



Your Personal
Recovery Journey

FACILITATOR MANUAL

Welcome to Your Personal Recovery



Copyright:

If you find this resource helpful, or if you have any suggestions or questions, please let us know. Email messages can be sent to yprj@schizophrenia.ca, or phone (204) 320-3188.

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Message from our CEO

I am most pleased and gratified to introduce this edition of Your Personal Recovery Journey (YPRJ). In many ways it represents the culmination of my more than 30 years of being involved in the schizophrenia recovery movement! When I first started, the word “recovery” was not used in conjunction with mental illness. Today the recovery philosophy is being passionately promoted by many, especially among peer support workers. The two go hand in hand!

Recovery is about finding ways to live a satisfying, hopeful, and contributing life, even if symptoms persist. It is a personal journey focusing on regaining control, meaning, and purpose in life. Thus, YPRJ has been developed as a foundational tool for those experiencing a mental illness or a mental health problem.

My heartfelt appreciation goes out to Fran Schellenberg our project coordinator, our Advisory Committee of lived/living experience people, and to Dr. Mike Slade and his team for the formulation of the CHIME framework upon which YPRJ is based.

For those of you who will be using YPRJ, remember that recovery is a life-long journey. Remain patient and persistent as you face the challenges of your mental illness or mental health problem.

Hope changes everything! That is the foundation of recovery.



A stylized, handwritten signature in black ink, appearing to read 'C. Summerville'.

Dr. Chris Summerville
CEO, Schizophrenia Society of Canada

Acknowledgments

The Schizophrenia Society of Canada would like to acknowledge and thank the Your Personal Recovery Journey Advisory Committee for their meaningful and thoughtful co-creation of the ideas and knowledge contained in all program materials. An abundance of gratitude to committee members Maria Alvarez, Ernie Bart, Allison Dunning, Leif Harris, Greg Hodge, Katrina Tinman-Dubois, Joe Veres, and Cam Webster for the time, effort, and heart that they put into this important project. Special thanks to Greg Hodge and Katrina Tinman-Dubois for their additional guidance as a sub-committee.

Many thanks, also, to Fran Schellenberg, a leader of leaders in the mental health movement in Manitoba for over 25 years, whose visionary leadership helped shape this project. We are also grateful for the always capable and caring guidance of Dr. Chris Summerville, CEO of the Schizophrenia Society of Canada, who has been involved in the schizophrenia recovery movement for over 30 years.

The Schizophrenia Society of Canada would also like to acknowledge the important work of the Recovery Research Team in developing the CHIME Framework, on which this program is based. Special thanks to Dr. Mike Slade for his expertise and passion which guided us all in the vision of recovery in significant and meaningful ways.

(www.researchintorecovery.com), first published in: Leamy M, Bird V, Le Boutillier C, Williams J, Slade M (2011) Conceptual framework for personal recovery in mental health: systematic review and narrative synthesis, *British Journal of Psychiatry*, 199, 445–452.

An important welcome message to facilitators

Welcome, facilitators, to the Your Personal Recovery Journey program!

As a facilitator of Your Personal Recovery Journey program, you have a unique and important role in creating opportunities for participants to imagine, reflect, learn, and grow within their own personal contexts of recovery!

This manual, the associated slides, and the videos can be used in your facilitator role to support people wherever they are at in their recoveries. These materials are only a small part of what will bring this program to life for participants. The program's true power will come from you—as a facilitator and a person with lived experience of mental illness and recovery—and from participants, as you all choose to share your experiences and reflect together on how to create a positive, personal, and meaningful path forward.

This manual and the accompanying slides, as well as the participant workbooks and videos, were co-produced by people with lived/living experience of mental health problems and illnesses, as well as family members. As you go through the material, we hope that you will feel the thoughtful and authentic inspirations, ideas, experiences, and perspectives that went into producing the materials.

It is hoped that this program will support many people to live their best lives! Thank you for all that you will be doing through this program to share in the transformations ahead!

Introduction to the program

Background information

Your Recovery Journey was originally launched in 2009 as a national education program of the Schizophrenia Society of Canada. The program has been one of the Schizophrenia Society of Canada's most important education programs.

There is much we have learned since 2009 about recovery, medication empowerment, peer support, and things that are helpful to people in their recovery journeys. This new knowledge has necessitated a recreation of the program and therefore, it was rewritten and given the new title: Your Personal Recovery Journey.

The new focus for Your Personal Recovery Journey is based on the CHIME framework for personal recovery. This framework emerged from a 2011 study by researchers Mary Leamy, Victoria Bird, Clair le Boutillier, Julie Williams, and Mike Slade. The study undertook a systematic review of available literature on personal recovery and from that review, a conceptual framework for recovery was developed.¹ The framework describes five "recovery processes", including:

Connectedness

Hope and
Optimism

Identity

Meaning

Empowerment

Your Personal Recovery Journey includes six modules, one on each of these recovery processes as well as an "introduction to recovery" module.

Significant changes from the previous program include:

- Less emphasis on topics such as illness management and self-management, and more focus on the recovery processes that support people to live their best lives

1. www.cambridge.org/core/services/aop-cambridge-core/content/view/9B3B8D6EF823A1064E9683C43D70F577/S0007125000256766a.pdf/div-class-title-conceptual-framework-for-personal-recovery-in-mental-health-systematic-review-and-narrative-synthesis-div.pdf

- Less focus on “information” and more on “how to” skills and knowledge
- Addition of more innovative learning exercises that focus on exploring and reflecting on topics that can be applied in real life situations
- More opportunities for group sharing and discussion
- Six short participant workbooks, and a simplified facilitator manual
- Less text-based materials and more visual materials
- New individual lived experience videos
- Addition of Pre and Post Impact Assessments to better assess program outcomes.
- Co-production of materials with people with lived experience of mental illness or mental health problems and recovery, and family members.

IMPORTANT: Feel free to use the language that is used within your organization, such as mental health challenges, mental health concerns, etc.

Who is Your Personal Recovery Journey for?

Your Personal Recovery Journey is intended for all people living with signs and symptoms of a mental illness or a mental health problem that affects their lives. It is for people who may or may not have a specific diagnosis.

While there are significant differences in the symptoms, course, and treatment of different mental illnesses, there are also many similarities in people’s experiences in working towards recovery. These include finding hope and meaning, creating or recreating an identity, building or rebuilding connections, and empowering themselves. Participants will be expected to engage in the program in ways that are aligned with the group guidelines that are developed in the first module by the participants and facilitators.

Participants in this program will be at different points in their recovery. Wherever someone is at in their recovery, this program is for them...to learn, grow, share and to empower others through their personal experiences and be empowered themselves through the sharing.

Who can facilitate this program?

Facilitators are people who themselves have experience with mental illness or mental health problems and who have also experienced recovery in their own lives. Facilitators should have some experience in peer support work or have some peer support training.

It is important that all facilitators understand the common values and context in which the program is intended to be delivered:

The program should be facilitated in alignment with the core values of peer support, as articulated by Peer Support Canada. This includes:

- Hope and recovery
- Empathetic and equal relationships
- Self-determination
- Dignity, respect and social inclusion
- Integrity, authenticity and trust
- A simplified facilitator manual
- Health and wellness
- Lifelong learning and personal growth

Facilitators are expected to:

lead the program in a spirit of self-help and peer support by encouraging interaction and supporting the active participation of all program participants;

support the concept that each participant is the expert on his or her experience; and

accept participants as they are, as unique individuals.

Ideally, co-facilitation is suggested in the event that a program participant requires some individual support during the module. A person with lived experience of mental illness and recovery may choose to co-facilitate the program with a recovery-oriented service provider when necessary.

What will participants learn?

Participants of the program will:

- Learn about recovery and about five things that are important in life and in recovery (connections, hope and optimism, identity, meaning, and empowerment).
 - Hear about individuals' lived experiences and ideas about the module topics through videos and discussions.
 - Reflect on and discuss thoughts that they have about their experiences (if they so choose).
 - Develop their own personal recovery strengths and goals.
 - Discover ways that they can take what they learn and apply it to their lives.
-

Format of the program

- Ideally, face-to-face with small groups, but can be delivered virtually as well.
- Six modules of one and a half to two hours in length, with a short break (10 to 15 minutes) halfway through the content. One session a week is suggested, however, facilitators are free to determine what format (e.g. six weeks or more, shorter sessions; etc.) works best for their audience.
- Methods of delivery include slide presentations, videos, group and individual reflective exercises, and discussion.
- Each module will incorporate practical suggestions and additional reflections that can be done at home.

Program materials:

Materials for the program include:



Facilitator manual (x1)



Slide presentations (x6)



Personal story videos (x6)



Participant workbooks (x6)



Forms and Posters

Such as confidentiality form, video conferencing agreement, evaluation forms, registration forms, etc.

