

Monday Morning Welcome and Keynote

9:00 AM-10:30 AM

Welcome

Lisa St George – President, iNAPS Board of Directors

Mike Weaver – iNAPS Executive Director

**Ute Gazioch and Wes Evans – Florida Department of
Children and Families**

Keris Myrick

Peer Workforce–Back to the Future!

The future of the peer workforce is in our hands and it isn't business as usual. Now is the time for us as a workforce and movement to MOVE and ACT. We will go back to our future to look to our past in order to forge paths for now and the future. We are in a unique political time that demands we remain WOKE - be aware of social justice and political forces to ensure we do not go backwards to the back wards but as a workforce move forward advancing recovery and resiliency for all. This presentation will cover issues that impact our development, employment, deployment, and growth through training, supervision, career ladders, leadership development and the roles we fill throughout system (s) and beyond to ensure our social justice ideologies align with peer practices.

Participants will be able to-

Identify current forces that impact advancement of peer workforce

Describe 3 future system or political initiatives that impact the workforce

Identify 3 current outcomes achieved by peers in mental health and or substance use treatment/supports

Workshops Session 1

Monday Morning (90 min.)

11:00 AM – 12:30 PM

Workshop Session 1 (At A Glance)

Room	Workshop Title	Presenter(s)
C1 (1)	Reclaiming Our Roots: The Long Forgotten Art of Support	Abojaradeh
C3 (1)	Building Blocks to Safety in Recovery for the LGBTQIA+ Community/Transgender Sensitivity & Awareness	Jiretsu Chirico
D1 (1)	Creating a Recovery Oriented Working Environment through Strengths-Based Leadership	Barnett
D3 (1)	The Hearing Voices Movement: In Dialogue with Voices	Pearce Mazel-Carlton
E1 (1)	Building Bridges toward True Integrated Care: Peer Support in a Hospital Emergency Department & Inpatient Medical Units	Shilling/Cox Watkins/Wilson
E2 (1)	Youth Leadership. More than Service	Maddox
E3 (1)	Crisis - A New / different conversation	Winterling Mcbriety
F1 (1)	Supervision and Successful Employment: Overview of the National Peer Worker Supervision Survey	Fogelsong Wolf
F3 (1)	3 PEP Talks: <ul style="list-style-type: none"> • Seven Keys to Better Mental Health • Designing Our Future with Higher Education • Partnering for Dignity: Lessons from the Grave Concerns Association 	Wilcoxon Goh Lemke

C1 (1): Reclaiming Our Roots: The Long Forgotten Art of Support

Ahmad Abojaradeh

Intermediate

A workshop exploring the different systems of support that many of our communities have had for centuries and have lost over time, with a specific focus on peer inspired and motivated systems. The session will focus on reclaiming the history of support and resilience within our communities, and building self compassion through being grounded in our history to avoid burnout as Peer Specialists, and to gain a better understanding of walking alongside others throughout their journeys. During the session we will discuss utilizing tools of transformation as a means of recovery and ways to overcome trauma, and how peer support extends beyond the peer support movement as we know it, as can be seen in various communities around the world.

Learning objectives (participants will be able to...)

1. Identify 3 ways that support has radically changed over the last 50 years.
2. Recognize 3 peer inspired tools that we've lost along the way and ways to reclaim them.
3. Identify 3 strengths that we draw upon from our culture and history.
4. Identify 3 ways to use concepts of transformation for healing and recovery.
5. Recognize 3 ways that our society must change for us to have transformative systems of support.

C3 (1) Building Blocks to Safety in Recovery for the LGBTQIA+ Community/Transgender Sensitivity & Awareness

Ken Jiretsu, Mary Chirico

Beginning

This presentation will focus on educating about sensitivity & awareness in the LGBTQIA+ community, the issues they face and how it affects their mental health. It also discusses ways that agencies can better serve the community. The presentation includes a slideshow along with a Q&A session with the presenter, as well as printed information.

Learning objectives (participants will be able to...)

1. Discuss language and Identity surrounding the LGBTQIA+ community
2. Discuss awareness and procedures needed when dealing with the transgender community
3. Discuss issues surrounding mental health and substance abuse in the LGBTQIA+ community and the building blocks to a safe recovery

D1 (1): Creating a Recovery Oriented Working Environment through Strengths-Based Leadership

Elisa Barnett

Intermediate

When organizations adopt the principles of strengths-based leadership to implement leadership practice, they can retain a talented workforce and an effective recovery-based organization, thus allowing employees to achieve their greatest potential and creating a wellness environment for staff and participants. A staff who feels valued and empowered to do their best work is better equipped to provide services consistent

with all of the recovery-oriented psychosocial rehabilitation principles. This workshop provides the tools to enable organizations to create a strengths-based recovery-oriented environment.

Learning objectives (participants will be able to...)

1. Discuss the importance of recognizing and cultivating employees' strengths.
2. List practical leadership strategies that can be implemented in/applied to their organizations.
3. Describe essential leadership competencies and characteristics that are relevant to today's workforce.

D3 (1): The Hearing Voices Movement: In Dialogue with Voices

Tasha Pearce, Caroline Mazel-Carlton

Beginning

Join Caroline and Tasha to learn about the history of the Hearing Voices Movement, and its importance in today's landscape of supports for individuals who hear voices, see visions, or have other unusual experiences. The Hearing Voices movement has helped us to honor the reality of these experiences. But, what tools might we use to build more understanding? What meaning and messages might we discover by addressing these experiences directly? Join us to learn more.

Learning objectives (participants will be able to...)

1. Identify at least two common myths about people who hear voices.
2. Identify at least two strategies (other than distracting skills) to navigate difficult voices or visions.
3. Explain at least two basic points of how the Hearing Voices movement was founded.
4. List at least three basic principles of the Hearing Voices approach.
5. Explain the importance of meaning making in the growth and healing process of someone who hears voices or sees visions.

E1(1): Building Bridges toward True Integrated Care: Peer Support in a Hospital Emergency Department & Inpatient Medical Units

Elizabeth Shilling, Christopher Watkins, Terry Cox, and Alex Wilson

Intermediate

Peer Support Specialists (PSS) provide unique and critical services to individuals with substance use disorders. This presentation will review substance-related services at one hospital and how two different departments integrated peer support services. Participants will learn about the unique challenges associated with integrating peer support services in a large Level I trauma center; training and supervision needs of peers within a hospital setting; and ethical considerations for integrating peer services. Additionally, participants will hear about research initiatives and the impact of peers on patient care and patient outcomes, including testimonials from patients who have worked with the peers.

Learning objectives (participants will be able to...)

1. Describe unique training and implementation challenges associated with integrating peer support services into two different hospital units.
2. Identify potential outcomes of integrating peer support services.
3. List ethical and supervision challenges when integrating peer support into a hospital setting.
4. Discuss one model of implementation of peer support with counseling services and the positive impact these programs have had thus far on patient/client care.

E2 (1): Youth Leadership. More than Service

Evelyn Maddox

Intermediate

This workshop will help you learn about what it means to build youth up that have touched the Behavioral Health System and other cross system services. Learn from two experts who have incorporated this into the lives of many youth. The youth Leaders will share their lived experience in the system and how they were able to use that experience to mentor and promote leadership. They will also talk about the exciting ways Washington State is incorporating youth peer support and youth voice in Behavioral health treatment models, committees, councils and conferences. You will also learn about the exciting changes going on across the State and nationally for youth peer leadership, Washington State is currently building a Statewide youth network to support youth peer support and leadership. These are the leaders that are making it happen. You will be inspired by their stories, their faith, and their dedication to youth leadership. The Youth are our future- let's build them up for it!

