

The Zoom Interface

The screenshot shows the Zoom Webinar interface. At the top, it says "Zoom Webinar" and "You are viewing David Terry's screen". Below this is a "View Options" dropdown and a "Click here to maximize your session view" button. The main content area displays the TTC logo (Technology Transfer Centers, Funded by Substance Abuse and Mental Health Services Administration) and a large message: "Thank you for joining us today! You will not be on video during today's session". A "Select a Speaker" menu is open, showing "Speakers (Realtek(R) Audio)" selected. At the bottom, there are buttons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave". A "Question and Answer" window is open, showing a test question and a text input field. A "Zoom Webinar Chat" window is also open, showing a "To: All panelists" field and a text input field. Callouts explain the Q&A and Chat features.

Zoom Webinar
You are viewing David Terry's screen
View Options
Click here to maximize your session view
Enter Full Screen

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

Select a Speaker
✓ Speakers (Realtek(R) Audio)
Same as System
Test Speaker & Microphone...
Leave Computer Audio
Audio Settings...

Audio Settings
Click Here to adjust your audio settings
Chat
Raise Hand
Q&A
Click here to leave the session
Leave

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...

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

All attendees are muted. Today's session will be recorded.

Stages of Family Recovery

Valerie Ferri, MSW, MPH, LSW
Family Training and Advocacy Center

&

Michelle Zechner, PhD, LSW, CPRP

Rutgers, SHP, Dept. of Psychiatric Rehabilitation &
Counseling Professions

June 7, 2021



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

About Us ...

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

- 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:

- Support school teachers and staff to address student mental health
- Support healthcare providers in wellness and self-care activities



Grow Your Knowledge and Skills

Keep up with the latest effective practices, resources, and technologies!

Subscribe to receive our mailings.
All activities are free!

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

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 future trainings that are relevant to your professional needs. Therefore, your feedback counts!

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.

Disclaimer

This presentation was prepared for the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC). This presentation will be recorded and posted on our website.

At the time of this presentation, Tom Coderre served as Acting Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, 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.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

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).
- Note: 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.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Our Presenters



Objectives

- Explore stages of family recovery
- Identify skills and information for each stage of recovery





Family Recovery

What is recovery for family members?

Recovery for Families

“...to have a life that includes hope, personal meaning, intimate connections with others, and goals for the future”.
(Spaniol & Nelson, 2015, p.761)

Considering Family Recovery

- Assume that a family member WILL recover
- Family recovery is influenced by external and internal factors





Support Family Recovery

What do you do, or
what does your
agency do, to support
family recovery?