All program materials can be viewed or downloaded from the SSC website at yourpersonalrecoveryjourney.ca

Planning the program

National program with local connections

This program is owned and copyrighted by the Schizophrenia Society of Canada (SSC). As such, and to maintain the integrity of the program **any changes to the content of the modules must be approved by the SSC**. However, there is flexibility for tailoring the program to your specific participant group, as follows:

- Facilitators are encouraged to provide information on local resources or information sources, as appropriate.
- Following the Introduction to Recovery module, facilitators may adjust the order in which the sessions are delivered.
- Facilitators may deliver the program face-to-face or virtually.
- Facilitators may determine how much time to spend on the various exercises.

It should be noted that it is not possible for a single national program to address all the unique cultural variations within Canada and beyond and we therefore encourage facilitators to apply a facilitation approach and style that is cognizant of the needs of the communities that they're supporting.

Identifying facilitators

Facilitator characteristics are described in the WHO CAN FACILITATE THE PROGRAM section on page 9.

Ideally, organizations wanting to deliver the program have trained peer supporters on staff who can facilitate. However, if not, organizations could consider partnerships with other organizations that do have trained peer supporters. Alternatively, organizations could consider a training program for individuals who are interested in becoming peer supporters in partnership with organizations such as Peer Support Canada.

When recruiting facilitators, organizations should ensure that facilitators have:

- skill/experience and comfort facilitating groups of up to 12 participants; and
 - a commitment to facilitating the full program.
-

Obtaining Funding

The amount of funding needed to offer Your Personal Recovery Journey can vary depending on, for example, whether it is being offered face to face or virtually. Generally, the program can be delivered with minimal funding.

If the program is being delivered face to face, we encourage you to find free space in which to deliver it. Remaining costs include printing/copying materials and providing refreshments.

If the program is being delivered virtually, facilitators will need to check whether all participants have access to a printer to print out the workbooks themselves, or if they need to be printed by the hosting organization and sent out ahead of time to some participants.

IMPORTANT: This program is to be offered free to participants.
No fees are to be charged.

Getting organized

The following are the general steps to take to get organized to facilitate the program:

- 1.** Review the program materials and tips for facilitation in this manual. Identify any additional resources of locally relevant information that you would like to hand out.
- 2.** Determine your method of delivery (face-to-face or virtual) and what equipment and other resources you will need.
- 3.** Prepare yourself to be an effective facilitator.
- 4.** Choose dates and arrange location.
- 5.** Promote the program and set up a registration process.

1. Review program materials

IMPORTANT: It is essential that facilitators read this facilitator manual thoroughly and review all program materials (participant workbooks, slides, videos, and forms) prior to facilitating the program. This will help ensure you are confident and knowledgeable about the program and understand its intent.

Facilitator manual

This facilitator manual accompanies the core materials to facilitate the program: slides (including facilitation notes), participant workbooks, videos, forms, and posters. All materials can be accessed at (yourpersonalrecoveryjourney.ca). The manual is for the use of the facilitator only. It includes a brief outline and notes for delivery of each module, as well as tips for facilitation.

Slides

Most of the slides have minimal text, as educational best practices recommend that slides should have more images or a maximum of 6 points of 6 words each. If there is a lot of text on a slide, people tend to just read the slides rather than listen to the presentation, which makes for boredom and decreased learning.

As well, the number of slides has been kept low per module. Having too many slides creates pressure to get through all of them and may lead to rushed delivery or too much lecture and not enough time for reflection, the exercises, and discussion.

Slides may be handed out to participants if you so wish, however all the information on the slides is also within the participant workbooks. Because of this, you can focus on key points and not worry about missing anything.

Participant workbooks

The participant workbooks have been designed to match the facilitator manual and the slides. Participants can use the workbooks to follow along with the facilitator presentation and to do the module exercises.

Extra handouts

You may decide to hand out local brochures or other local information related to recovery and recovery resources.

Videos

There are two videos per module that are embedded within the slide presentation. The first is typically a general video about the module topic; the second video is a personal recovery story related to the module topic.

IMPORTANT: If you expect that time will run short and there is only time for one video, we ask that you please prioritize the personal recovery story video.

We ask that you please only use the videos that are within the materials, which are recommended by the Schizophrenia Society of Canada for this program, and for which we have received the required permission to use.

Whether you are facilitating the modules in person or virtually, you will need to prep the audio and visual of the videos ahead of time to make sure there won't be issues sharing them when it comes time to facilitate.



The Schizophrenia Society of Canada's Vimeo channel can be found at: vimeo.com/showcase/11757694

Forms

Various forms are available on the YPRJ website at yourpersonalrecoveryjourney.ca to help with preparation, management, and promotion of the program, including:

- Participant Registration Form
- Confidentiality Agreement
- Video conferencing Agreement
- Promotional Poster
- Participant Registrations Form
- Participant Attendance Form

The purposes of these forms are explained in more detail within other sections of this manual.

In addition, the website contains several forms for impact assessment and evaluation purposes, including:

- Pre-Impact Assessment Form
- Post-Impact Assessment Form
- Facilitator Impact Assessment Summary
- Mini-Evaluation Form

The purposes of these forms are described in further detail below.

Participant Impact Assessments

The Schizophrenia Society of Canada (SSC) requests that YPRJ participants complete a five-question assessment both before beginning the Your Personal Recovery Journey modules and after completing all six modules. This assessment, known as the Brief INSPIRE-O, is an evidence-based impact assessment tool developed by Dr. Mike Slade (2019).

The Brief INSPIRE-O asks participants to rate how they feel about their recovery based on five statements that align with the five CHIME framework recovery processes (Connectedness, Hope, Identity, Meaning, and Empowerment).

Facilitators are requested to have participants complete:

- the pre-module assessment form at the point of registration or at some point before module 1 begins.
- the post-module assessment form at the conclusion of module 6. The post-module assessment form additionally contains two program related questions.

Facilitators are requested to complete the impact assessment summary form, which includes the pre and post YPRJ Brief INSPIRE-O scores for each participant, ensuring that the scores are non-identifiable. Both participant impact assessment forms (pre and post) contain instructions on scoring a participant's responses. Facilitators are requested to also provide a summary of the responses to the program questions as indicated on the form. For all website users in **Canada only**, the completed summary form should then be submitted to the Schizophrenia Society of Canada at ypRJ@schizophrenia.ca.

All three forms (the pre and post assessment forms, and the summary form) are available on the YPRJ website at yourpersonalrecoveryjourney.ca under Facilitator Materials/Forms.

Mini Evaluations (per module – optional)

If an individual organization wishes to evaluate as to the helpfulness, strengths, and weaknesses related to the program/program delivery, a mini evaluation form is provided on the YPRJ website at yourpersonalrecoveryjourney.ca under Facilitator Materials/Forms. These module level evaluations are optional and are not required to be reported to SSC unless they are important to the usefulness or integrity of the YPRJ program. Module level evaluations may be helpful feedback for the facilitator in terms of learning what went well and what may need to be adjusted from a facilitation standpoint. As an option, organizations could choose to offer a mini evaluation after module 6, along with the previously discussed impact assessment.

Evaluation forms can be found at:
yourpersonalrecoveryjourney.ca/facilitator-materials

2. Determine method of delivery and resources

Face-to-face

Necessary equipment includes:

- Laptop with Microsoft PowerPoint or internet to access Google Slides
- Projector and screen
- Sound:
 - Projectors that use HDMI cable connections may also transmit sound
 - A small Bluetooth speaker may be sufficient

You may also want to have a whiteboard/flip paper and markers to take down notes from some of the exercises, etc.

Virtual

Necessary equipment includes:

- Laptop with Microsoft PowerPoint or internet to access Google Slides
- Access to an appropriate and secure application such as Zoom, Microsoft Teams, etc.

Virtual facilitation is often necessary when providing the program to rural and remote areas. Registration and signing of confidentiality and video-conferencing agreements can all be done online. Information for logging in to the program should only be sent to participants once the agreements are signed. Participant workbooks should be emailed a few days prior to each session, to be sure that they are easily accessible to participants or if participants don't have the capacity to print out the workbooks, they should be mailed to them in hardcopy prior to the start of the module.

Preparing for Virtual Delivery

1. Choose the application you will use. Considerations include security, pricing, and functionality for showing slides and videos as well as facilitating group participation. Ideally your local organization will already subscribe to one of these.