Learning objectives (participants will be able to...)

1. Describe how WA state is incorporating Youth Voice into behavioral health services
2. Discuss ways to build youth into effective leaders.
3. Describe tools available to support youth involvement in committees, councils and conferences
4. Recognize the youth voice and choice and support their incorporation into the workplace

E3 (1): Crisis – A New / different conversation

Jane Winterling and Rona McBrierty

Intermediate

We all make plans. What do we do, how do we feel, what language do we internalize about ourselves when they don't work? In this workshop, we will examine those internal beliefs that keep us from our most resilient, hopeful self. Additionally, we will examine how we can move forward to use our experiences of things not working out as planned and self-knowledge to get by, get through and then continue our life journey in wellness.

Learning objectives (participants will be able to...)

1. Define the concept of 'plans within plans' and how they can be used as the foundation for a different conversation that acknowledges we are the experts of our own experiences.
2. Describe steps that can be taken to build self-esteem and change negative self-talk.
3. Identify wellness tools that can be drawn on during difficult times.

F1 (1): Supervision and Successful Employment: Overview of the National Peer Worker Supervision Survey

Dana Fogelsong and Jessica Wolf

Intermediate

How do peer and non-peer supervisors impact peer workers' attitudes and practice? In an interactive format, we will share national peer supervisor survey findings; explore peer supervisors' perceptions of relapse, stigma, and peer worker tasks; and seek participants' suggestions for future research and guidance to support successful peer worker employment.

Learning objectives (participants will be able to...)

1. Distinguish and recognize implications of at least three views a peer designated supervisor may hold differently than a non-peer designated supervisor
2. Assess how supervisors' attitudes affect their practices
3. Examine how best to supervise when staff experience challenges traditional approaches
4. Identify strategies for dealing with issues about which supervisors of peer workers would like additional support and guidance
5. Identify supervision essentials that promote success in the workplace

F3 (1): 3 PEP Talks (20 min each)

Seven Keys to Better Mental Health

Sandra Wilcoxon

Beginning

Learn seven of the top tools for cognitive behavioral work utilized in the Recovery International Method. Recently 15,000 brochures on this topic were printed and distributed with a grant from the LA County Mental Health Board, as ways to get help directly into people's hands. The information is now being translated into Spanish, and perhaps Mandarin. (This is a follow-up on a presentation from last year.)

Learning objectives (participants will be able to...)

6. List at least seven techniques (spots) to help maintain balance in their daily lives.
7. Describe how to give a 4-part example using the Recovery Method.
8. Reflect on Recovery International, one of the "best-kept secrets" in the mental health community.
9. Share a brochure(s) in English or Spanish, to share with family and friends.

Designing Our Future with Higher Education

Siao Yen Goh

Intermediate

Have you ever felt after some stable years as a peer supporter that you need higher education to progress on? Has tertiary education been an unfulfilled dream interrupted/terminated by mental health challenges? In this talk, I will show that with Supported Education assistance, about 79 - 90% peers meeting the entry grade requirement can succeed in higher education; contributing to greater recovery and peer leadership. I will use research evidences, my personal achievement at Master degree and Supported Education in eight years of practice; a service I introduced as a Malaysian peer provider to a psychiatric rehabilitation center in Singapore.

Learning objectives (participants will be able to...)

1. Examine research evidences and the presenter's experience demonstrating the need for Supported Education in or (re)entry and completion of post-secondary study program of their choice.
2. List benefits of Supported Education.
3. Identify the reason for past failure, if any, at higher education.
4. Include higher education as an option for personal growth (more) confidently with Supported Education.
5. Access Supported Education services.

Partnering for Dignity: Lessons from the Grave Concerns Association

Laurel Lemke

Beginning

In 2000 a small group organized rededication ceremony for the forgotten historic patient cemetery in a county park. The ceremony launched the establishment of the Grave Concerns Association to restore dignity to the park. Laurel Lemke shares how the grass roots effort has worked with both expected and unexpected groups, organizations and causes to work to replace numbers with names granite in the graveyard. Frank examples of successes and challenges and how she has relied on peer support.

Learning objectives (participants will be able to...)

1. Discuss how an individual or group can accept or seek mutual support from other groups or individuals
2. Locate new opportunities for partnerships with persons, organizations or groups who may be partners for projects
3. Describe the process of gathering support to change state laws or policy

Workshops Session 2

Monday Afternoon

2:00 – 3:30 PM

Workshops Session 2 (At A Glance)

Room	Workshop Title	Presenter(s)
C1 (2)	Tips and Strategies for Peer Support in the Mental Health, Addiction, Youth, Criminal Justice, and Veteran Communities	Tannerhill
C3 (2)	Talk About It	Guia
D1 (2)	Career Chat: Sharing Tips and Strategies for Professional Growth through Education	Edwards Enders
D3 (2)	National Practice Guidelines for Peer Supporters: Exploring the Applications	Cronise Bernstein
E1 (2)	Collaborative Groups: Introduction to RTP and Next Steps the Alternatives to Violence Project (AVP)	Rich Barbone
E2 (2)	Young Visionaries for Peer Supports' Future	Panel
E3 (2)	Natural Living, Natural Recovery	Hoff
F1 (2)	The Peer Support Practice- Validation Through Advocacy Caucus	McCleery- Hooper
F3 (2)	3 PEP Talks: <ul style="list-style-type: none">• Peer Support and Moral Reconciliation Therapy (Veteran Justice)• Peer Support Workers an Innovative Force in Service Development• The Lost Story	Conley Johansen Legere

C1 (2): Tips and Strategies for Peer Support in the Mental Health, Addiction, Youth, Criminal Justice, and Veteran Communities

Richie Tannerhill

Intermediate

This workshop will include tips and strategies on peer support in diverse populations based on the presenters' experience supporting folks in the mental health, addictions, youth, criminal justice, and veteran communities. Emotional CPR will be presented as a framework and we will offer special considerations for working within each of these communities. The workshop will be interactive and draw upon the expertise of the participants.

Learning objectives (participants will be able to...)

1. Describe the basics of Emotional CPR.
2. List 3 new strategies for peer support with the addictions community.
3. Discuss 3 new strategies for peer support with young people.
4. Identify 3 new strategies for peer support with incarcerated or formerly incarcerated people.
5. Describe at least 3 new strategies for peer support with veterans

C3 (2): Talk About It

Alma Guia

Beginning

This workshop hopes to promote a safe and comfortable place for parents to share challenging issues that they are struggling with in their daily lives as a parent dealing with MH. Topics will include:

- "TALK ABOUT IT"! will encourage parents to debunk the MH stigma and talk about it with children.
- "Moving Out Of Comfort Zone"! Take a risk and move out of comfort zone and chose to engage in daily activities with children.
- "Modeling" (Nature vs. Nurture) brief open discussion on personal view on the subject.
- "How does my MH affect my relationship with my children"; "How do my children view me"
- "What are some of the best things you have to offer your kids"? "What are your strengths as a parent"?
- Pros and Cons "Should I Tell My Kids About My (Depression, Anxiety, PTSD, etc.)?"
- "How do I explain my Mental Health to my child".
- "Grounded"! – experiencing the "here and now" with family and children.

