

The Zoom Interface

The screenshot shows a Zoom Webinar window with the following elements and callouts:

- Header:** "Zoom Webinar", "You are viewing David Terry's screen", "View Options", "Click here to maximize your session view", "Enter Full Screen".
- Main Content:** "TTC Technology Transfer Centers", "Funded by Substance Abuse and Mental Health Services Administration", "Thank you for joining us today!", "You will not be on video during today's session".
- Q&A Window:** "Question and Answer", "All questions (1)", "My questions (1)", "You 07:35 AM", "This is a test question!", "You can switch between questions you've asked and those asked by others using these buttons.", "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.", "Type your question here...".
- Chat Window:** "Zoom Webinar Chat", "The chat feature will allow you to talk with other people in today's webinar.", "The To field will tell you who will receive your message. Be mindful of who you are chatting to.", "To: All panelists", "Your text can only be seen by panelists".
- Bottom Bar:** "Audio Settings", "Click Here to adjust your audio settings", "Chat", "Raise Hand", "Q&A", "Click here to leave the session", "Leave".
- Audio Settings Menu:** "Select a Speaker", "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", "Audio Settings...".

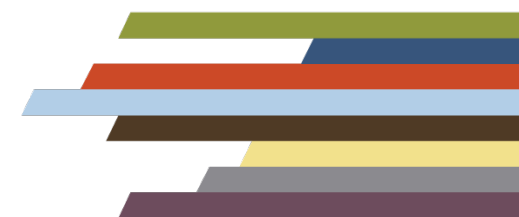
All attendees are muted. Today's session will be recorded. A link to the presentation slides and a recording of the webinar will be emailed. Certificates of Attendance will be emailed.



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Getting Back on the Road to Recovery: Focusing and Developing Recovery Goals

Joni Dolce, MS, CRC, CPRP



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About Us ...

The Northeast and Caribbean MHTTC provides 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

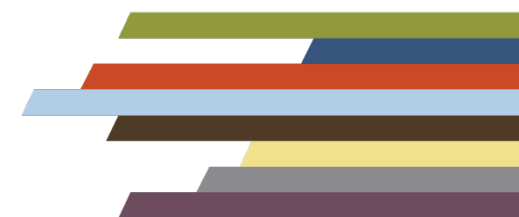
Supplemental funding to work with school teachers and staff to address student mental health.



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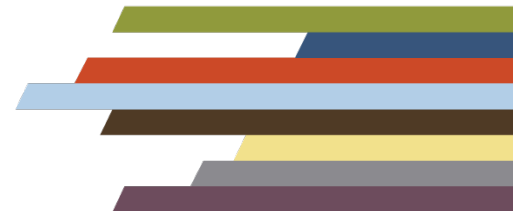
<https://bit.ly/2mpmpMb>



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We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

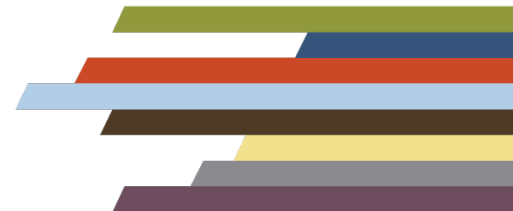
Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. Therefore, your feedback counts!



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Video Recording Information

Please Note:

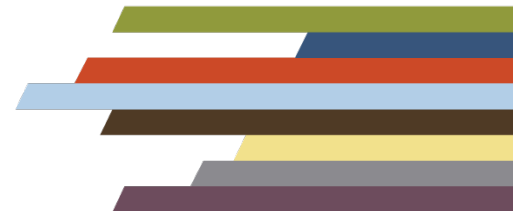
We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.



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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Be aware: your question is visible to all participants.

Chat and Polls

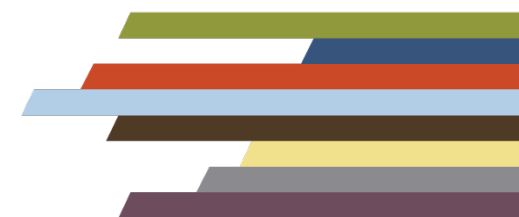
- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



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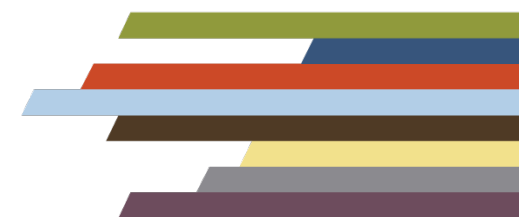
This presentation will be recorded and posted on our website. At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the presenters, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



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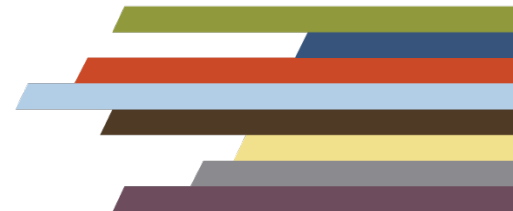
Joni Dolce, MS, CRC, CPRP