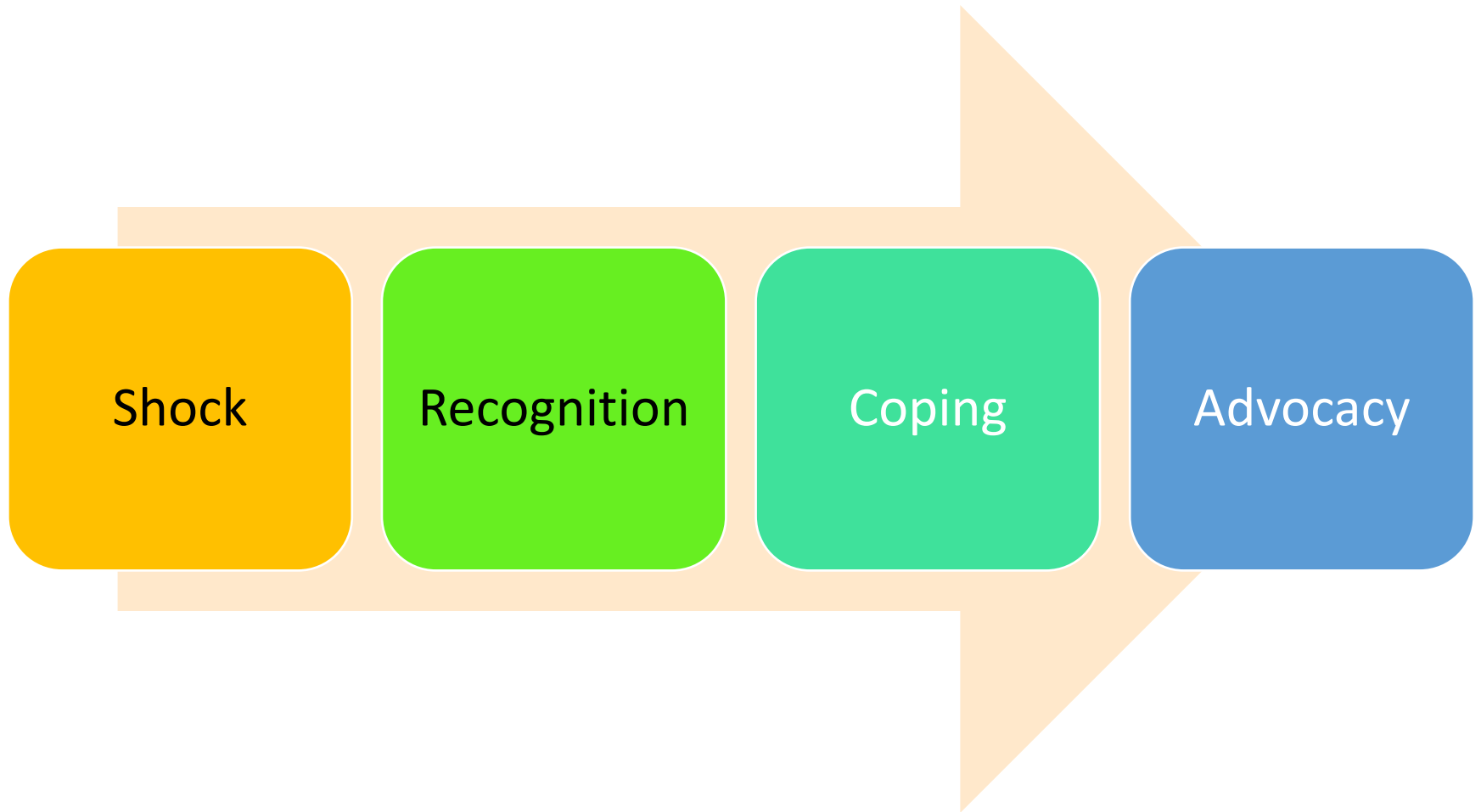
Family Perspectives on Information Offered

