \$60.00 to be spent on advancing toward the three (3) social goals that were set with the assistance of the personal coach using the Social Assessment Evaluation, Social Goal Establishment and Quarterly Goal Accomplishment Plan forms which are provided in each Participant Handbook. The amount was pending completion of weekly journaling and consistently providing proof of purchase (receipts) for how the money was spent.
-  If journaling was not completed, participants must be willing to spend time with their coach to complete the journaling; otherwise the amount of the monthly allowance would be deducted by 50%. Similarly, if receipts were not provided or funds were spent on unauthorized expenses, the allowance for the following month would be reduced by the amount unaccounted for or misused.

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Social Assessment Evaluation

Name: _____ Date: _____

Please answer each question the best that you can. You don't have to use all of the blanks provided. If you need more space to answer a question, please feel free to use the back of page # 2.

1. Do you have any health concerns that could keep you from participating in social events?

Chronic Pain (knees+back) O.A.B.
Diabetes

2. Do you feel as though you are able to participate in the hobbies or interests that you have? If not, what prevents this? No.

Finances and lack of energy/motivations

3. What is your proudest accomplishment? Why? None

4. If you feel that you haven't accomplished something important to you, what do you think got in your way? I just do what I'm

supposed to do. That is nothing to be proud of.

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Activities with Participants

5. Who are the people in your life that you can really depend upon for support?

My Pastors My Dog
My Therapists Peers/Friends (Mike + Colton)

6. How often do you have contact with your friends and/or your family (this includes seeing them in person)? family - weekly or bi-weekly;

Friends - almost daily

7. Besides seeing your friends and family in person, what other ways do you stay in contact with them?

telephone facebook
text message

8. Are you involved in any emotionally close relationships? If so, how do you communicate with your these people (in person, e-mail, phone calls, etc.)? How often? Yes (Peers/Friends) In person, phone calls,

text message (2-4x weekly) (almost daily)
(3-6 days each week)

9. Name some things that you would like to see improve in your life:

Depression (Mental Health) Self-Esteem
Physical Health

10. Sometimes things happen that make life better. Has this happened to you?

If so, what? Yes, I got a dog.

Thank you for taking your valuable time to fill out this form.

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Social Goal Establishment

Name: _____ Date: _____

Please answer each question the best that you can. You don't have to use all of the blanks provided. If you need more space to answer a question, please feel free to use the back of page # 2.

1. What do you enjoy doing in your free time?

Playing with my dog Reading or listening to the Bible
Sleeping

2. List some things that make you the happiest in life.

My dog
Listening to music

3. Where do you enjoy spending your free time?

At Church At my friend's house
The dog park

4. Is transportation available when you want to go somewhere? YES NO

5. How do you know what there is to do (internet, read papers, friends tell you)?

from friends
internet/emails

6. List some interests or hobbies that you have:

glass staining Animals
writing poetry

7. How do you follow or participate in these interests or hobbies? _____

I don't any more

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Activities with Participants

8. What would you like to do in the future that you do not currently do now?

Nature walks movies/theatre
Support groups Dance

9. List some things that you do for fun and how often you do them. For

example: "Go out to see the movies-5 X's a month":

Walk my dog (3x daily) _____

10. What do you do to stay healthy (lift weights; go for a run, swim, or dance)?

walk follow up on Dr. appointments
take meds _____

11. What do you do in the community, how often (shop, church, synagogue, school, or hair/nail salon)?

Church _____

12. Is there anything that you think would be fun to do in the community that you don't do now?

Clubs or meet-up groups _____

13. What do you like to do at social events?

listen learn
laugh meet new people

14. List 3 goals you have for yourself in the near future (the next 30-90 days):

Go back to volunteering
Start going to Bible study
Re-join the church choir

Thank you for taking your valuable time to fill out this form.

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Quarterly Goal Accomplishment Plan

Name: _____ Date: _____

Please answer each question the best that you can. You don't have to use all of the blanks provided. If you need more space to answer a question, please feel free to use the back of page # 5.

1) List 3 goals you have for yourself in the near future (the next 30-90 days):

- ① Go back to volunteering
- ② Start going to Bible Study
- ③ Re-join the church choir

2) What steps can you take to reach your first goal? Identify available opportunities that interest me

3) What do you think could challenge you in reaching your first goal? _____

Finding time

4) Are there any special things that you will need to reach this 1st goal such as: is transportation available; do you need tickets; do you have to sign up before you go? TBD

5) How will you be able to find out how to overcome any obstacles that you have discussed in Question 3? be organized by using a planner or making a schedule

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Activities with Participants

6) What have you already done to reach this first goal? _____

Deciding on it as a goal

7) What is the next step to reaching this first goal? _____

Write out my schedule to determine my time availability

8) What do you hope will be the results of accomplishing this first goal? _____

Gaining experience and connecting to my community

9) How do you think you might feel if you accomplish this first goal? _____

helpful and maybe valued

10) If there are negative consequences to accomplishing this first goal, how do you think you can overcome them? Anxiety.