Learning objectives (participants will be able to...)

1. identify how MH stigma has impacted family communication.
2. consider ways to approach healthier communication with children.
3. identify strengths as a parent.
4. explore ways to move out of comfort zone and experience the here and now when integrating with family.
5. define and understand "Modeling" (nature versus nurture) in regards to parenting.

D1 (2): Career Chat: Sharing Tips and Strategies for Professional Growth through Education

Jonathan Edwards and Gita Enders

Intermediate

Career Chat is a facilitated dialogue fueled by a brief segment where workshop facilitators offer their experience and perspective pursuing higher education and peer specialist certification in the face of

challenges, setbacks, stigmatizing beliefs, and other structural barriers that often stand between individuals and attainment of their goals. Consistent with the values of hope, identification, and mutuality, one person's account of overcoming feelings of fear can ignite another person's courage and determination. Like ourselves, we have found that many peers also experience age as another barrier to pursuing higher education and career advancement. Common themes that emerged from this workshop include: 1. It's never too late to go back (to school or work); 2. All you need is one drop of hope; 3. Going back to school gave me options, but I am happiest when I am doing peer work; 4. I want to get certified and stay in peer services, but how can I also obtain the skills to be a supervisor; 5. I want to learn how to talk about the gaps in my resume.

Learning objectives (participants will be able to...)

1. Discuss at least one career-building strategy or action step
2. Reframe a personal setback or circumstance in a strengths-based context
3. Identify a specific resource or pathway (e.g., person, place, concept, process, training) that supports attainment of a career goal
4. Identify opportunities for mutual support in their workplace and other communities

D3 (2): National Practice Guidelines for Peer Supporters: Exploring the Applications

Rita Cronise and Andy Bernstein

Intermediate

The National Practice Guidelines have been frequently cited and widely adopted around the world, but few know the story of how they came about, why they are so relevant to so many in the peer support workforce, or how they can be applied as a continuous learning tool to increase the effectiveness of peer support. In this workshop, we explore ways to apply these guidelines to our work.

Learning objectives (participants will be able to...)

1. Recall key factors that led to the development of the National Association of Peer Specialist and the National Practice Guidelines.
2. Describe the process that was followed for developing and gaining widespread agreement and adoption of the National Practice Guidelines.
3. Gain new ideas for how to put these principles into practice.

E1 (2): Collaborative Groups: Introduction to RTP and Next Steps the Alternatives to Violence Project (AVP)

Bryan Rich and Martha Barbone

Intermediate

All members (facilitators and participants) contribute to the content of the group, and the participants become more empowered and confident to share their own wisdom in the circle and back on the job. This workshop is based on the SAMHSA Recovery to Practice Next Steps for peer support providers and includes material developed by the Alternatives to Violence Project and the Peace Work Tool-kit. The collaborative learning style used follows a clear format that makes use of the experiences of all group members. Everyone is an expert on themselves; group wisdom is more powerful than a single idea; everyone has the opportunity to discover and share with each other.

Learning objectives (participants will be able to...)

1. Describe the collaborative group process
2. Identify how these techniques can apply to work in peer support
3. Evaluate the effects of stretching one's comfort zone

E2 (2): Young Visionaries for Peer Supports' Future – PANEL

Easton Harrison, Elisha Coffey, Vesper Moore, Ryan Tempesco, and Khalil Power Intermediate

In this panel-style, conversational workshop participants will have the chance to hear about youth peer support initiatives and youthful ideas for designing the future of youth peer support. Young people are stepping into leadership roles and want to be supported and included in the designs for the future of peer support. In this workshop, we will explore how we can all play a role in making peer support inclusive for people of all ages. Participants will have the opportunity to hear about mentoring approaches and new advancements for mentoring opportunities within iNAPS.

Learning objectives (participants will be able to...)

1. Identify at least 3 ways to implement and get involved with youth mentoring processes.
2. Describe 3 ways why involvement of young people is important for the future of peer support.
3. Consider personal steps for supporting youth mentoring and passing the peer movements history to younger generations.
4. Identify 3 barriers and challenges that prevent youth voice to be heard in this work, and strategize possible solutions for addressing these challenges

E3 (2): Natural Living, Natural Recovery

Jeanine Hoff

Beginning

Treatment options for mental health disorders are often thought of as being restricted to medication and/or therapy. However, the utilization and importance of self-care has become an integral part of the treatment process. Sleep, nutrition, exercise and various other lifestyle enhancements can greatly improve the recovery process.

This presentation examines natural methods for recovery and healing that can be used in addition to or lieu of traditional methods. These simple changes can be free to inexpensive and can be easily become part of one's routine. The information presented is based on work with peers and personal experience.

Learning objectives (participants will be able to...)

1. Identify several different methods for natural mental health support that are readily available to them and their clients.
2. Integrate one or more ideas and suggestions into their clients' wellness recovery plan based on need and comfort level.
3. Formulate a self-care plan for themselves and their clients' that is complimentary to their current treatment plan.

F1 (2): The Peer Support Practice– Validation Through Advocacy – Caucus

Shannon McCleerey-Hooper

Participants will explore the history of peer programs, understand peer roles, examine lived experience as a credential, learn advocacy strategies to grow integration of Peer role on treatment teams as a practice, define the practice of peer support and understand the impact of certification in California.

Learning objectives (participants will be able to...)

1. Advocate to legitimize peer support role and function on treatment teams system wide
2. Define peer roles to policy makers with clarity
3. Exemplify lived experience as a credential
4. Demonstrate advocacy strategies
5. Describe the practice of peer support

F3 (2): 3 PEP Talks (20 min each)

Peer Support and Moral Reconciliation Therapy (Veteran Justice)

David Conley

Beginning

Demonstrate A Peer as an MRT facilitator. A peer who has been incarcerated himself for six years. demonstrate the power of the group. (reduces recidivism by 30%) I have been co-facilitating an MRT group for about 18 months now. working with the local Veterans Trauma Court. Veterans can turn things around with out being warehoused in the prison system.

Learning objectives (participants will be able to...)

1. Describe the basic philosophies of MRT.
2. Locate their local Veteran Trauma Court.
3. Connect individual Veterans who may be struggling with legal issues preemptively into an MRT group minimizing the fallout of their actions.
4. Collaborate with Veteran participants of a Veterans Trauma Court

Peer Support Workers an Innovative Force in Service Development

Karl Johan Johansen

Intermediate

We have conducted a policy case study of factors (barriers and facilitators) that influence the integration of peer support services within clinical services located in hospitals. We have examine two sub-cases: peer support in Norway and in Ontario, Canada. These jurisdictions were selected because they are comparable in terms of socioeconomic development, are actively seeking to expand peer support to support a recovery orientation in mental health service delivery, yet differ in important contextual factors, such as the policy climate and levers adopted to support implementation. Our data include key informant interviews, focus groups surveys and academic and grey literature.

Learning objectives (participants will be able to...)