Dissatisfied with information about mental illness

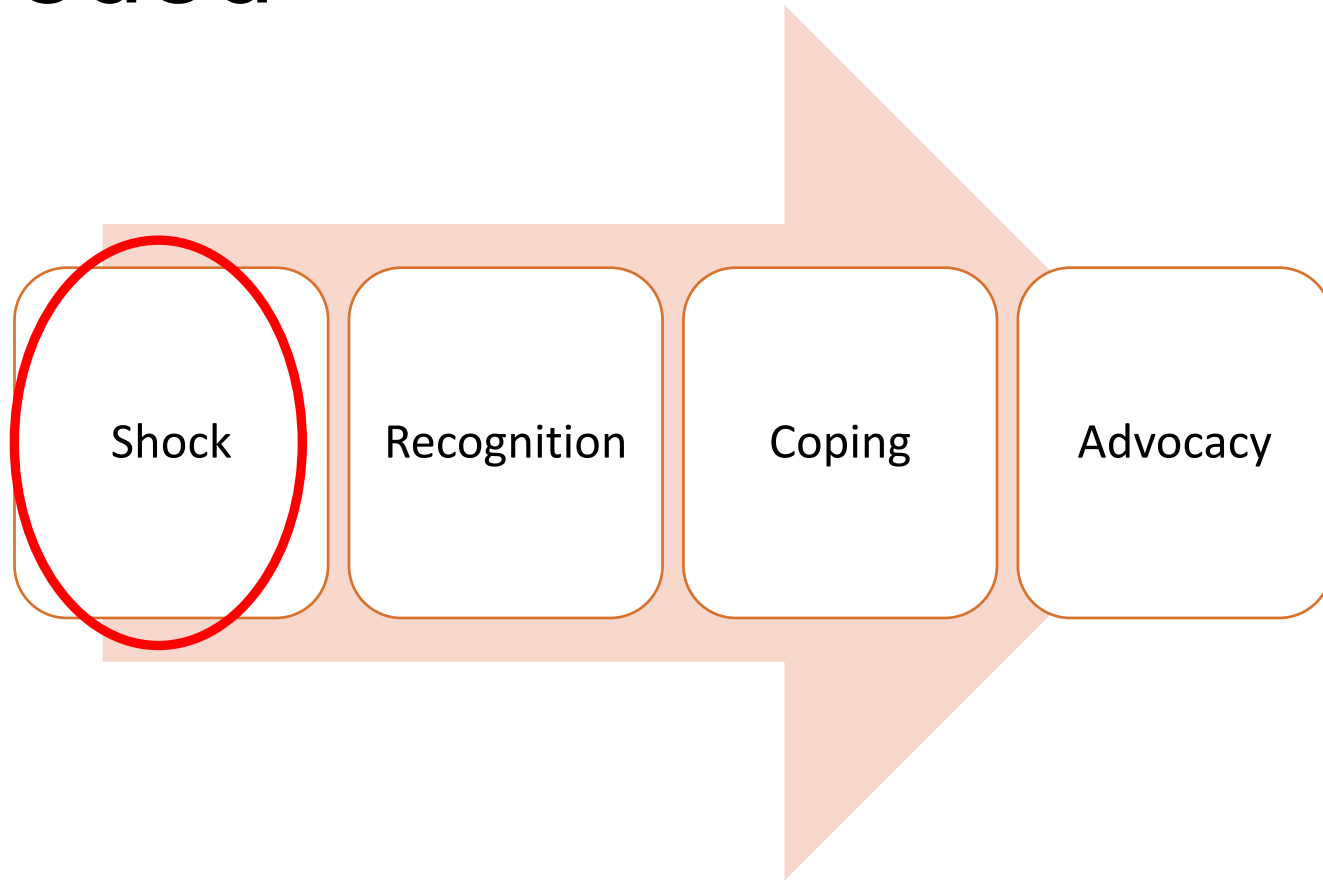
Lack of understanding mental illness

Perception of little information

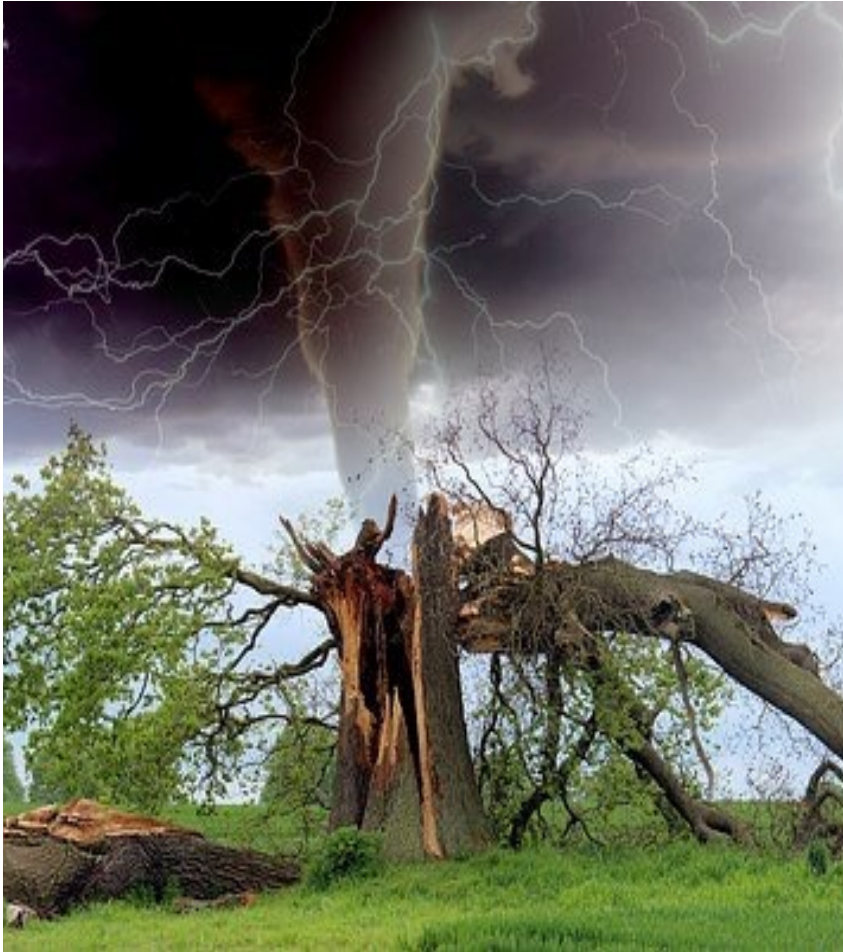
Family Stages of Recovery



Shock Experience & Skills Needed



Shock – Information Needed



Etiology of illness

Treatment

Prognosis

Shock – An Example

Monica & James received a call from a local inpatient hospital to inform them that their daughter, Renee, was admitted. Renee is in college and lives about an hour away from home. Monica & James knew that Renee had some sad days, challenges making new friends and adjusting to college life.

Recently, when they called her the calls were short. Monica and James didn't totally understand why their daughter was distant, however they believed this was related to challenges in adjusting. They had no indication she was experiencing a serious mental health concern.

When they were told their daughter had been diagnosed with schizophrenia, they couldn't believe what they were hearing.