Find a friend to volunteer with me.

(#2) Bible Study

11) What steps can you take to reach your second goal? Find out the

location and times of my church's community home Bible Study

12) What do you think could challenge you in reaching your 2nd goal? Anxiety/

Discomfort being in someone's home

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It's My Life~Social Spending Plan



Name

Month

Monthly Social Allotment: \$

Goal 1: Volunteering

Goal 2: Bible Study

Goal 3: Re-join the church choir

Goal #	Activity/Item	Connection to Goal	Amount (\$)	Total
2	Bible Study curriculum	Needed to follow the lessons and do the homework	\$15.00	\$15.00
2	Highlighters and post-it tabs	Note-taking	\$5.00	\$20.00
1,2,3	Planner	Keep track of scheduling for volunteering, Bible Study and choir rehearsals	\$15.00	\$35.00
3	Purple Blouse	Choir uniform	\$15.00	\$50.00
3	Black Skirt	Choir uniform	\$10.00	\$60.00
Grand Total:				\$60.00

Activities with Participants

It's My Life ~ Social Explorations

Activities with Participants

It's My Life~Social Explorations

Budget Tracking

Name _____

Starting Balance _____

Month _____

Date	Activity/Event	Goal	Starting Balance	Amount Spent	Ending Balance	Receipt Provided
						N/A
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>

Comments:

Participant Signature _____

Date _____

Coach Signature _____

Date _____

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It's My Life~Social Explorations Weekly Journal

Name: _____

For the Week of: _____

Please write a few paragraphs about what you did this week and how you feel about it:

On Friday evening I went to choir rehearsal. We sang two of my favorite songs, "My Soul Has Been Anchored" and "Blessed Assurance". At the end we asked for prayer requests and we all prayed for and with each other as I led the corporate prayer. It felt like a small family. 😊

Monday, I went shopping for my choir uniform. We wear purple tops and black bottoms. I bought one black skirt. I was disappointed that I did not find a long-sleeved purple shirt that I liked and fit well. I will try again some time next week. We don't sing until the last Sunday of the month.

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Activities with Participants

Goal(s) I worked on this week: Rejoin the church choir

What I did: I went to my first rehearsal and went shopping for my uniform.

What kind of transportation did I need to get there: Walked to rehearsal. Drove my car to the stores.

What happened when I got there: the choir practiced 2 songs that I really enjoyed.

What I liked: The choir director asked me to do the closing prayer and I wasn't even nervous.

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Activities with Participants

What I wish was different or what might I have done differently: Next time I would like to stick around after rehearsal for the fellowship.

How did I feel about it later and/or right now: I feel pleased

Skills that I have learned: Assertiveness

Skills that I used: Assertiveness. I insisted on staying in the alto section, even though they wanted me to sing with the sopranos.

How do I feel about these skills: Content, yet somewhat uncomfortable.

What skills would I like to learn: work on socializing with group members I don't know

My plans for next week: Go to Bible Study on Wednesday

Thank you for taking your valuable time to write your weekly journal!

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Activities with Participants



Once the Participant has established their goals and come up with a plan to accomplish them, the Coach assists them with carrying out their plans.



The Coach provides encouragement, support and feedback to the Participant as they work together in partnership.

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IML Coaches do not adhere to traditional boundaries. In the beginning of the coach/participant relationship the coach is both a mentor and a friend.



As individuals begin to identify their social goals and activities that interest them, the coach frequently accompanies them into the community.



They may meet regularly for a cup of coffee and conversation, or they might attend an event in the community.

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Coaches model how friends interact through conversation and activities. It is important that the coaches always make it clear to the person they are working with that the goal of their interaction is for the person to learn new skills for building friendships and relationships with others in the community.



As participants begin to build new relationships the coaches slowly and through discussion begin to decrease the time they spend with each individual. The ultimate goal is for the coach to be a friendly helper who is available when needed.

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Being A Friend



When coaches model the qualities that form friendships the participants learn not only how to be a friend but also to recognize when someone is a true friend.