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Session Objectives

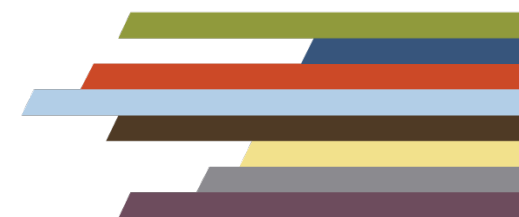
1. Define recovery
2. Describe the impact of the Covid-19 pandemic on wellness and recovery goals
3. Identify the services and practices that support recovery principles
4. Apply SMART recovery goal planning



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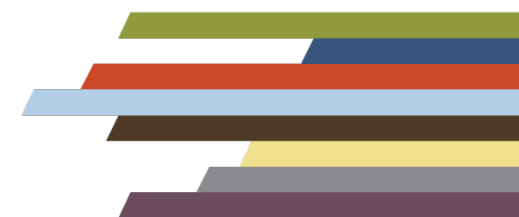
Recovery involves the development of new meaning and purpose in one's life as one grows beyond the catastrophic effects of mental illness." Anthony, 1993



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10 Guiding Principles of Recovery

Hope

Many
Pathways

Person
Driven

Peer
Support

Holistic

Culture

Addresses
Trauma

Strengths

Respect

Relational

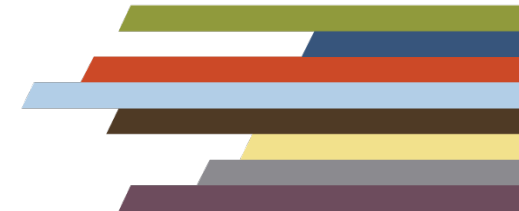
<https://store.samhsa.gov/sites/default/files/d7/priv/pep12-recdef.pdf>



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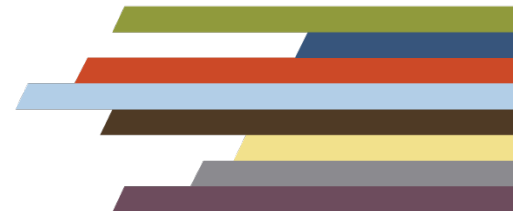




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Recovery Goals include:

Employment

Education

Living

Social/Community

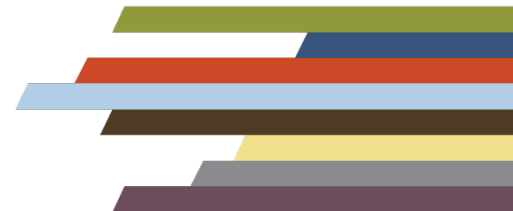
Health and Well-being



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Impact of Covid-19 on Recovery

- What challenges have you observed that impact individuals' recovery goals?

Please use the chat!