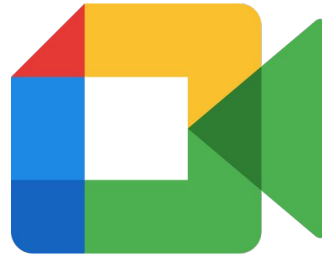
Some options are:



Zoom video webinar

zoom.com/en/products/webinars

Zoom was very popular during the 2020 pandemic, and security has been enhanced. Be sure to turn off the option for participants to record the session, in your settings.



Google Meet

meet.google.com/landing

Google Meet has become a popular application for virtual video conferencing that has enhanced encryption for security, good quality video, and noise cancellation.

2. View the instructional videos/information to learn how to use the different features of the application.

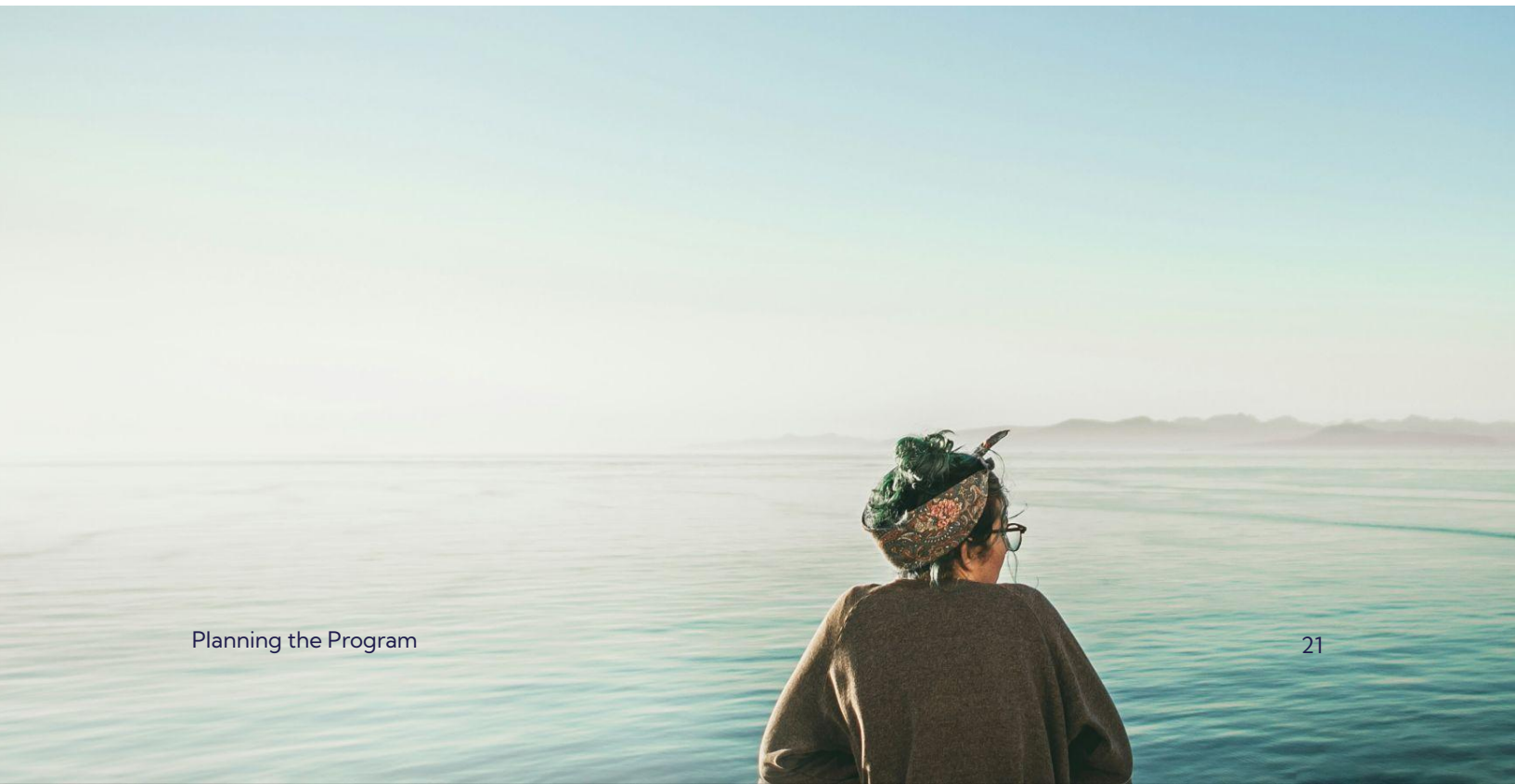
3. Do a test run to practice.

3. Prepare yourself to be an effective facilitator

One of the key skills that you'll need to lead the group successfully is the ability to facilitate effectively.

What is Facilitation?

- Understanding the goals of the program, and keeping the group on the agenda and moving forward
- Including everyone, gently drawing out participants who may be quieter, and setting limits for participants who may dominate the group discussion.
- Making sure that decisions are made democratically.
- Being aware of cultural differences and understanding how these differences may play out in social interactions.
- Working to ensure that social location of various participants is considered when it comes to sharing the air and comfortability in participating.
- Intentional effort to create a safe (or brave) space for participants to be able to participate in the program to the extent that they want to participate.



Facilitation has three basic principles:

1. A facilitator is a guide who helps people move through a process together, not the seat of wisdom and knowledge. That means the facilitator isn't there to give opinions, but to draw out opinions and ideas from group members. "Honour the wisdom in the group."

www.womeninretail.com/the-5-guiding-principles-of-facilitation/

2. Facilitation focuses on how people participate in the process of learning or planning, not just what is achieved.

3. A facilitator strives for neutrality, but depending on the specific situation, may sometimes need to step outside of complete neutrality to assure a fair and productive group environment.

A good facilitator is concerned with the outcome of the module, how the people participate and interact, and the overall process. "While achieving the goals and outcomes everyone wants is of course important, a facilitator also wants to make sure that the process is sound, that everyone is engaged, and that the experience is the best it can be for the participants."

Community Tool Box

<https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main>

Prepare for working with diverse populations

This program is not able to reflect all the various cultural understandings of mental health, mental illness, and recovery. Having said that, if you expect to have equity deserving populations (for example, Indigenous persons, immigrant and refugee persons, LGBTQ2S+) within your group, it is important to have some understanding of the perspectives that everyone brings within the context of their historical backgrounds and experiences.

Indigenous individuals

For non-Indigenous facilitators, it is important to be aware of the history of oppression faced by Canada's Indigenous peoples, and its impact on these families today. As a non-Indigenous person, you need to recognize the impact of power and privilege on you and on your audience. Be sure to open the program with an acknowledgement of First Nations territory. Humility, respect, and a collaborative approach are essential.

Keep in mind that there is great diversity within and between Indigenous groups. As a non-Indigenous facilitator, adopt an attitude of being a learner about their culture. In some circumstances, it may be important to state your own cultural background and invite dialogue about different worldviews (for example: "My family crossed Europe from Holland to Russia before settling in Canada. I am a fourth-generation settler Canadian, and so I am influenced by that perspective. Please let me know if anything I say doesn't fit for you or is at odds with your understanding").

For guidance in acknowledging territory, see:

<https://native-land.ca/resources/territory-acknowledgement>
or <https://treatymap.yellowheadinstitute.org/>

It is important to understand that the language used by Indigenous people, and their perspectives on mental health may differ from that which is used in this program. If you have an Indigenous individual(s) in your group, be open to listening to the wisdom and language they bring from their culture.

It is suggested that all non-Indigenous facilitators take an anti-racism training ahead of facilitating the program to Indigenous people.

Immigrant and refugee individuals

It is recommended that facilitators take the online Immigrant and Refugee Mental Health (IRMH) course from the Centre for Addiction and Mental Health, before delivering the program to this population.

Immigrant and refugee populations may have particular needs. Given that this program is designed in English and in French only, it's possible that some participants may need an option to take the program home with them to participate at their own pace or may need translation support in order to participate. Facilitators are responsible for working with participants to address barriers to participation.

Register for the IRMH course here <https://irmhp-psmir.camhx.ca/courses>

Other Multicultural Groups

See the Multicultural Mental Health Resource Centre at www.multiculturalmentalhealth.ca

IMPORTANT: Recovery is not about who you used to be; it's about how your life circumstances and strengths are shaping you to become. Many people living with mental illness or mental health problems may face many other significant environmental/socio/cultural/financial issues such as trauma, inadequate housing, discrimination, economic deprivation, and isolation. Your Personal Recovery Journey focuses on self-resiliency and self-determination character qualities that can help you journey through all these factors as well as mental health problems. Facilitators of YPRJ may address additional topics relevant to participants through discussions and by adapting examples as needed within the YPRJ framework.