1. Describe service innovation
2. Discuss how PSW can improve service innovation
3. Identify barriers and obstacles that PSWs meet in working for changes in services

The Lost Story

Lyn Legere

Beginning

As peer support gets more integrated into clinical settings, the role of our lived experience gets more minimized. For peer support to survive as true peer support, we have to find our stories again. This talk will focus on the power of story, how we can use our story, and what's at stake if our stories become just a past relic.

Learning objectives (participants will be able to...)

1. Identify at least three benefits of using our lived experience on a regular basis in our work.
2. Describe three different situations in which our stories should be seen as a primary tool in our toolbox.
3. Describe the difference between a presentation story and snippets of our story.

Session 3

Monday Afternoon

4:00 PM – 5:30PM

Workshops Session 3 (At a Glance)

Room	Workshop Title	Presenter(s)
C1 (3)	Beyond Happy Thoughts: Positive Psychology for Peers	Davis
C3 (3)	Honest Open Proud, To Erase the Stigma of Mental Illness	Garcia Hickox
D1 (3)	Banking on Strengths to Create Incredible Contributions	Ashcraft
D3 (3)	Understanding Peer Respite	Davidow
E1 (3)	A Fresh Start to Recovery	McQueen-Baker Blanco
E2 (3)	The Zia Young Adult Access Center: Opening New Doors to The Young Adult System Perspective	Moore Power
E3 (3)	WRAP Facilitators Caucus	Wilson Lemke
F1 (3)	Elevating the Peer Voice in Integrated Care Caucus	Bower Nunez
F3 (3)	Breaking Legal Barriers	Weaver

C1 (3): Beyond Happy Thoughts: Positive Psychology for Peers

Kelly Davis

Beginning

Beyond just thinking happy thoughts, the growing field of positive psychology looks at what makes life worth living. It not only examines how people flourish but also how we can learn and teach flourishing to ourselves and others. This energizing workshop is an introduction to the PERMA-V model of positive psychology that focuses on: Positive emotions, Engagement, Relationships, Meaning, Achievement, and Vitality. Participants will learn about the foundations of the growing discipline and how to incorporate new tools into their own lives and their work with others.

Learning objectives (participants will be able to...)

1. Describe the foundations of positive psychology and how they fit into the peer movement.
2. Incorporate tools from the perma-v model of positive psychology into their own lives.
3. Share tools across the six domains with those they support.
4. Further explore and expand their knowledge of positive psychology based on their specific interests.

C3 (3): Honest Open Proud, To Erase the Stigma of Mental Illness

Mary Garcia and Robert "Buzz" Hickox

Intermediate

The Honest Open Proud program was developed and designed to assist individuals with mental illness and Substance Use Disorder decide on how to bring their personal story to life in order to eliminate their stigma with loved ones, friends, and co-workers.

Learning objectives (participants will be able to...)

1. Discuss the pros and cons of disclosing your mental health or substance use diagnosis.
2. Describe the five different ways to disclose, how you are going to do it and to whom you will disclose to.
3. Tell your story to those who have a need to know your individual situation.
4. Discuss how stigma/self-stigma affects treatment those suffering from mental illness.

D1 (3): Banking on Strengths to Create Incredible Contributions

Lori Ashcraft

Advanced

The strengths bank "game" is an experiential way of identifying individual and group strengths and to also identify individual and group challenges. Once strengths and challenges are identified, a plan for putting collective strengths into action is developed. Participants will follow an outline that guides them in creating a program, using the info from the strengths bank to plan for the best outcomes. This workshop is fun with lots of interaction and energy applied to creating an innovative approach to program development and implementation.

Learning objectives (participants will be able to...)

1. Identify individual and group (team) strengths and challenges in order to plan for effective services
2. Plan a program (following an outline) that uses strengths and provides ways to improve identified challenges

3. Minimize the effects of burnout by approaching service delivery using a positive and energizing attitude
4. Develop a team that uses each persons' strengths.

D3 (3): Understanding Peer Respite

Sera Davidow

Intermediate

View a screening of a short film about peer respites (based on Afiya in Massachusetts), and learn about and discuss the key components that make peer respite such a valuable model. This presentation will also include key outcomes of recent research supporting peer respites. Copies of the Peer Respite handbook will be available.

Learning objectives (participants will be able to...)

1. Identify at least two common outcomes demonstrated in peer respite research.
2. Identify at least three ways in which peer respites are different than clinical crisis alternatives.
3. Identify at least three components on the peer respite charter.

E1 (1): A Fresh Start to Recovery

Sandra McQueen-Baker and Elvin Blanco

Intermediate

The Fresh Start of Miami-Dade Inc. has recently began working closely with the State Hospitals and developed a project entitled 'Peers on the Move' (POTM) project which aims at helping the transition from SFSH to community life for individuals being discharged and help to significantly decrease readmissions by offering intensive peer support services. Peer support can help people transition back into the "outside" community by providing encouragement and assistance to achieve long-term recovery. Peer support plays a crucial role in helping individuals advance their wellness and recovery in the community and POTM looks to assist those most vulnerable achieve recovery.

Learning objectives (participants will be able to...)

1. Describe new innovative practices of Peer Support in the State of Florida.
2. Discuss the value of Peer Support in State Hospitals.
3. Discuss how Peer Support can improve outcomes.

E2 (2): The Zia Young Adult Access Center: Opening New Doors to The Young Adult System Perspective

Moore and Khalil Power

Intermediate

This workshop will be an introduction to an innovative model for young adult community "drop-in" centers. This workshop will discuss the organizational model of the Zia Young Adult Access Center and the community engagement to involvement approach. This workshop offers an answer to the question "how do we build and or rebuild community for each person we support?"

Learning objectives (participants will be able to...)

1. Facilitate exceptional practices in relation to young adult peer support.

2. Facilitate a family engagement approach.
3. Discuss the evolution and or perception of cultures within our society.
4. Build hope, resilience and voice in young adult communities.

E3 (3): WRAP Facilitators Caucus

Katie Wilson and Laurel Lemke

Intermediate

Join the Copeland Center, Advanced Level WRAP Facilitators, and WRAP Facilitators from around the US to discuss the challenges and opportunities for the WRAP community. Network, engage in a wellness check-in, and connect!

Learning objectives (participants will be able to...)

1. Discuss updated WRAP Facilitator Practices.
2. Identify opportunities to apply co-facilitated WRAP groups for different populations.
3. State benefits of wellness connections for groups.

F1 (3): Elevating the Peer Voice in Integrated Care Caucus

Jo Bower and Vivian Nunez

Intermediate

This workshop will define the term "Integrated Care" and describe how its introduction is impacting peer support services. We will discuss the conditions necessary to ensure the Peer Voice is prominent as this new model is introduced around the country. We will present a short role play to demonstrate the challenge of harmonizing diverse voices on the Care Team and how important it is for Peer Supporters' voices to be heard. Ample time will be given for discussion

Learning objectives (participants will be able to...)

1. Describe what the Peer Voice means and explain to others its importance in Integrated Care settings.
2. Assist consumers in identifying their major health care and/or behavioral health goals and help them express these goals to members of their Care Team.
3. Identify at least three barriers to elevating the Peer Voice in the arenas where Integrated Care is being implemented.
4. Apply effective strategies to elevate the Peer Voice in Integrated Care settings.