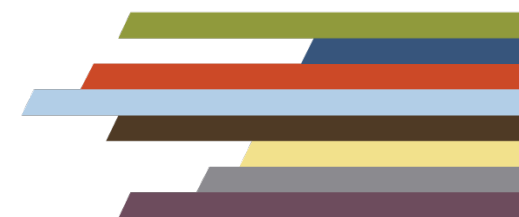
Resnick, et al., 2020



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Some Challenges Identified

Basic
Needs

Increase in
Symptoms

Isolation

Anxiety
and Fear

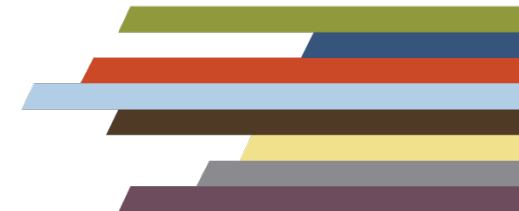
Murphy, et al., 2020



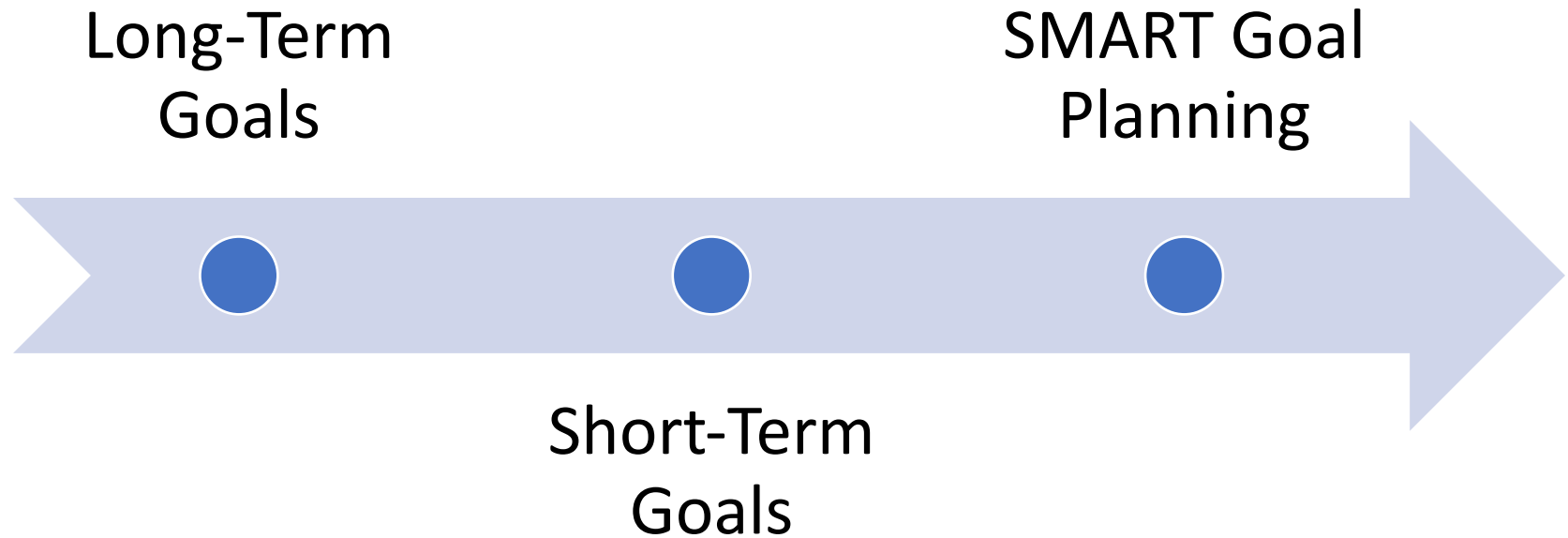
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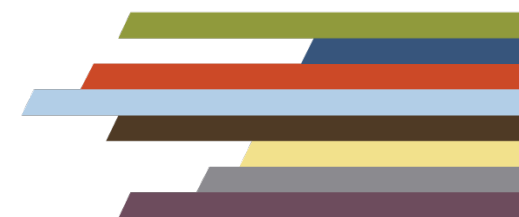
Revisiting and Focusing on Goals



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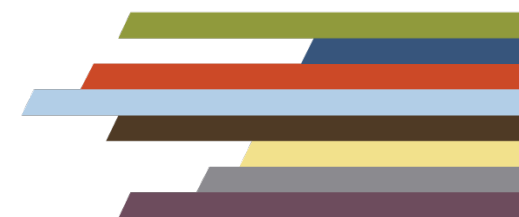
Focusing



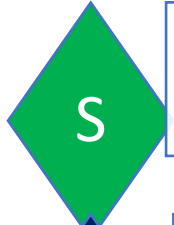
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S-M-A-R-T Goals



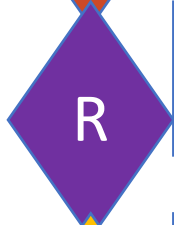
- Specific



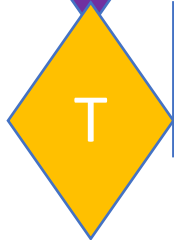
- Measureable



- Attainable



- Relevant



- Timely

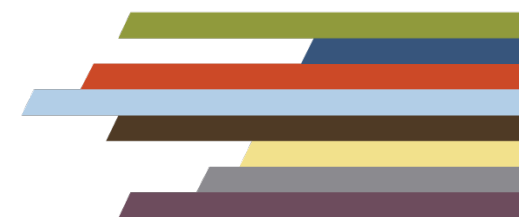
Adapted from materials developed by Clay, Reilly, & Zazzarino, "ICMS Training Series"



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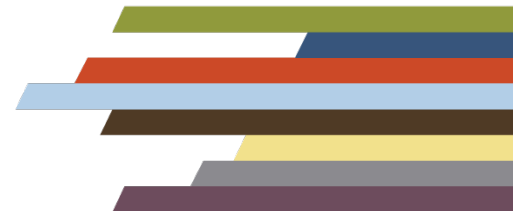
Do you use SMART goal documentation?



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SMART Goal Activity

- Do these goals follow the SMART framework?
- If not, what changes need to be made?