As Pat Deegan says, "It is not our job to pass judgment on who will and will not recover from mental illness and the spirit-breaking effects of poverty, oppression, stigma, dehumanization, degradation and learned helplessness. It is our job to form a community of hope which surrounds people. It is our job to create environments that are charged with opportunities for self-improvement. It is our job to nurture staff in their special vocations of hope. It is our job to ask people what it is they want and need in order to grow and then to provide them with good soil in which a new life can secure its roots and grow. And then, finally, it is our job to wait patiently, to sit with, to watch with wonder, and to witness with reverence the unfolding of another person's life."

4. Choose date and location

While the program can be offered at any time of the year, there are three ideal starting times for this program: early fall (September), early winter (January or February), and early spring (March or April).

Consider what other group programs are being offered in your community and finalize your date after consulting community calendars and social service organizations. Remember that typically the modules will be offered once a week, so the total program will typically run over a period of six weeks.

Location

It is important to find a quiet, private room to hold the sessions. The group will be sharing very private information during the program, and every participant should feel safe in discussing personal matters.

Some other things to consider:

- Is the location a familiar place, where people will feel comfortable? Is the meeting site accessible to everyone?
- Is the space the right size for the number of people you are expecting?
- Does the room have tables and chairs that can be arranged in a circle or U-shape?
- Is there access to Wi-Fi or wired internet connection (for YouTube videos)?

There may be organizations in your community that offer the use of space for educational purposes free of charge. Churches or schools also may be willing to provide a room free or at low cost.

IMPORTANT: If the program is being facilitated virtually, special considerations will need to be confirmed around participants' and facilitators' space, i.e. Participants and facilitators should attend from a private space, as personal and confidential experiences will be shared.

5. Promote the program

There are several ways that you can promote YPRJ to referral sources and potential participants. Keep in mind that word of mouth is often the most effective promotion tool. Some ideas:

- Post the promotional poster found on the YPRJ website to provide specific information about the dates and locations of your upcoming delivery at appropriate locations in your community.
- Contact your local community newspaper for an estimate of the cost of placing an ad. Ask if they have a non-profit rate or if you can place an announcement free of charge. Many community newspapers have a section where a notice about the program can be placed without cost.
- Enquire about the possibility of a short Public Service Announcement (PSA) through your local radio stations.
- Get support for the program from medical and mental health professionals. Speak to local doctors. Ask if you can put literature about the program in their offices.
- Use the network established through your local/provincial organization to advertise.
- Newsletters are a great way to promote the program.
- Provide your organization with information they can distribute at monthly support meetings, etc.

Contact local mental health and service organizations such as:

- | | |
|--------------------------------------|--|
| • Early intervention programs | • Libraries |
| • Recovery colleges | • College and university information boards |
| • ACT/PACT teams | • Local hospitals |
| • Community centres | • Mental health centres |
| • Clubhouses | • Hospital in-patient and out-patient services |
| • Community non-profit organizations | |

Enlisting the support of local mental health professionals

Developing a good relationship with your local mental health resources, such as early intervention clinics, recovery colleges, psychiatrists, and other front-line staff will help you better promote the program and help you advertise the program to individuals. If possible, arrange to give a presentation about the program to local mental health teams.

Recruiting participants

It is recommended that Your Personal Recovery Journey groups ideally have 6 to 8 participants but may have up to a maximum of 10 to 12 participants.

Participants can be recruited through your own organization, or through other appropriate organizations in your community.

It is often helpful to arrange a meeting with prospective participants before the program begins, to provide information and to make sure that they have a clear understanding of the content and approach of the program.

You may want to ask potential participants some of the questions we have listed below so that you get a sense of their expectations, their interest in participating, and whether the program will meet their needs.

- What interests you in participating in this program?
- Indicate that the program is free and the only thing being asked of you is that you commit to the best of your ability to attend all 6 weeks. How do you feel about this?
- How will it be for you to potentially share your own story and to hear the stories of others?
- Outside of the sessions, who will you talk to during this course when you need some support?
- Is there anything else you want us to know or that you want to know about the program?

Provide information on:

- Who the facilitators will be, and their role
- When and where the program is being offered – dates, times, location

If the potential participants decide that they are ready and committed to participate in the program, wrap up by asking them to fill out a copy of the registration form, as well as the confidentiality form (explaining the importance of it) both of which are found on the YPRJ website at yourpersonalrecoveryjourney.ca. Also, ask them to complete a Pre-Impact Assessment form which will help the organization evaluate what impact the program is having on people's recoveries. If the group will be held virtually, have participants complete the video-conferencing agreement as well. Let potential participants know that you will be in touch again to confirm details about location and times.

Send a follow up email to potential participants confirming the date and location details and any other relevant information such as where to park, etc.

Delivery readiness checklist

3 months before the program begins:

- | | |
|--|--|
| ☐ Determine start date and confirm with local organizations to avoid conflict with other programs | ☐ Review each module material and prepare any handouts with local information that you want to distribute |
| ☐ Begin developing promotional material (ads, flyers, announcements) | ☐ Book space |
| ☐ Confirm group facilitators | ☐ Print and assemble the material for each facilitator |
| ☐ Establish registration procedure. | ☐ Establish funding needs and pursue funding source(s) with your organization |

5 weeks before the program begins:

- | | |
|--|---|
| ☐ Distribute promotional flyers to relevant sources | ☐ Place information ads in community newspapers and with other local media (radio, television) |
| ☐ Implement registration process | |
-

2 - 3 weeks before the program begins:

- | | |
|--|---|
| ☐ Check registration list for number of registrants | ☐ Do a dry run of the program, paying attention to tracking time |
| ☐ Assess need for additional promotion | |
-

1 - 2 weeks before the program begins:

- | | |
|---|--|
| ☐ Contact group participants to remind them of the start date, time, and location and to confirm their attendance. Don't be discouraged if some people have changed their minds about attending. If this happens, let them know that they are welcome to attend the program in the future if they so wish. Having any number of people participating is important. | ☐ Online delivery: send login instructions to registrants who have completed video conferencing and confidentiality agreements. |
| ☐ Make sure that all registered participants have signed a confidentiality form (and virtual agreement form if applicable), as well as completed the Pre-impact Assessment form. | ☐ Purchase supplementary materials, such as name tags and activity supplies |
| | ☐ Plan for refreshments. |
| | ☐ Review the content of the sessions with co-facilitator (if applicable); confirm who will do what and decide on the flow of the program. |
| | ☐ Photocopy participant handouts. |

Delivering the program

Setting up the room

Arrive early to set up the room. Some things to consider:

- **Seating Arrangements:** Arranging chairs in a circle or around a table encourages discussion, equality, and familiarity.
 - Are there enough chairs for each participant and facilitator?
 - Can group leaders see one another so verbal and non-verbal communication cues can be assessed?
 - Can all participants see one another when they're sitting down?
 - Can all participants see the slides and videos when they are playing?
- **Refreshments:** Plan to have water, coffee and tea available, and make the necessary arrangements well before the meeting begins. Consider whether you will provide any snacks.
- **Equipment and supplies:**
 - Are supplies readily at hand? Check for markers, whiteboards, flip-chart paper, etc.
 - Will you need any equipment? Arrange for it and make sure that it works before the meeting.
- **Special Needs:** Do any group members have any special needs, such as mobility, hearing, or visual difficulties?
- **Climate:** Is the room too warm or too cool? Facilitators may want to ask group members at the beginning of the session.

Creating a positive group environment

It is essential for group facilitators to set up a safe, positive, and predictable group environment from the very first group meeting. This will involve establishing guidelines, starting and finishing the group on time, and ensuring that time limits during the session are adhered to.

Initial Greetings

Greet each person by introducing yourself and welcoming them to the group. Provide them with the workbook for the session if they don't already have them.

Establishing Guidelines

Guidelines help participants feel more comfortable with each other and become more connected and committed to the outcomes of the group. They help reduce the anxiety and insecurity group participants may feel upon coming into a new environment where sensitive issues or experiences may arise. See the Notes for Facilitators in module 1 section, for help on how to establish group guidelines.

Ensuring Confidentiality

Because of the stigma and discrimination attached to mental illness, some participants may come to the group concerned that what they say in the module could be communicated to people outside the group. It is important for the facilitators to communicate the seriousness of the confidentiality agreement and to suggest ways of preventing a violation of the agreement. Before the program begins, facilitators should discuss what should happen if a group member does violate the agreement.

If participants have not already done so, they should read, discuss, and sign a written confidentiality agreement. This will eliminate conflict and increase the safe participation of all group members.

It is important that each participant will have signed a confidentiality agreement prior to the first module.

Tips for facilitation

Coordinating the Presentation

You may have noticed that there are notes for delivery for each module at the bottom of the slides, as well as within the facilitator manual. The notes for delivery follow the information in the participant workbooks, with less detail in some areas.