F3 (3): Breaking Legal Barriers

Mike Weaver

Annual Membership Meeting

Main Ballroom 6:30- 7:30pm

Caucus Developing a Standard Occupational Classification for Peer Support

**Join this focus group for information and discussion
about defining and recognizing Peer Support as a unique
occupation by the Department of Labor.**

Main Ballroom 7:30- 9:00pm

Tuesday Morning Keynote

9:00 AM-10:00 AM

Azza Altiraifi

Emancipatory Healing: Revolutionizing Our Frameworks for Recovery

Living at the intersection of different marginalized identities can be terribly isolating. Working towards recovery in a system that was not built for us is only possible through building transformative networks of support. Recovery does not ask us to become comfortable with the systems that have historically and presently harmed us. True recovery pushes us to reckon with the systems of oppression which impact our daily lives, and to build communities of collective healing and love which are grounded in the principles of universal access. Emancipatory healing positions self-care as revolutionary acts which enable us to thrive, despite the structural barriers and forces which would otherwise do us harm. Together, we can begin building a new vision for collective care, that allows each of us to tend to our whole selves.

After attending this keynote, participants will:

- Become familiar with the tenets of the Disability Justice Framework, and how it can inform our understanding of recovery and emancipatory healing.
- Become familiar with the historical structures of oppression that adversely affect multiply marginalized peoples' ability to recover and find healing.
- Learn how to provide support to one another in ways that do not groom marginalized people to become comfortable with their oppression, but build practices of healing that enable individuals to thrive in spite of the systems that seek to harm them.

Workshops Session 4

Tuesday Morning

11:00 AM-12:30 PM

Workshops Session 4 (At a Glance)

Room	Workshop Title	Presenter(s)
C1 (4)	Peer Generation Youth Workshop	Tempesco
C3 (4)	Don't Slack, Let's Hack! -Social Hacking To Advance The Peer Workforce	Myrick
D1 (4)	Veterans Caucus	Obrien-Mazza Rich
D3 (4)	Peer Support in the Private Sector	Hendry/Davis Farrington
E1 (4)	Breaking All Barriers	Koch
E2 (4)	OPEN	
E3 (4)	Design Thinking: Applying the Tools of Innovation to Peer Services	Lane
F1 (4)	When Conversations Turn to Suicide	Mazel-Carlton Davidow
F3 (4)	3 PEP Talks: <ul style="list-style-type: none">• Peer Support Workers organization• Lost In Translation: Communicating "Psychosis" to Navigate Crisis• Self Care in the Workforce	Mohn_Haugen Jaekle Sulser

C1 (4): Peer Generation Youth Workshop

Ryan Tempesco

Beginning

Peer Generation is a workshop developed for youth and emerging adults to identify personal pathways to empowerment, resiliency and wellness. In this interactive, upbeat workshop participants are given opportunity to learn about the Peer Generation Movement of empowered young leaders. This course offers a mutual learning environment based on Foundations of Resiliency that include: Hope, Connection, Self-Determination and Meaning. Through the exploration of personal strengths, and creative self-exploration activities, youth are given opportunity to get in touch with who we are, and the cultural and personal experiences that have formed us. Through this powerful path of personal self-discovery, youth are invited to explore ways of using our own personal strengths to not only support our own journey toward wellness, but to strengthen the communities that are supportive to us. This workshop is culturally grounded and focuses on practical ways to be inclusive toward the diversity of communities and experiences. Youth who participate in this training will be given opportunity to explore personal life dreams and goals, and will be provided with a transferable self-help tool to explore our own knowledge and discover steps that will continuously support us in reaching the goals we set to achieve.

Learning objectives (participants will be able to...)

1. Describe the Foundations of Resiliency.
2. Discuss practical ways to participate in community, honoring differences in intersecting identities.
3. Develop clear, self identified strategies for wellness and resiliency.

C3 (4): Don't Slack. Let's Hack! –Social Hacking to Advance the Peer Workforce

Keris Jan Myrick

Social hacking is a positive action to solve complex problems that encourage socially responsible strategies for long-term environmental and human well-being. The concept of socially hacking systems and or practices within the existing structure encourages people to re-evaluate the social systems that we are accustomed to, in order to identify the problems that are not being addressed. This interactive workshop will involve participants learning and creating new ways of doing things for the peer workforce to replace or advance the old systems, structures and or practices that reinforce sustainability and regenerative growth within political forces that impact behavioral health delivery and care systems as a whole now and in the future.

Learning objectives (participants will be able to...)

1. Describe 2 national standards/tools that peer can be used to advance the peer workforce
2. Identify 3 future directions that impact peer workforce
3. Define multidisciplinary, interdisciplinary and integrated approaches
4. Develop one action to take to align social justice priorities with peer workforce advocacy, personal advocacy and outcomes for those we support.

D1 (4) Veterans Caucus

Dan O'Brien-Mazza and Bryan Rich (and Ranger)

The National Director will deliver a message to peer specialists about the calling of their vocation and the challenges that need to be met to sustain the profession and for peer support to become a fixture in future mental health care. Although, illustrations and some of the content contains references to VA peer support, the presentation will transcend Veteran applications and all are welcome to attend. Bryan is the acting co-chair of the Veterans subcommittee for iNAPS and hopes to gain more members for this committee and discuss the direction the committee wants to take.

D3 (4): Peer Support in the Private Sector

Patrick Hendry, Amy Farrington, and Kelly Davis

Advanced

The expansion of peer support into commercial insurance is approaching rapidly. This brings opportunities to transform services and to create thousands of unexplored career options for peer specialists. To grow alongside the demand, peers and peer-run organizations must adapt to the complex world of private health care and insurance reimbursement. To ensure the best outcomes for those receiving and providing peer support, we must anticipate these challenges. This workshop will explore what it will take to meet these inevitable opportunities while staying true to the values and nature of peer support.

Learning objectives (participants will be able to...)

1. Explain the growing opportunities for peer support specialists across settings and the private sector.
2. Prepare for potential setbacks and demands of working with the private sector.
3. Communicate effectively with decision makers about how to best integrate and expand the use of peer support.
4. Strategize to meet the demands of private health care and insurance.

E1 (4): Breaking All Barriers

John Koch

Advanced

This workshop will discuss implementing peer support into the country's first 24-hour Opiate Treatment Program, and the collaborations that have transpired from this. Implementing peers with fire departments, jail and prison rehabilitation centers, drug court programs, and hospitals. This workshop will display data surrounding these collaborations as well as trainings that took place to break down stigma. It will also discuss how peers can use a harm reduction approach with those actively using opioids.

Learning objectives (participants will be able to...)

1. Identify engagement points for those with opiate use disorder.
2. Start the conversation with potential community partners in regards to teaming up.
3. Utilize federal grants such as STR or MAT-PDOA to grow your company's peer support program.
4. Utilize peer supports in the process of Naloxone training. The overdose reversal drug

E2 (4): Peer Advocates: Agents of Change in Deinstitutionalization in New York State

Zach Garafalo

Beginning

Attendees will learn about an emerging peer and family advocacy program available to people transitioning from long-term care to community living through the federal Money Follows the Person demonstration. The Open Doors Peer Program is informed by best practices from peer services within the behavioral health and Veterans' Administration Systems, aligned with Independent Living philosophy and applied to nursing home transition.

Learning objectives (participants will be able to...)

Explain nursing facility based peer advocacy and transition services.