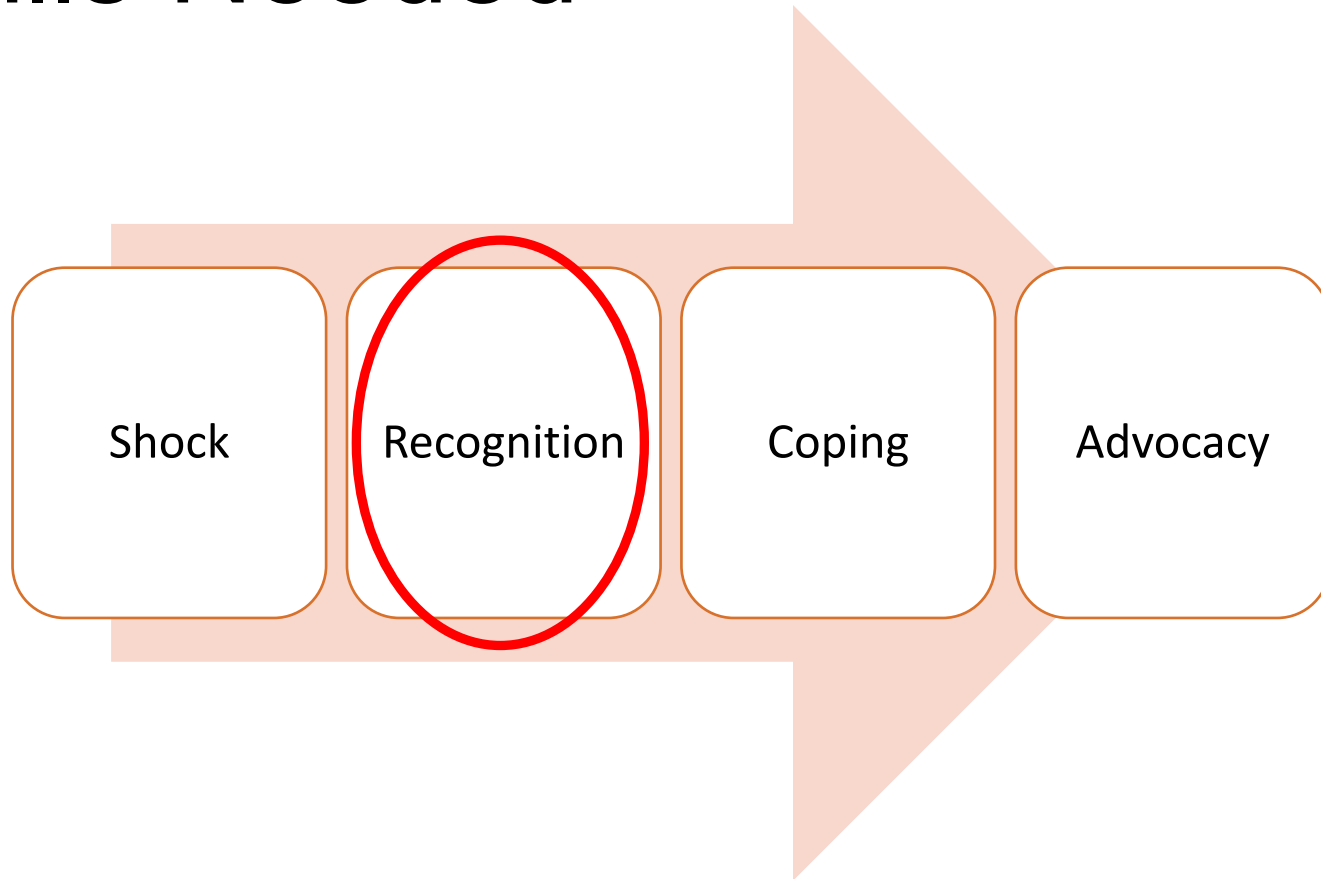
Let's Hear from You

Poll 1

Poll 2



Recognition Experience & Skills Needed



Recognition – Information Needed



Meaning of symptoms



Resources



Information about medications

Recognition- An Example

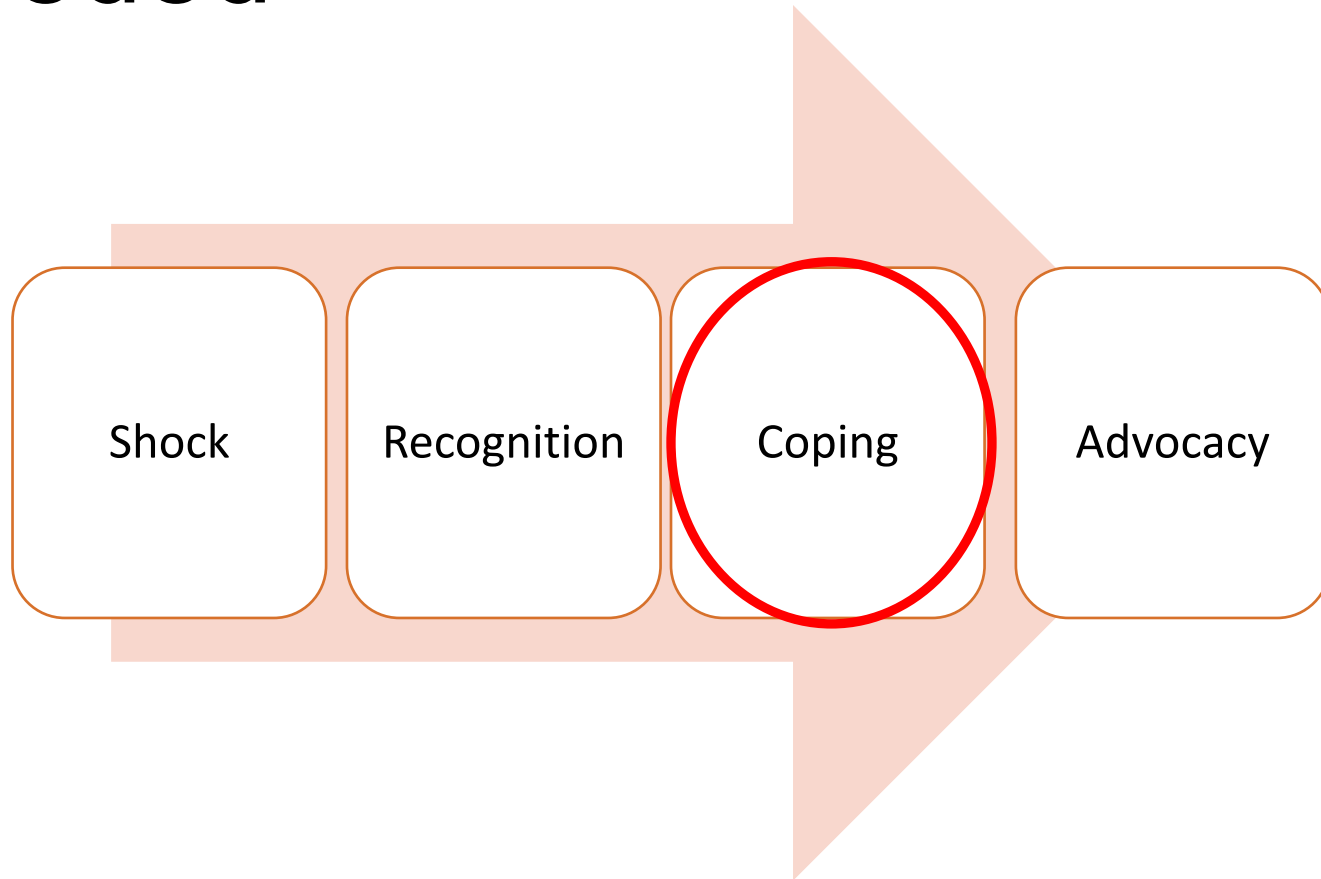
- Renee's symptoms improved at the hospital, and Monica and James believe things will get back to normal quickly. Everyone agrees that she should take the rest of the semester off and live at home.
- Although Renee planned to move back in with her parents, they weren't included in the discharge planning, and had no idea of Renee's aftercare needs.
- Renee received 1 week's supply of medication and a referral to a walk-in clinic. Monica and James worked for 5 days to find a psychiatrist appointment-14 days later. The new doctor prescribed a different medication that was not covered by insurance. After 2 additional days Renee finally acquired the medications. Renee had been without medications for 16 days. She felt she no longer needed the medications and told her parents that instead of going back home, she planned on going to New York to start an acting career.