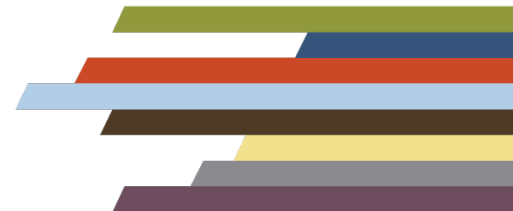
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**I WILL IMPROVE MY
HEALTH BY
REDUCING MY BAD
CHOLESTEROL
NUMBERS BY 10
POINTS BEFORE
JANUARY 2021.**



**I WILL ENROLL AS
A FULL TIME
COLLEGE
STUDENT BY
1/15/2021.**



**I WILL COMPLETE AN
OUTPATIENT
PROGRAM.**



**I WILL START TO
LOOK FOR JOBS NEAR
ME BY 10/30/2020.**



I WILL...

- How can the SMART framework improve your work with individuals during this time?

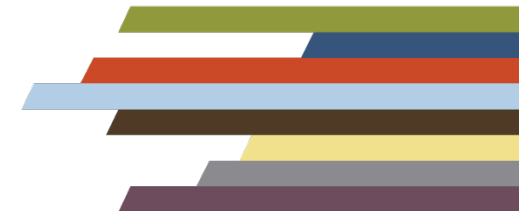


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Summary

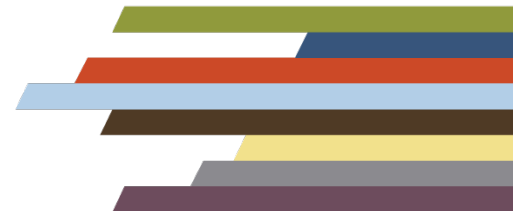
- Defined recovery and explored the potential impact of Covid-19 on recovery goals.
- Examined the services that support recovery.
- Reviewed and applied SMART goal planning to recovery goals.



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Resources

National Empowerment Center

<https://power2u.org/people-can-recover-from-mental-illness/>

SAMHSA: Principles of Recovery

<https://store.samhsa.gov/sites/default/files/d7/priv/pep12-recdef.pdf>

Motivational Interviewing

<http://www.motivationalinterviewing.org/>

SMART Goal Video

<https://youtu.be/1-SvuFIQjK8>

Wellness Recovery Action Plan

<https://mentalhealthrecovery.com/info-center/wellness-during-the-covid-19-pandemic/>

WRAP APP

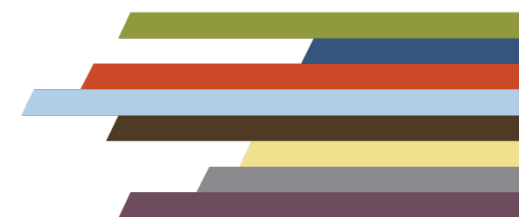
<https://mentalhealthrecovery.com/wrapapp/>



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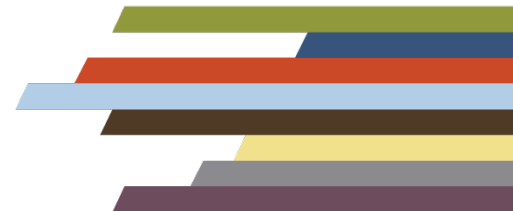
Q and A



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Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

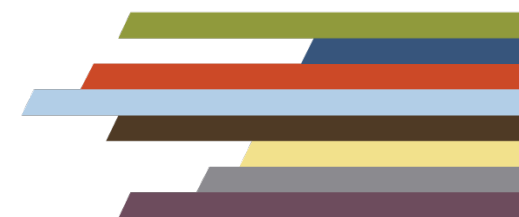
At the end of today's training please take a moment to complete a **brief** survey about today's training.



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<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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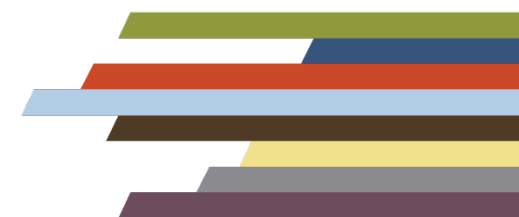
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References

- Anthony, W.A. (1993). Recovery from mental illness: The guiding vision of the mental health system in the 1990's. *Psychosocial Rehabilitation Journal*, 16(4), 11-23.
- Clay, Z., Reilly, A., & Zazzarino, A. (2017). Psychiatric Rehabilitation: Assessment and Planning. PowerPoint presentation for ICMS, NJ.
- Murphy, A.A., Karyczak, S., Dolce, J.N., Zechner, M., Bates, F.M., Rothpletz-Puglia, P., & Gill, K.J. (2020). Challenges experienced by behavioral health organizations in New York resulting from COVID-19: A qualitative analysis. *Community Mental Health Journal*. <https://doi.org/10.1007/s10597-020-00731-3>
- Resnick, S. G., Roe, D., & Salyers, M. P. (2020). Psychiatric Rehabilitation Journal in the era of COVID-19. *Psychiatric Rehabilitation Journal*, 43(2), 83-84.
<http://dx.doi.org/10.1037/prj0000434>