1. Apply lessons learned in nursing facility peer advocacy to their own work.
2. Describe the key concepts of independent living philosophy and connect them to their work in mental health advocacy.
3. Describe the application process for a peer advocacy job working in a nursing facility.

E3 (4): Design Thinking: Applying the Tools of Innovation to Peer Services

Michael Lane

Advanced

Innovation isn't accidental. Uber. The iPhone. Spotify. Cold cereal. These innovations were developed using the principles of Design Thinking, a free-form but structured approach that puts human needs at the center. These principles and tools can be applied to designing peer services. In this workshop you'll learn and begin to practice using Design Thinking Tools.

We'll explore how Design Thinking reconnects us to human needs, and how YOU can use these tools in your context. This is not a workshop where you stay sitting down. Everyone will participate in using at least two design thinking tools to solve a real-world problem.

Learning objectives (participants will be able to...)

1. Understand the design thinking process.
2. Practice using two tools of design thinking help solve a real-world problem.
3. Describe how design thinking tools can be used to co-create peer services and relationships.

F1 (4): When Conversations Turn to Suicide

Caroline Mazel-Carlton and Sera Davidow

Beginning

The phrase "I feel suicidal" can hold many meanings. Yet space to explore those meanings and the context of such feelings can be hard to find. As evidence of the inefficacy of assessment-oriented interventions and hospitalization continue to build, what else is available to better hold, express, and move through suicidal thoughts? This workshop will seek to answer just that question through an exploration of the 'Alternatives to Suicide' approach and philosophy.

Learning objectives (participants will be able to...)

1. Identify at least two common myths associated with suicide and the efficacy of standard interventions for individuals who are suicidal.
2. Identify at least three key elements of the Alternatives to Suicide charter.
3. Identify at least three non-assessment-oriented questions that can be useful when supporting someone who is thinking about suicide.

F3 (4): 3 PEP Talks (20 min each)

Peer Support Workers Organization

Torbjoern Mohn_Haugen and Karl Johansen

Intermediate

Use of peer-support is on the rise in Norway. Today there is between 300 - 500 peer support workers across the country. PSWN was established in 2017. The main goal of the organization is to create better working conditions for Peer Support workers in Norway and to develop the professional role of peer support workers so that we can get the credit and the recognition we deserve. We also want to create a yearly national event for peer support workers, their leaders and people with an interest for the Peer support workers profession. In the presentation we will present what challenges peer support workers in Norway face and present our plan for developing the organization and invite the listeners to give input on how these challenges can be met.

Learning objectives (participants will be able to...)

1. Discuss the importance of developing an organization for Peer Support Workers to be stronger
2. Describe the status of Peer Support Workers in Norway
3. Compare the situation for Peer Workers in Norway and US

Lost In Translation: Communicating "Psychosis" to Navigate Crisis

Madeline Jaekle

Beginning

What would happen if we discovered a 'Rosetta Stone' for interpreting the language of psychosis or better yet an instructional manual to communicating in crisis? Join me for an experiential presentation, where I will use real life 'translations' to evaluate the 'language of psychosis' and the ways in which peer supporters can prepare themselves to be benevolent bilingual translators when crisis strikes.

Caring for someone experiencing a mental health crisis is complex, especially if an individual is at risk of what some refer to as psychosis, an experience that affects many peers regardless of diagnosis or 'severity.' Effective communication is critical to providing support and care for peers experiencing crisis or an episodic escalation. By acknowledging the unique nature of the crisis communication intrinsically tied to episodic escalation we can begin to address ways we ourselves can analyze our own communications tendencies so we can begin to identify methods for improving our ability to provide compassionate, ethical, thoughtful, and deliberate peer support to peers.

Learning objectives (participants will be able to...)

1. Define key concepts and perspectives related to crisis communication, specifically the language of psychosis
2. List at least 3 ways in which the language of psychosis and/or crisis communication can adversely impact the severity of a crisis and/or the effectiveness of treatment
3. List 3 techniques that can enhance an individual's ability to successfully navigate or manage instances of crisis communication and/or the language of psychosis in future cases of mental health emergencies.
4. Implement the strategies and perspectives needed to enhance a participant's future capacity to successfully navigate and/or manage instances of crisis communication and the language of psychosis.
5. Discuss ways in which they can improve or enhance their communication skills when providing peer support.

Self Care in the Workforce

Gail Susler

Advanced

Why Self-Care; especially in the workforce is so vitally important to each one of us. And knowing that we are all connected as a whole and the key to longevity is Self-Care. This workshop will clearly show that Self-Care; although, at the workplace is a practice that entails taking three breaks a day to ensure stress management. As facilitator; I will explain the definition of Self-Care and the three breaks throughout our work day that can catapult one onto a higher lever of Recovery. Good healthy habits and why a balance to our personal recovery is essential to Self- Care.

Learning objectives (participants will be able to...)

1. Describe Why Self-Care is vitally important.
2. Relate just how valuable their life experiences are to others.
3. Practice mindfulness and raise awareness to address symptoms, illness's and look at the positive realm of one's life.
4. Describe what Self-Care is.
5. Discuss why connecting with nature is also essentially necessary under Self-Care.

Workshops Session 5

Tuesday Afternoon

2:00 PM – 3:30 PM

Workshops Session 5 (At a Glance)

Room	Workshop Title	Presenter(s)
C1 (5)	Decolonizing Healing: Moving Beyond Culturally Competent Care	Altiraifi
C3 (5)	Supporting Peerness through Education and Technology	Nicolellis Legere
D1 (5)	Going Deeper with Co-Reflection	Morgan
D3 (5)	Challenging the Status Quo: Breaking the Mold in the 21st Century	Jordan Kugler
E1 (5)	When You Are All There is: Peer Recovery in Rural Arkansas	Wooding
E2 (5)	Mentoring for Re-entering	Brock Federici
E3 (5)	Playing Games: How Fun Can Be Therapeutic	Mott-Snider Burrows
F1 (5)	Harnessing Big Feelings to Heal Trauma	Brown
F3 (5)	Applying Peer Support in A Managed Care World	Farria Neely

C1 (5): Decolonizing Healing: Moving Beyond Culturally Competent Care

Azza Altiraifi

Advanced

Through a series of guided exercises and discussions, this workshop seeks to encourage participants to consider the trappings of race, gender, class, ability, sexuality and more in which we are all bound and identify how our identities are forged in response to the oppressions that affect us. Together, participants will build a vision of healing that will enable them to build and be part of support networks that are anchored in the principles of universal access, and Disability Justice.

Learning objectives (participants will be able to...)

1. List the ten pillars of the Disability Justice Framework, and how it provides us with a roadmap for decolonizing care.
2. Identify the differences between culturally-competent care and decolonized care, and why this matters for building support networks.
3. Reflect on how our identities have been shaped, and how this informs the way we develop healing practices of self-love and care.

C3 (5): Supporting Peerness Through Education and Technology

Lyn Legere and Debbie Nicolellis

Intermediate

Living the values of peer support can be challenging in many work settings. New educational options have been created for peer workers to learn new skills and concepts as we support others to have lives of meaning and purpose. Come see what the BU Center for Psych Rehab has made available for peer supporters who want to offer support for vocational, community, and wellness goals, all in frameworks that meet most billing requirements and support the peer worker to stay in their lane and live out peer values.