A key to engagement of participants is to try to avoid just reading the slides and notes as a lecture. This should be easy to avoid as there are many exercises and opportunities to share and opportunities to add your own examples and stories to the discussion.

Many of the exercises invite participants to reflect and discuss within the group if they so wish. Never pressure someone to share if they do not want to. Learning can happen from listening to other participants share, too. As a facilitator, you can read the room to determine how much time participants want to reflect individually and work on the exercises individually, and how much time people want to engage in group discussion on the exercise topic.

IMPORTANT: Some of the exercises in the modules pose big questions to reflect on, likely needing more time to complete than within the module timeline. As facilitator, you can determine how much time you want to spend on each exercise and give participants tips on how they can continue to reflect at home, using their workbooks.

Beginning and ending each session

Acknowledgement of First Nations territory

As stated previously, be sure to open the program with an acknowledgement of First Nations territory.

Check-in and review of guidelines

Each module after the first module will begin with a summary of what the module is about, a review of the group guidelines established in the first module, and what to do if anyone feels triggered by anything in the module.

A brief check in question is also optional, such as asking “What is one thing you did to take care of yourself this week?” A question like this conveys the message that self-care is important. A check-in time can also provide participants an opportunity to raise questions about the previous week’s module that have come up during the week.

Wrap up, closing reflections, and questions

Each slide presentation ends with a wrap up and closing reflections slide. Close the module with key messages from the module, a statement about the following week’s topic, and an invitation for any questions. You can also suggest what participants can do from home to further the learnings of the module. This will also be the point where participants are offered to do a mini evaluation of the module. Allow 10 minutes for this closing sequence if doing the evaluations.

Always thank the participants and acknowledge their contribution to the discussions. Use the participants’ feedback to make any necessary adjustments for the following week, and to improve the program the next time it is delivered in your community. If a participant feels that something is not working for them personally or that the group is not meeting their needs or expectations along the way, facilitators should encourage the participant to speak to them outside of group time.

Facilitating the Session

- Greet participants warmly at each session, making an effort to greet them by name
- Ensure your voice is clear and understandable
- Encourage participants to ask questions, and listen to their questions
- Invite the equitable participation of all present
- Treat all participants with respect and patience
- Manage group time effectively, being mindful of start, break, and finish times

- Slow down when discussing complex and difficult topics; use questions to verify comprehension
- Be well-prepared and organized for each session, and familiar with the materials and the exercises
- Be aware of what material has been covered in previous sessions
- Help participants learn from one another by encouraging (but not pressuring) them to share their experiences
- Share your stories and experiences wisely, always maintaining the focus on your role as a facilitator and not a participant
- Create a safe (or brave) space by ensuring that everyone has an understanding and agreement on the importance of confidentiality. (A brave space is an idea that goes beyond the traditional safe space ideology. While safe spaces aim to provide refuge from discrimination and harm, brave spaces encourage individuals to engage in courageous conversations, confront biases, and challenge perspectives constructively.)

Managing challenges in the group

Lack of Participation

People may be shy about speaking up or reluctant to share. Some tips for generating discussion are:

- Arouse interest by asking for the person's opinion. Ask all participants one-by-one to comment.
- Pair-share: ask participants to discuss the topic or question with their neighbour for 1–2 minutes, then invite sharing with the larger group. This enables people to open up more and not feel like they are being put on the spot.
- In virtual sessions, use the breakout room feature to create small groups or pairs.
- Provide scraps of paper or index cards for people to write their ideas on. Collect these at a break and respond to them after the break. In this way participants can speak up anonymously.

- If you notice someone never speaks, ask them directly if they want to add anything to the discussion. If they say no, respect that, but continue to offer them opportunities.

Dealing with anger and/or excessive negativity

You may have a participant in the group who is frustrated and angry or very negative about their experiences. In some instances, the group can get swept up in this and the session can deteriorate into complaining and anger. Your goal is to maintain a safe environment for people to express their feelings and be supported in constructive ways. Some things you can do:

- Include this in your group guidelines – what can the group expect you to do if there is a lot of anger or negativity being expressed?
- Listen and allow venting, up to a point.
- Acknowledge the feeling being expressed.
- Briefly speak to their concerns by offering some resources or options.
- State that these are valid issues, and you do like to support in addressing them; however, at present you'd like to keep on track with the content of the program.
- Invite participants to share strategies or resources that have been effective in addressing the challenge being discussed or offer a personal example of something that's been helpful.
- Offer to talk more with the individual during the break.

Dominant Person

Sometimes one person will talk a lot, and there is little opportunity for others – including the facilitators – to speak. Strategies for this are:

- State in your introduction that you may ask someone to hold back so that others will have a chance to speak.
- Agree on a "time to stop" signal...listen to their story up to a point, then give the signal, acknowledge what they have said, and move on.
- You can say "hold that thought" or "what you are saying is important, and I hate to cut you off, but I'm mindful of everyone in the room, and would like to open the conversation."

Other challenging behaviours

Overly talkative/interrupting:

- Interrupt by acknowledging their point, then turn it over to the group

Argumentative or hostile:

- Keep your cool. Find merit in one of their points and move on. Talk to the person privately during a break to find out what is really bothering them.
- Turn discussion back to group, "does anyone else have some thoughts on this?"
- Refer back to the group guidelines when necessary.

Off topic discussion:

- Communicate an appreciation for the share and invite folks to circle back to the topic at hand.

Personality clashes within the group:

- Emphasize points of agreement and minimize points of disagreement. Ask that people set aside personal differences.

Negativity

- Ask if person can find anything positive in the situation and how to cope with issue.

What to do if something is triggering to a participant

Facilitators should be aware that some participants may find some topics or discussions triggering during the modules. At the start of each module, facilitators should review this possibility with participants, as per what is provided on this in each participant workbook, i.e.:

What should I do if something triggers me during this module?

We encourage everyone to honor their own needs as they participate in this program. If at any point you feel triggered, overwhelmed, or just in need of a moment to care for yourself, please feel free to step out, take a breath, or use any self-care methods that work for you. Returning to the group is always welcome and there is no pressure to explain. Our priority is creating a safe and supportive space for each of us.

Please also let the facilitator know if you need any additional support.

Facilitators should always prioritize the well-being of participants. If there are two facilitators, one should always immediately follow up with a participant who feels triggered to validate their experience and offer support. If there is only one facilitator present, it may be necessary to potentially adjust the discussion's focus to accommodate the situation or pause the discussion momentarily (e.g. move the break earlier or take an extra break) to appropriately check on a participant who feels triggered.

If an event such as this occurs, remind the group of the ground rules and emphasize the importance of respect and understanding.

Facilitators should always have contact information for local mental health and crisis services on hand, and if appropriate, offer these resources to the affected participant.

Self-care for facilitators

Facilitators should be sure to prioritize self-care to stay well and effective. Some strategies for doing this include: (Source: LinkedIn Community and AI: What are some self-care practices to support facilitation and enhance well-being?)

1. Set boundaries

Establishing clear boundaries within your group is important for ensuring safety, respect, and efficiency. Boundaries define what acceptable behaviors and interactions are and “what you are willing to offer and accept.” It also helps you to prevent yourself from over committing and overstepping your role as facilitator.

2. Be prepared and be sure to debrief

Feeling well prepared to facilitate can reduce anxiety and increase confidence. Debriefing can help you to reflect, grow, and celebrate what you have accomplished. Debriefing can be done between co-facilitators and/or journaling can be a good way to debrief as well.

3. Relax

Simple breathing and relaxation exercises can help reduce any stress associated with facilitating. Or do something that relaxes you. Take a walk in nature, read a book, have a hot bath. Whatever brings you a sense of relaxation and joy.

4. Connect

Facilitation can be isolating and lonely, particularly for those who work remotely or independently. Connecting with others, ideally those that understand the challenges of facilitating and the accomplishments, is important.

5. Maintain healthy habits

Part of self-care is to maintain healthy habits, such as eating healthy foods, keeping active, sleeping well, and doing things that you enjoy. Try to stay on target with these habits always, but especially when you are facilitating.

And finally...take time to reflect on all the good you are doing facilitating these modules. You are giving people an opportunity to understand recovery and giving them information and skills to live their best lives!

Module notes

Module 1: Introduction to Recovery

Objectives:

The intent is at the end of this module, participants will:

- Understand the Your Personal Recovery Journey program, including the CHIME framework.
 - Feel comfortable with one another and establish group participation guidelines.
 - Understand the importance of self-reflection.
 - Demonstrate an understanding of personal recovery.
 - Be able to imagine the life they want to have, including their current challenges and the strengths and resources they have available to them
-

Remember to:

- Access the Google Slides document on the facilitator materials page: yourpersonalrecoveryjourney.ca/facilitator-materials
- Open your browser to YouTube and have the video playlist loaded before you start.
- For best results when presenting the module, open the module presentation file as a Google Slides document. This will ensure external videos will play correctly, and the presentation notes will appear on each slide.