Let's Hear from You

- Poll 3
- Poll 4



Coping Experience & Skills Needed



Coping – Information Needed



REDUCE
PERSONAL STRESS



MANAGING
PROBLEMS



LOCAL SELF-HELP
GROUPS

Coping – An Example

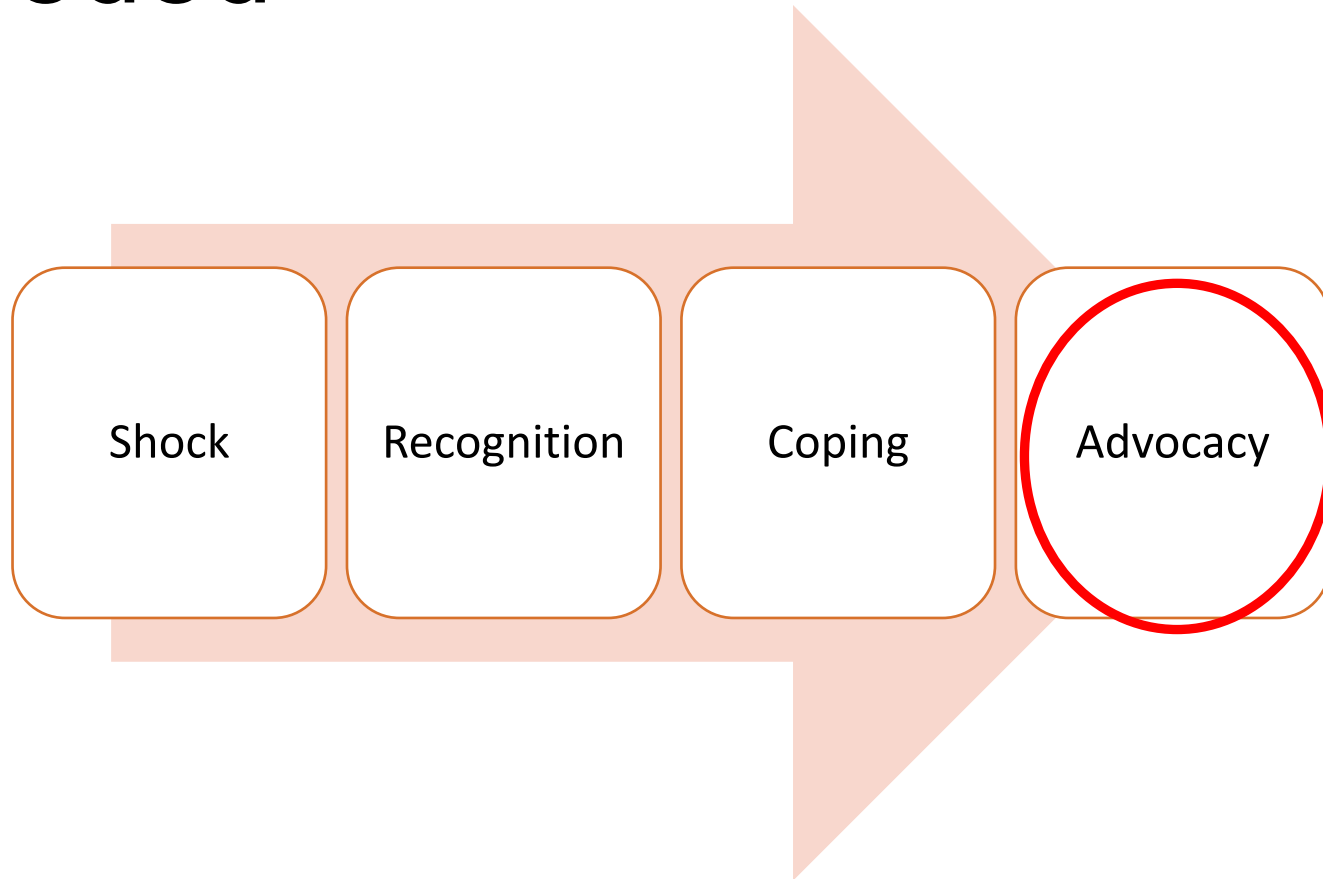
- After several months Monica, James, and Renee had ups and downs. The parents focused more on trying to get Renee well again. James began working from home more and Renee, took off a few unpaid weeks from work to be home when things were at their most challenging.
- After a brief stay in NY, Renee returned home and agreed to try the medications. Although she has symptoms, she seems to be improving and talks daily about going back to school. Monica and James want to see their daughter succeed, but they worry if she is really ready, and they aren't sure if next semester is the right time. Maybe her desire to go back and her focus on doing so is part of her symptoms. They also worry what will happen if she gets sick again. They question if it's better to keep her home and safe with them, or to encourage her to get back out there and resume her life?

Let's Hear From You

- Poll 5
- Poll 6



Advocacy Experience & Skills Needed



Advocacy- Information Needed

- Public relations
- Political process
- How to advocate effectively



Advocacy – An Example

Renee returned to school and sought more support in pursuing her goals. Someone from a local support group suggested investigating university supports and supported education. They were surprised to learn that there were no specific supports for people living with mental illness through the office of disabilities. Renee had access to some helpful tools like additional time on tests and assignments, but there were no specific supports in place should Renee experience a mental health crisis. Both Renee and her family felt it important that all students have access to mental health supports to prevent crisis.

Renee and her family teamed up with their local NAMI (National Alliance on Mental Health) to work with university administration to create a campaign for better mental health awareness among the students, and to create resources for better mental health support on campus.

Let's Hear from You

- Poll 7
- Poll 8



NAMI/Peers

Supportive Listening

Supportive MH Prov.

Supports for a Family Member



Shock



Recognition



Coping



Advocacy

Summary of Family Recovery

Stage	Experience	Information	Skills	Supports
Shock	Devastation Guilt Mourning Anxiety Depression	Etiology, Tx,prognosis	Survival	Join NAMI Supportive practitioners Listeners
Recognition	Hopelessness Limited Svc Disillusionment Burn-out Anger	Meaning of sxs Resources Medications	Crisis Response Negotiating	NAMI Mmbr Supportive practitioner Listeners Sharing feelings
Coping	Letting go Personal limits Fumbling new behs Taking risks	Personal stress Managing problems Self-Help Groups	Personal stress mgmt Sx/problem beh mgmt	NAMI Mmbr Supportive Practitioner