Learning objectives (participants will be able to...)

1. Describe the Bridging Community Gaps Photovoice class and the Recovery 4 US mobile application
2. Identify at least three ways that these tools can support peer workers to be “peer” in their work settings.
3. Describe how supporting people in their efforts in employment is relevant to peer support
4. Identify at least 2 pieces of vocational exploration that peer specialists can support
5. List at least 3 skills that can be used to support people who are thinking about, deciding about, or getting/keeping work or school

D1 (5): Going Deeper with Co-Reflection

Steven Morgan

Intermediate

Co-Reflection is a practice using Intentional Peer Support where peer supporters learn from each other ways to deepen connections, expand worldviews, negotiate mutuality, and give and receive feedback. Unlike traditional supervision, Co-Reflection invites all parties in the dialogue to grow. Come learn about this exciting practice! No IPS experience necessary.

Learning objectives (participants will be able to...)

1. Practice Co-Reflection at work to facilitate critical thinking in peer support
2. Engage peers in co-creative dialogues about how to make the relationship more mutual
3. Utilize the four tasks and three principles of Intentional Peer Support to reflect on peer support interactions
4. Demonstrate giving and receiving feedback with others in a way that feels mutually beneficial

D3 (5): Challenging the Status Quo: Breaking the Mold in the 21st Century

Clarence Jordan and Lisa Kugler

Intermediate

Individuals with SMI have life expectancies 25 years less due to chronic health concerns. Now is time to explore peer integration with all health services to support holistic recovery. This workshop will discuss where we are now, where we want to go, and how to get there utilizing motivational interviewing. This workshop is an interactive exploration of the essential competencies of peer supports in today's landscape.

Learning objectives (participants will be able to...)

1. Interpret current statistics and outcomes of peer support services in different systems
2. Brainstorm at least 3 venues where peers are underutilized.
3. Discuss motivational interviewing and how this can be of benefit when championing the expansion of peer services
4. Discuss the work of peer supporter with a renewed motivation for why we came to this work in the first place.
5. Effectively share their personal journey to motivation and inspire hope in others

E1 (5): Peer Recovery in Rural Arkansas

Jimmie Wooding

Intermediate

When you are all there is in a rural state--no easy access to counselors and other professionals, peer support professionals are called on to provide a complement of service to build, practice, and maintain their value-driven Personal Recovery Action Plan. This workshop will provide experiential techniques to help clients move from Point A to Point B. Four tools from Acceptance and Commitment Therapy (ACT): the Life Map, Values Domains, Bullseye, and Creative Hopelessness will be demonstrated. The 5 Critical Elements of Recovery are presented to organize a framework for recovery management.

Learning objectives (participants will be able to...)

1. Identify 4 ways to help peers move towards what is important to them, vs move away from difficult thoughts and feelings
2. Recognize the unworkability of utilizing methods to avoid uncomfortable feelings, thoughts, memories, and sensations
3. Implement four techniques to build a personal recovery action plan
4. Discuss more ways to help their peers increase their own motivation to change
5. Identify 5 critical elements of recovery management

E2 (5): Mentoring for Re-entering

Waynette Brock and Matthew Federici

Beginning

Mentoring for Re-entering, focuses on our grass-roots peer community converging together around our collective experience and practical approaches using WRAP, Peer Support and other Recovery based programs to overcome and transform the challenges of those that are justice involved. People in the criminal justice system experience higher rates of substance use disorders, mental health challenges, and chronic health conditions than the general population.

Learning objectives (participants will be able to...)

1. Describe how peer support and peer-facilitated groups can reduce the rate of recidivism for service recipients reentering the community
2. Discuss strategic ways for peer specialists to communicate and connect with those reentering the community after incarceration
3. Identify how preconceived ideas and judgements of people who are justice involved can affect peer support

E3 (5): Playing Games: How Fun Can Be Therapeutic

Janet Mott-Snider and Marcia Burrows

Beginning

Discover how playing games can bring creativity, hope, and humor to our shared experiences with our peers. A game can be a tool to promote self-awareness and empathy and wellness. Explore the use of therapeutic games to enhance engagement in recovery. We will discuss some fun games and how to use them inventively, to inspire individuals and create bonding within groups. Finally, the facilitators will present their game, Strengths and Troubles: The Wellness Board Game, a game authored by a peer for peers, and the first in a series of games about goal setting.

Learning objectives (participants will be able to...)

1. Describe how the use of games can be a fun, effective practice in peer support.
2. Enhance their effectiveness as peers by increasing engagement through the use of games.
3. Creatively experiment with new therapeutic games and adapt them to their particular situation.
4. Intentionally facilitate games with groups and individuals.

F1 (5): Harnessing Big Feelings to Heal Trauma

Thomas Brown

Intermediate

This workshop explores, through personal narrative, harnessing intense emotions in the service of healing extreme trauma. The presenter discusses his personal journey of discovering how to use rage and other intense feelings to release trauma from his body, healing physical ailments and resolving debilitating social anxiety.

Learning objectives (participants will be able to...)

1. Describe how intense emotions are related to past traumatic experience.
2. Discuss how intense emotions can be used to heal traumatic experience.
3. Demonstrate how to use intense emotions to safely descend into unresolved life-threatening experience, moving from least dangerous to most dangerous experiences over time.

F2 (5): Applying Peer Support in A Managed Care World

Alicia Farria and Carla Neely

Beginning

This workshop will explore and discuss the barriers and challenges of peer support in a rapidly changing managed care environment. Particular attention will be given to the integration of physical and behavioral health and how it impacts access to peer support services.

Learning Objectives (Participants will be able to...)

1. Encourage greater understanding of managed care by peer supporters.
2. Discuss how to incorporate peer support into a managed care environment
3. Describe how the push for integration impacts managed care and peer support in the Managed Care Delivery System.

Workshops Session 6

Tuesday Afternoon

4:00 PM – 5:30 PM

Workshops Session 6 (At a Glance)

Room	Workshop Title	Presenter(s)
C1 (6)	Youth and Young Adults: The Future of Peer Supports	Caucus
C3 (6)		
D1 (6)	Language: What Works Today	North
D3 (6)	To Be or Not To Be? National Certification Caucus	Caucus M. Weaver
E1 (6)	Opioid Use Training for Peer/Recovery Support Specialists	Welch
E2 (6)	Forensic Peer Support - Advances and Challenges	R. Weaver Evans
E3 (6)	Documentation Concepts for Peer Support	Joy
F1 (6)	Healing from Trauma; It's an Inside Job	Blum Gonzales
F3 (6)	Together We Can Build it - Creating a peer run environment for growth and connections	Malcolm

C1 (6): Youth and Young Adults: The Future of Peer Supports Caucus

In this caucus, conference participants will have the opportunity to converse and brainstorm with other stakeholders and community members about the current state of Peer Support and the Future vision of it, specifically focusing on Youth and Young Adult Peer Support. This caucus expands on the other themes presented at the conference to create actionable goals for the future, as well as to support guiding the vision of the YAYAPS iNAPS committee and cementing iNAPS as a visionary leader in the expansion of the Peer Support profession everywhere.

Learning objectives (participants will be able to...)