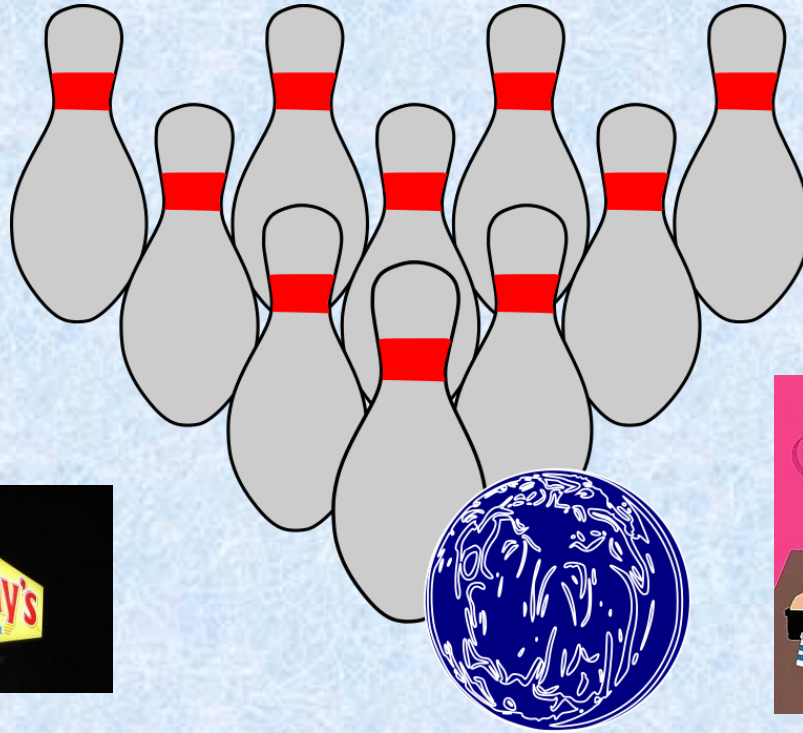
They learn that friends are honest, understanding, supportive, and loyal. They learn that having friends is both a gift and an obligation.



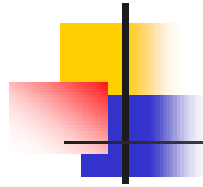
When many people talk about their recovery they often say that the most important single thing is to have a least one person who believes in them, one friend.

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Transitioning



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Outings

Participant & Coach

Coach accompanies Participant to event or activity and initially provides transportation if needed

Participant, Coach & Friend

Coach serves as a role model of recovery and positive social interaction
Coach may take Participant to stores to obtain needed materials for upcoming social events or activities

Participant & Friend

Participant applies acquired skills to become more independent in social interactions, thereby reducing their need for the coach and the coach gradually begins to pull away

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FQ080613

While enrolled in IML, this participant set a goal to improve and share her musical talents. She used her stipend to purchase sheet music and now volunteers at a local Senior Living Facility playing the piano for the residents.



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DP062613

While enrolled in IML, this participant set a goal to increase her social/support network. She is now a Peer Support Specialist and facilitates Mental Health Recovery Groups using the skills she learned and her own lived experiences.

Where They Are Today



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SD013014

While enrolled in IML, this participant set a goal to increase her level of activity in her community. She now helps people to access important resources, such as food banks and clothing closets.



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XB033114

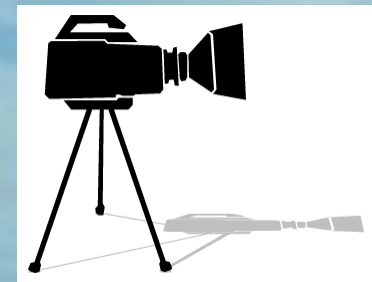
While enrolled in IML, this participant set a goal to manage her anxiety in social situations so that she would feel more comfortable leaving her house. She now has a volunteer job and is also a part-time student at George Mason University.



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JC061913

While enrolled in IML, this participant set a goal to increase what she referred to as her “intellectual property”. As part of that, she wanted to learn how to use a camera. She saved part of her stipend for months and was able to purchase her own digital camera. She now records the services at her local church in the media ministry.



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It's My Life is a unique program that has been highly successful in assisting people to end isolation and feelings of social exclusion.



Our participants have found new meanings in their lives and have gone on to build lasting relationships and connections to their communities.



The most important aspects of the program have been the nature of the peer relationship, establishing meaningful goals and action steps to achieve them, and breaking down the barriers that have prevented people from finding friendships and connectivity in the community.

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Conclusion



The It's My Life Social Self-Directed Care Program is highly relevant to any whole health approach to behavioral health.



Savings in the reduction of emergency services, increased overall health, and lowered re-hospitalization rates makes this an affordable service for managed care and state funded programs.



The program would also be ideal for operation by a peer-run organization



Having focused on one of the most marginalized populations and receiving such remarkable results, it would be a reasonable expectation that even greater outcomes would be achieved for individuals with less complicated mental health challenges

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Training Available



Training is available for those who wish to begin operating “It’s My Life: A Peer Driven Solution to Isolation and Social Exclusion” in their locality.



Learn the tools and how to use them



Learn how to work with people who have social challenges



MHA offers free training by conference phone or video calls.



In-Person Training is also available for a reasonable fee.

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Available Online at www.MentalHealthAmerica.net

 Slides and recordings of Training Webinars parts I and II (Part III will be available soon.)

 Materials



Brochure



Manual



Program Forms/Participant Handbook (Coming Soon)



Coach Resources



Shared Decision Making Information



Handouts: Coping Strategies, Social Interaction,
Motivational Interviewing for Peer Specialists and
Thoughts/Beliefs

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For Additional Information

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<http://www.mentalhealthamerica.net/it%E2%80%99s-my-life-social-self-directed-care>



Would like to thank



for providing the grant to train other organizations to end social exclusion and isolation through the It's My Life: Social Self-Directed Care program.

Thank You



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Facilitating
Recovery through
Social Self-Directed
Care