Spaniol, Zipple, Marsh & Finley, 2000

Stage	Experience	Information	Skills	Supports
Advocacy	Confrontation Initiation Assertiveness Transformation New awareness of power Renewed capacity	Public relations, political process, advocacy	Advocacy & organizational Educational	Role in MH policy Role in NAMI

Recovery stage & Information

Shock

Political
process

Medications

Recognition

Treatment

Prognosis

Coping

Resources

Public
relations

Advocacy

Personal
stress

Self-Help
Groups

Meaning of
symptoms

Managing
problems

Non-Confidential Information



- General treatment and prognosis information
- Websites and brochures
- Refer to family educational/support groups

Steps for Providing Info

1. What information needs does family have?

2. Give information to meet their needs

3 Review their understanding

4. Assess the adequacy of the information

5. Repeat-information as needed

Summary



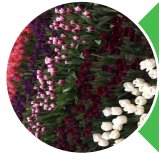
Families can recover



4 Stages: Shock, Recognition, Coping & Advocacy



Support families by *REFERRAL*



Match information with recovery stage



Check for understanding and additional needs

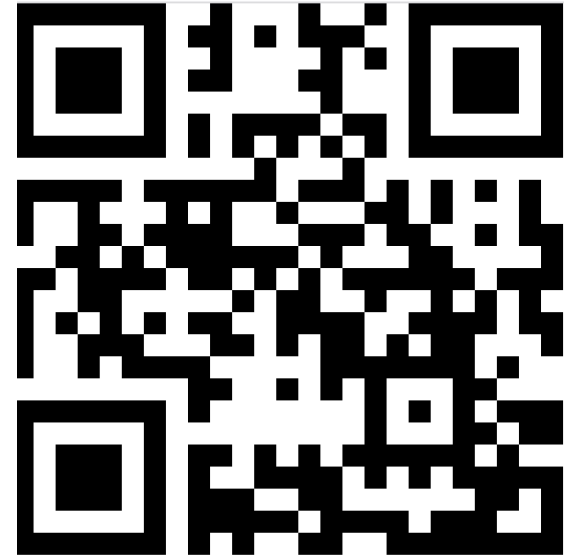
Question and Answer



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.



Connect With Us!

Phone: (908) 889-2552

Email: northeastcaribbean@mhttcnetwork.org

Website:

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

Like and follow us on social media!

Facebook: Northeast & Caribbean MHTTC

Twitter: @necmhttc

LinkedIn: @Northeast and Caribbean MHTTC



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

SAMHSA
Substance Abuse and Mental Health
Services Administration

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.

Resources

- Family Psychoeducation Evidence-Based Practices (EBP) KIT.
<https://samhsa.gov>
- National Alliance on Mental Illness www.nami.org
- National Family Support Technical Assistance Center
<https://www.nfstac.org/>
- National Caregiver Alliance <https://www.caregiving.org/>
- Mental Health America <https://www.mhanational.org/>
- State/Local Behavioral Health Authorities

References

- Lefley, H. P. (2009). *Family psychoeducation for serious mental illness*. Oxford University Press.
- MedlinePlus (2021). *What are mental disorders?*
- <https://medlineplus.gov/mentaldisorders.html>
- Millington, M. J., & Marini, I. (2014). *Families in rehabilitation counseling: A community-based rehabilitation approach*. Springer Publishing Company.
- NIH, Medline Plus (2021). *What are Mental Disorders?*
<https://medlineplus.gov/mentaldisorders.html>
- Power, P. W., & Orto, A. E. D. (2004). *Families living with chronic illness and disability: Interventions, challenges, and opportunities*. Springer Publishing Company.
- Spaniol, L., Marsh, D. T., Zipple, A. M., & Finley, L. Y. (Eds.). (2000). *The Role of the Family in Psychiatric Rehabilitation: A Workbook*. Center for Psychiatric Rehabilitation, Sargent College of Health and Rehabilitation Sciences.
- Spaniol, L., & Nelson, A. (2015). Family recovery. *Community mental health journal*, 51(7), 761-767.

Contact Information

Valerie Ferri

vf113@shp.rutgers.edu

Michelle Zechner

michelle.zechner@rutgers.edu