Outline

Note: Times are approximate to allow flexibility for questions and discussion.

Topic/Activity	Time	Materials
Welcome & Introduction to the Program: - What is Your Personal Recovery Journey all about? - Who is it for? - What will I learn in the program? - The importance of self-reflection in recovery	20 mins	Participant workbook Confidentiality agreement Video conferencing agreement (for online participants)
Group Discussion: - Development of participation guidelines - What to do if something is triggering	10 mins	Flip chart and markers
Artwork Exercise Reflection and sharing time	10 mins	Refer to participant workbook
What is personal recovery?	10 mins	
Video: What is mental health recovery?	2 mins	YouTube download
Break	10 mins	
Exercise: Imagine the life you want to live Reflection time and sharing time	15 mins	Refer to participant workbook
Video: Personal Recovery Story Reflection time and sharing time	8 mins	SSC Vimeo video
Exercise: Personal Recovery Statement Reflection time and sharing time	10 mins	Refer to participant workbook
Wrap up and closing reflections Include optional evaluations here	10 mins	Evaluation forms

Virtual delivery

- Reminder: registration, confidentiality agreement & agreement for video conferencing as well as the Pre-Impact Assessment form must be done prior to sending login information to participants, so these only need brief review in this session.
 - Advise participants that “room” will be locked after everyone is there, or 15 minutes into session, to preserve privacy.
 - Use online whiteboard where flipchart is indicated.
-

Notes for delivery

Slide 1 – Title Slide

Introduction:

- Welcome participants
- Acknowledgement of traditional First Nations/Inuit/Metis territory
- Introduce yourself (and co-facilitator) – why you became involved in the program
- Housekeeping – when will break be, refreshments, washrooms
- Indicate that the group will be doing an exercise shortly where participants will be invited to introduce themselves to each other
- Note that this is a general educational program and that you may not be able to advise on specific situations.

Hand Out Participant Workbook and Confidentiality Forms (if not completed)

- Hand out participant workbooks (for face-to-face groups) or confirm that everyone has their participant workbook printed out (for virtual groups). Let them know that the participant workbooks are theirs to keep.
- Confirm that everyone has completed a confidentiality form (and a video conferencing agreement from for those taking the module virtually) as well as a Pre-Impact Assessment form. Have participants complete them if they have not done so already.

NOTES FOR FACILITATORS:

Inform participants that workbooks are to be used specifically for exercises during the modules, and that you, as the facilitator, will direct them to the relevant pages when necessary. Encourage participants to review the workbook before or after each facilitated module, as it contains additional information on topics discussed within the group sessions.

Slide 2 – Welcome to Your Personal Recovery Journey

Key Points:

- Your Personal Recovery Journey is a program that is co-produced by the Schizophrenia Society of Canada and people with lived/living experience of signs and symptoms of mental illness and/or mental health problems, and recovery.
- This program is for people with lived/living experience of mental illness or a mental health problem, regardless of where they are at in their recovery.
- The program has five modules in addition to this first Introduction to Recovery module. These five modules focus on:
 - Connectedness
 - Hope
 - Identity
 - Meaning
 - Empowerment

NOTES FOR FACILITATORS:

Facilitators are encouraged to add more detail on the five topics, referencing the graphic on this slide.

Slide 3 – What will I learn in this program?

Key Points:

- Learn about recovery and about five of the things that are important in life and how they contribute to your recovery
 - Hear and see lived experience stories
 - Reflect on thoughts you have about your own experience (and share if you wish)
 - Develop your own recovery strengths and take what you learn to use it to live the life you want to live!
-

Slide 4 – Self-reflection is key!

Key Points:

- Throughout the program, we will take lots of time to self-reflection
- Self-reflection helps us to:
 - Take the time we need to think deeply
 - Understand ourselves in a meaningful way
 - Grow
- Self-reflection is important to our recovery because it can guide our journey forward.
- Self-reflecting is a personal experience. But sometimes, reflecting about things with other people can also be very helpful as sometimes other people bring new ideas and perspectives to things that we didn't think of.
- Throughout this course, it is YOUR CHOICE as to whether you reflect or share with others.

NOTES FOR FACILITATORS:

Facilitators may want to pose the question "What does self-reflection mean to you?" to the participants to start out this slide if time permits a brief group discussion.

Reminder: Never pressure or force someone to share but keep inviting everyone's participation.

Slide 5 – Participant Guidelines Discussion

Provide the following information:

- 1. Facilitator's Role:** To offer information and invite group's input. Also keep things on track and maintain comfort of the group, so may redirect the conversation if needed, or may invite participants to share the space equitably. Facilitator is here as an educator, not as a therapist. If consultation is needed on specific concerns, may refer to local mental health resources. (Co-facilitator or co-host (virtual) – introduce and discuss their role.)
- 2. Closed group:** This is a closed group – only people who have registered are able to attend.
- 3. Confidentiality:** Review the confidentiality agreement and stress its importance, (e.g. sensitivity of topics, personal information, need for all to feel comfortable and safe in discussions.)

For group discussion:

What other guidelines should be in place for you to feel safe and comfortable in this group?

NOTES FOR FACILITATORS:

Be prepared to prompt the group (as necessary) with some guideline examples, such as respectful communication (i.e. not interrupting, actively listening, or other examples), respecting diverse opinions, staying on task, being punctual, etc. As much as possible, let the group create the guidelines, but if they miss something important, facilitators can add to the list.

Facilitators should also remind participants that the discussion guidelines is a fluid document, meaning that it can be revisited as needed by anyone in the group.

Slide 6 – What should I do if something triggers me during this program?

Key points:

- We want to create a safe (brave) space for everyone.
- We encourage everyone to honor their own needs as they participate in this program.
- If at any point you feel triggered, overwhelmed, or just in need of a moment to care for yourself, please feel free to step out, take a breath, or use any self-care methods that work for you. Returning to the group is always welcome and there is no pressure to explain.
- Please also let the facilitator know if you need any additional support.

NOTES FOR FACILITATORS:

For key point 1, facilitators can feel free to use the term “brave space” instead of “safe space” throughout the program if that is a term typically used within their environments.

Slide 7 – Exercise: Introductions

Exercise Instructions:

- Point out the art piece, noting that Greg Hodge is the artist and is also a peer supporter.
- Ask participants to:
 - take a few moments to reflect on the art piece
 - introduce themselves and where they are from
 - describe what this artwork represents to them
 - share if they see recovery in the art piece and if so, where do they see

NOTES FOR FACILITATORS:

Facilitators may use prompts and other questions to encourage engagement in this exercise, such as:

- how do you see this tree in recovery?
- you can't always see what's underneath the soil. What is happening underneath the soil here?
- What happens above the ground? (Confidence to withstand storms, not all trees are alike, etc.)

Facilitators can also be prepared to share their own reflections about the art piece, but only after participants have had an opportunity to share their reflections first.

Slide 8 – What is Personal Recovery?

Key Points:

- Personal recovery means different things to different people
- It is often described as living a fulfilled, meaningful, and purposeful life.
- Some people call it a journey or a transformation.

NOTES FOR FACILITATORS:

If the module is running ahead of time, facilitators may choose to ask participants what they have heard recovery described as.

Slide 9 – What is Personal Recovery?

Key Points:

Recovery is about:

- learning how to live with and beyond the signs and symptoms of mental illness and **living a life that you want to live.**
- being in the driver's seat and define your way forward, you own it, and you move towards living a meaningful life – **the life that you want to live.**
- feeling connected, hopeful, valued, included, empowered, and satisfied with or without symptoms.

Recovery doesn't mean:

- necessarily being cured and free of all symptoms.
- someone else deciding on your journey forward and making decisions for you.

Slide 10 – More about Recovery

Key Points:

- Recovery can have ups and downs.
- The ups and downs can be challenging but also can be empowering.
- Sometimes we are recovering from more than our illness and symptoms, such as trauma.
- Understanding the losses we have experienced is important to moving recovery forward. (See note to facilitators below.)
- Recovery is not new to us. We have all recovered from hurts and setbacks in our lives so we can use those skills to move forward.
- We can learn to bounce back and take care of our mental health to keep our recovery on track.

NOTES FOR FACILITATORS:

Facilitators should elaborate here on the types of losses that can come with having a mental illness, such as loss of hope, loss of friends, loss of self-identity, etc. Please feel free to share the losses you experienced as examples.