1. Identify at least 3 priorities for the future of Peer Support, and how they can be a part of the future of peer support.
2. Identify 3 barriers and challenges that prevent peer support integration within youth populations, and strategize possible solutions for addressing these challenges.
3. Identify at least 3 levels of accountability required for the system transformation and each of our own person accountabilities.

D1 (6): Language: What Works Today

BJ North

Intermediate

This workshop will explore the use of language and how language can impact life connections. The learning in this workshop will support the experience with words, energy, thoughts, beliefs, behaviors and the impact of what is learned from surroundings such as; families, cultures, communities and time period.

Learning objectives (participants will be able to...)

1. Describe intentional strength-based word choices that support growth and empowerment
2. Discuss how language impacts the fabric of life around us.
3. Identify strategies for communicating with intention.

D3 (6): To Be or Not To Be? National Certification Caucus

Mike Weaver, Anthony Stratford, and Jessica Wolf

Intermediate

This caucus will begin with a brief overview of the growth in peer support workforce in Australia, the US and Canada with statements on certification on a national, state and province level. We will also provide an overview of initiatives that iNAPS is currently participating in to promote quality peer support.

E1 (6): Opioid Use Training for Peer/Recovery Support Specialists

Veronica Welch

Intermediate

For those who are currently working as a Peer of Recovery Support Specialist, this is an overview of the opioid crisis including but not limited to: opioid use statistics, the effects of opioids on the brain, medication assisted treatment, stigma about opioid use and MAT use and the basic reminder that everyone chooses their own path.

Learning objectives (participants will be able to...)

1. Describe an overview of the brain and the frontal cortex
2. Discuss how opioid affect the brain
3. Describe the basics about Medication Assisted Treatment
4. Discuss the stigma faced by those with an opioid addiction.
5. Discuss how everyone's path to recovery is their own to decide on.

E2 (6): Forensic Peer Support – Advances and Challenges

Rosemary Weaver and Wesley Evans

Intermediate

An overview of forensic peer support services across the country will be presented. Specific focus will be on the partnership between the SAMHSA Gains Center and the state of Florida certification board which includes the development of core competencies for peers working in the criminal justice system.

Learning objectives (participants will be able to...)

1. Define the peer support roles in the criminal justice system along with responsibilities and key characteristics associated with each.
2. Share knowledge learned about forensic peer support programs in several states.
3. Share knowledge learned about the partnership between the SAMHSA gains center and the Florida Certification Board in the development of core competencies for peers working in the criminal justice system and how this aligns with the national practice guidelines

E3 (6): Documentation Concepts for Peer Support

Charles Joy

Beginning

Drafting positive, patient centric chart notes that document your work and meet the audit guidelines of JACO, CARF or other accreditation organization can be challenging. Using guidelines I have been taught for the VA Computerized Patient Record System (CPRS), I will present 7 "rules of thumb" applicable to crafting notes for Peer Support work and explore participant challenges in documentation.

Learning objectives (participants will be able to...)

1. Identify 7 Rules of Thumbs they should be aware of when writing a chart note.
2. Discuss the value of framing with positive language.
3. Demonstrate the use of free paragraph notes, DAP notes and SOAP notes.
4. Describe their role as observers as related to documentation.

F1 (6): Healing from Trauma; It's an Inside Job

Patty Blum and Ruth Gonzales

Beginning

Past wounds, present stressors and fears about the future can impact how we show up in the world when providing Peer Support or receiving Peer Support. Building Resiliency through a Trauma Informed Lens offers

diverse Tools to help reframe, heal and develop inner strength. As a take away, participants will learn about Community Resilience Model (CRM) a Promising Practice.

Learning objectives (participants will be able to...)

1. Utilize Evidence-Based Practices including WRAP, DBT, Spirituality and CRM in healing Community Trauma.
2. Discuss the community perspective related to the prevention of stigma through exposure, education and outreach
3. Identify three (3) skills to use for self-care
4. Describe about diverse peer supporter tools
5. Recognize self-stigma and identify how trauma-informed approaches impact self-stigma.

F3 (6): Together We Can Build it – Creating a peer run environment for growth and

Ameika Malcolm, Penny Johnson, and Anise Robinson

Intermediate

We would like to share the idea of creating a diverse, safe, and nonjudgmental environment/community where the members embrace, respect and empower the free flow of individual choices for personal development and decisions. One place that serve different constituencies, with understanding that everyone brings something to the table and everyone is their own advocate. In addition, as a community we support and encourage each other to identify and apply individual strengths and abilities to improve their lives as well as the people around them.

Learning objectives (participants will be able to...)

1. Create a diverse community were the members are in control.
2. Create safe environment where people can be themselves without the fear of judgment or stigma.
3. Relate to the concept that everyone has their own journey.
4. Highlight some individual strengths and how to use them in the community.
5. Learn that even in the community selfcare is important.

Wednesday Sessions

Wednesday Morning

9:00 AM – 12:00 PM

Workshop Title	Presenter(s)
Keynote:	Mark Salzer
Getting to the Heart of the Challenge: Troika Consulting and Expert Supervisor Panel	Fogelson; Edwards, Stang; Nyamora; Branham
Celebrating Peer Support	All

Wednesday Morning Keynote

9:00 AM-10:00 AM

Mark Salzer

Life In The Community Like Everyone Else: Community Inclusion And The Essential Role Of Peers

Dr. Salzer will discuss the evidence showing that community participation, such as work, going to school, dating and social relationships, parenting, leisure and recreation, and religious participation are necessities in terms of promoting physical, cognitive, and mental health, recovery, and wellness. He will then discuss the fundamentals required for making community inclusion a reality, and the essential roles that peers can play in leading such initiatives.

After attending this keynote, participants will be able to:

- Discuss how community participation is beneficial for the physical, cognitive, and mental health and well-being of individuals with lived experience.
- Describe three fundamentals for promoting community inclusion
- Articulate why peers are essential for making community inclusion a reality

10:15-10:30 Break

10:30-11:15

Getting to the Heart of the Challenge: Troika Consulting and Expert Supervisor Panel

Dana Foglesong, Facilitator

Jonathan P. Edwards, Kelsey Stang, Susan Nyamora, Jennifer Branham

Our last session will focus on addressing issues you face in the workplace. Each conference attendee will have a chance to seek advice on a challenge faced through a Troika Consulting session. We'll end with an expert panel of supervisors where you can bring challenges you want further support from to our panelists.

Supervisor Panelists –

- Facilitator: Dana Foglesong, NCPS, CRPS - experienced in supervising peer specialists in an integrated health setting and chairs the national supervision workgroup designing solutions to the challenges faced by supervisors
- Jennifer Branham LCSW, MCAP – has been supervising peers for five years and currently a consultant supervisor for peer specialists in a youth wellness coach program and the centralized receiving system
- Jonathan P. Edwards, LCSW, ACSW, M.Phil., CPS – has worked in the behavioral health field for more than twenty years including experience supervising twenty-eight peer support staff across five service settings.
- Kelsey Stang, CRPS, CRSS– in long term recovery from substance use challenges and supervises six full-time peer specialists and two part-time apprentices working toward certification.
- Susan Nyamora, MSW, CRPS – CEO of South Florida Wellness Network, a peer run organization which employs thirty five Youth, Family and Adult Peer Specialists serving across various systems.

11:15 – 12:00

CELEBRATING PEER SUPPORT