If the module is running ahead of schedule, facilitators may ask participants what kinds of losses they have experienced as part of having a mental illness.

Slide 11 – Video: What is mental health recovery?

Let's watch a video summarizing mental health recovery.

Video title: What is mental health recovery?

Created by: HSE Ireland: www.youtube.com/watch?v=OhNtBqt-wqA

Slide 12 – Break

Let participants know that there will be a 10-minute break. For face-to-face groups, let them know there are refreshments. For virtual groups, let them know to return promptly in 10 minutes.

Slide 13 – Exercise: Imagining the life you want to live

Exercise Instructions:

- Instruct participants to spend a few minutes individually imagining the life they want to live.
- Next have them think about and write down responses to the following questions in their workbooks on page 12.
 - What does your life look like now?
 - What does the life you want to live look like to you?
 - What are the challenges that currently keep you from living the life you want to live?
 - What are the strengths and resources in your current situation that could support you to live the life you want to live?
- Bring the group back for sharing and discussion.

NOTES FOR FACILITATORS:

Time will not necessarily allow for a full reflection on these very big questions, nor will it allow for the group to discuss all of the questions posed here. Encourage participants to think about one or two of the aspects of the life they want to live (even one!), and what strengths and resources could support them to live that aspect out. Then encourage them to continue to reflect on and write down more about that life they want to live outside of the module.

Slide 14 – Video: A personal recovery story (Cam Webster)

Let participants know that this video focuses on Cam Webster talking about his personal recovery experience. It is about 6 minutes long.

Video title: Recovery

Created by: SSC: player.vimeo.com/video/1063646594

Following the video, facilitate discussion using the following questions:

- How did hearing Cam's story make you feel?
- What inspired you about Cam's story?
- How does this story fit with your experience?

NOTES FOR FACILITATORS:

Facilitators should be prepared to comment on the video, but only after participants have had an opportunity to share their reflections first. If no one is starting to share after several moments, the facilitator can share first, which will hopefully prompt others to share.

Slide 15 – Exercise: Personal recovery statement

Exercise Instructions:

- Tell participants to take some time to think about a statement they have heard or an experience they have had that defines their idea of recovery and inspires them to pursue this journey forward...that brings you hope and motivation.
- If they can't think of one, they can also make one up for themselves!
- Tell them they can write this statement down on page 14 of their workbooks.
- Facilitate sharing of the statements with the group.

NOTES FOR FACILITATORS:

Be prepared with examples of inspirational statements about recovery, such as "You can believe in the diagnosis, not the prognosis" (Deepak Chopra), or some other statements that you have heard. You can also share your own personal recovery statement with the group as an example.

Slide 16 – Wrap up and questions

- Provide a short summary of today's module.
- Ask if there are any questions or comments from today's module.
- Remind people to keep their personal recovery statement somewhere visible to them in their home. (Give examples such as carrying it in their wallet, placing it on a mirror at home, put it on the fridge with a magnet, etc.)
- Suggest they could also find a picture of something that inspires them in their recovery.
- Note that there are additional resources at the back of the workbook.
- Ask people to do an evaluation if they so wish.
- Thank them for coming and inform them of the topic of the next module.

NOTES FOR FACILITATORS:

Everyone should have an opportunity for an exit/wrap up comment. Provide approximately 5 minutes at the end of the session for participants to complete an evaluation form, with instructions to leave it with/send it in to their facilitator.

Module 2: Connectedness

Objectives:

The intent is at the end of this module, participants will:

- Understand what connectedness means.
- Understand the importance of connections to their recovery.
- Understand the connections they have in their lives currently.
- Be able to think of ways they can create and maintain social connections and apply this in their lives.

Remember to:

- Access the Google Slides document on the facilitator materials page: yourpersonalrecoveryjourney.ca/facilitator-materials
- Open your browser to YouTube and have the video playlist loaded before you start.
- For best results when presenting the module, open the module presentation file as a Google Slides document. This will ensure external videos will play correctly, and the presentation notes will appear on each slide.

Outline

***Note:** Times are approximate to allow flexibility for questions and discussion.*

Topic/Activity	Time	Materials
Welcome Back • Today's topic and learning objectives • Reminder about participant guidelines and what to do if something is triggering	5 mins	Participant workbook

What is connectedness?	10 mins	
Artwork Exercise Reflection and sharing	10 mins	Refer to participant workbook
What is social inclusion?	10 mins	
Why are social connections important to my recovery?	10 mins	
Video: The Antidote for Loneliness	4 mins	YouTube download
Exercise: Reflecting on your connections Reflection time and sharing time	15 mins	Refer to participant workbook
Break	10 mins	
How do we strengthen our connections?	10 mins	
Video: Personal Recovery Story on Connectedness Reflection and sharing	8 mins	SSC Vimeo video
Exercise: What Can I do to strengthen my connections? Reflection time and sharing time	10 mins	Refer to participant workbook
Wrap up and closing reflections Include optional evaluations here	10 mins	Evaluation forms

Notes for delivery

Slide 1 – Title Slide

Welcome back

- Welcome participants back
- Acknowledgement of traditional First Nations/Inuit/Metis territory
- Housekeeping reminder – when will break be, refreshments, washrooms

Hand Out Participant Workbook

- Hand out this module's participant workbooks (for face-to-face groups) or confirm that everyone has their participant workbook printed out (for virtual groups). Remind them that the participant workbooks are theirs to keep and that they can use their workbooks to follow along the module and can write in them for the exercises.
-

Slide 2 – Today's Topic: Connectedness

Key Points:

- Today we will talk about:
 - What does connectedness mean?
 - Why is it important in my recovery?
 - What connections do I have in my life right now?
 - What can I do to create and maintain my social connections?
 - Let's review our participant guidelines and what to do if something is triggering.
-

Slide 3 – What is connectedness

Key Points:

- There are several types of connections in our lives: self-connection, connection to nature, spiritual connection, and social connection, for example.
- In this module, we will focus on the importance of social connectedness to recovery, such as connections to friends, family, our community, helpers and supporters in our lives.
- Having social connections is important to most people. In fact, it has been described as a fundamental need that people have.
- As we discuss this, it is important to know that you get to decide who you let into your life. But it is important to keep connections with others within reach!

NOTES FOR FACILITATORS:

After key point 2, facilitators can feel free to take a few minutes to ask participants if they can think of other social connections that people may have.

Slide 4 – More on social connectedness

Key Points:

- The quality and depth of our connections is important – not just the number!
- Meaningful relationships and having a sense of belonging is important to most people.
- There are many ways to connect these days: in-person, phone calls, or social media can help us to stay connected.
- Alone time is important too – time to reflect on things or do hobbies, etc.
- It is important to find a balance!

NOTES FOR FACILITATORS:

After key point 3, facilitators can feel free to ask participant other ways in which they stay connected to people.

Slide 5 – Exercise: What does connectedness look like or feel like?

Exercise Instructions:

- Point out the art piece, noting that Nigel Bart is the artist and is a person with lived experience of mental illness.
- Turning to page 6 in their workbook, ask participants to take a few moments to reflect on the art piece focusing on the following questions:
 - What kinds of connections do they see in this artwork?
 - What does it **feel** like when they have a connection to someone?
 - If they don't feel a connection to someone right now, what do they **imagine** or **remember** that feeling of connection to other people feels like?
- Ask them to share their thoughts on the above questions.

NOTES FOR FACILITATORS:

Facilitators may use prompts and other questions to encourage engagement in this exercise, such as:

- What kinds of interactions do you see, or imagine are going on, in this art piece?
- How do you think people are feeling being at this art gallery?
- Facilitators can also be prepared to share their own reflections about the art piece, but only after participants have had an opportunity to share their reflections.

Slide 6 – A note about social inclusion

Key Points:

- Social inclusion is about all the things shown on this slide: (See “Notes for facilitators” below.)
 - equitable access for everyone
 - opportunities for all
 - voices are heard
 - respect and valued
 - dignity
- A socially inclusive society makes sure that all individuals have access to work, to learn, to services, to community, etc.
- People with mental illness, including those who are homeless, are disproportionately socially excluded or isolated.
- Because stigma exists in our society, often things such as “race, ethnicity, gender, religion, sexual orientation and other identity related aspects of people can lead to exclusion from a range of opportunities.”
(www.cubegroup.com.au/why-connectedness-and-inclusion-matters/)
- There is much that communities and organizations need to do to promote greater social inclusion for people with mental illness.
- But we can take some time to think about how we can build meaningful connections with others.

NOTES FOR FACILITATORS:

Facilitators should be prepared to give examples of each of the components on this slide. For example:

- "Your voice is heard" may mean that your doctor and other supporters listen to your views and your preferences about treatment.
- "Respect and valued" may mean that people around you notice your strengths and show you regard for your worth as a person.

Slide 7 – Why are social connections important to my recovery?

Key Points:

- Sometimes our experiences with mental illness can make us feel a loss of social connection and excluded.
- This can happen for a lot of reasons, such as: (Please see the Notes for facilitators section before offering these key points to the group.)
 - our signs and symptoms or perhaps we have social anxiety.
 - we may not be able to pay for or have access to transportation to get somewhere.
 - we may not have money to do something we want to do.
 - we may not have internet or a computer or phone in which to interact with people.
 - we may not have the energy to put into connecting or it might feel overwhelming.
 - stigma, including self-stigma may impact our connections.
 - maybe at certain points we just don't want to feel connected.
- Whatever the reasons, it can feel comfortable or easier just to be alone.
- It may feel difficult to even imagine venturing out to make and maintain connections with people.

NOTES FOR FACILITATORS:

It is suggested that facilitators take a few minutes to ask participants to share some of the things that prevent them from seeking out or responding to social connections. Facilitators can also be prepared to share their own experiences here. The above list in Key Points can then be reviewed to fill in any gaps that were not mentioned.

Slide 8 – Why are social connections so important to my recovery?

Key Points:

- Although connecting socially can feel like it adds pressure and anxiety, social connections are so important to our mental health and physical health.
- Being connected to others and having a sense of belonging:
 - Protects us from serious illness
 - Helps us manage anxiety, depression, and stress
 - Helps us feel grounded and more engaged
 - Gives us a sense of purpose and belonging
 - Allows us to be within reach in times of crisis
 - Helps us live longer

NOTES FOR FACILITATORS:

Facilitators can feel free to give an example of how they think one of their own personal experiences related to connections supported one of the above positive outcomes.

Slide 9 – Video: The Antidote for Loneliness

Let's watch a video about loneliness and connectedness.

Video title: The Antidote for Loneliness

Created By: UPLIFT/Johann Hari: www.youtube.com/watch?v=bC2Na1E3iVg

NOTES FOR FACILITATORS:

If time permits, facilitators can feel free to ask participants what key messages in the video resonated with them.

Slide 10 – Exercise: Reflecting on Your Connections

Exercise Instructions:

- Indicate that making a diagram of our connections can help us to see and understand who our social connections are and what role they play in our lives. It also helps us to take responsibility for nurturing those relationships to maintain them.
- Instruct participants to spend a few minutes reflecting on this, i.e. who they are connected to and what role they play in our lives. Advise them to use page 11 of their workbooks to write these connections down and page 12 of their workbooks to plot out their connections in the circles.
- Participants can then be asked to reflect on their circle map and think about where they may need to nurture or build connections to make their map more complete.
- If there is time, participants can be asked to reflect further on their connections through the questions on page 13 (From The Recovery College (Greenwich)/ Bridge 86 Ltd 2020 CHIME Workbooks):
 - Who listens to you when you need someone to talk to?
 - With whom do you share good news and bad news?
 - When you need advice, who do you go to?
 - When you have a problem, who do you turn to?
- If time is short, instruct participants to continue to reflect on these questions outside of the module.

NOTES FOR FACILITATORS:

If there is time, facilitators can ask participants to share how doing that exercise felt.

Slide 11 – Break

Let participants know that there will be a 10-minute break. For face-to-face groups, let them know there are refreshments. For virtual groups, let them know to return promptly in 10 minutes.

Slide 12 – How do we strengthen our social connections?

Key Points:

- It may feel hard to know what to do to strengthen and/or reestablish our social connections, and to make new connections.
- We can feel good about ourselves and the gains we are making toward our recovery as we make efforts toward positive connections.
- Some things that may help include:
 - Saying hello
 - Explore your community
 - Reach out to others that care about you.
 - Connect with peer support
 - Try a new activity (when you are ready to)
 - Volunteer
 - Focus on gratitude

*Some ideas in this list inspired by the Canadian Mental Health Association
www.cmha.ca/brochure/social-support/*

NOTES FOR FACILITATORS:

It is suggested that facilitators ask participants to share additional ideas on how to strengthen their connections. Facilitators can also suggest participants read over page 15 in the workbook for more ideas.

Slide 13 – Video: A personal recovery story (Nigel Bart)

Let participants know that this video focuses on Nigel Bart talking about the importance of social connections in his recovery. It is about 6 minutes long.

Video title: Connectedness

Created by: SSC: player.vimeo.com/video/1063647467

Following the video, facilitate discussion using the following questions:

- How did hearing Nigel's story make you feel?
- What inspired you about Nigel's story?
- How does this story fit with your experience?

NOTES FOR FACILITATORS:

Facilitators should be prepared to comment on the video, but only after participants have had an opportunity to share their reflections first. If no one is starting to share after several moments, the facilitator can share first, which will hopefully prompt others to share.

Slide 14 – Exercise: What can I do to strengthen my social connections?

Exercise Instructions:

- Refer participants to page 17 of their workbooks.
- Ask participant to take a few moments to reflect on the questions on the slide and further questions in their workbooks:
 - What is one thing you want to do to create a new connection in your life?
 - If someone approached you with an interest in rebuilding a connection with you, how would that make you feel?
- Encourage sharing.

Slide 15 – Wrap up and Questions

- Provide a short summary of today's module.
- Ask if there are any questions or comments from today's module.
- Remind people to
 - Take some time to review their social connection diagram and reflect on ways to continue to strengthen your connections in meaningful ways.

- Also suggest that they:
 - Set one attainable goal for themselves that they want to work toward to strengthen their social connections.
 - Find a way to visually remind themselves that they are not alone like a photo or picture perhaps.
- Note that there are additional resources at the back of the workbook.
- Ask people to do an evaluation if they so wish.
- Thank them for coming and inform them of the topic of the next module.

NOTES FOR FACILITATORS:

Everyone should have an opportunity for an exit/wrap up comment.
Provide approximately 5 minutes at the end of the session for participants to complete an evaluation form, with instructions to leave it with/send it in to their facilitator.

Module 3: Hope & Optimism

Objectives:

The intent is at the end of this module, participants will:

- Understand what hope is.
- Be able to apply how to nurture hope in their own lives.
- Understand what optimism is and how they can build and maintain it.

Remember to:

- Access the Google Slides document on the facilitator materials page:
yourpersonalrecoveryjourney.ca/facilitator-materials
- Open your browser to YouTube and have the video playlist loaded before you start.
- For best results when presenting the module, open the module presentation file as a Google Slides document. This will ensure external videos will play correctly, and the presentation notes will appear on each slide.

Outline

Note: Times are approximate to allow flexibility for questions and discussion.

Topic/Activity	Time	Materials
Welcome Back • Today's topic and learning objectives • Reminder about participant guidelines and what to do if something is triggering	5 mins	Participant workbook
What is hope?	5 mins	
Artwork Exercise Reflection and sharing	10 mins	Refer to participant workbook
More about hope	5 mins	
How will having hope help me in recovery?	10 mins	
Video: This is how to stop feeling hopeless and improve your mental health	5.5 mins	YouTube download
Exercise: Reflecting on hope Reflection time and sharing time	10 mins	Refer to participant workbook
Break	10 mins	
Nurturing hope	10 mins	
Video: Personal Recovery Story on Hope Reflection	6 mins	SSC Vimeo video
Exercise: Nurturing hope Reflection time and sharing time	10 mins	Refer to participant workbook
A few notes on optimism	5	
Exercise: Reframing negative thoughts	10 mins	Refer to participant workbook
Wrap up and closing reflections Include optional evaluations here	10 mins	Evaluation forms

Notes for delivery

Slide 1 – Title Slide

Welcome back

- Welcome participants back
- Acknowledgement of traditional First Nations/Inuit/Metis territory
- Housekeeping reminder – when will break be, refreshments, washrooms

Hand Out Participant Workbook

- Hand out this module's participant workbooks (for face-to-face groups) or confirm that everyone has their participant workbook printed out (for virtual groups). Remind them that the participant workbooks are theirs to keep and that they can use their workbooks to follow along the module and can write in them for the exercises.
-

Slide 2 – Today's Topic: Hope and Optimism

Key Points:

- Today we will talk about:
 - What is hope?
 - How can I nurture hope?
 - What is optimism and how can I build and maintain it?
 - Let's review our participant guidelines and what to do if something is triggering.
-

Slide 3 – What is hope?

Key Points:

- We have all hoped for things in our lives. (Facilitators should provide examples as per Notes for facilitators below.)
- Hope has been described as an "elevating feeling we experience when we see...a path to a better future", said Jerome Groopman.

- Hope also has been described as “having an actual, reasonable vision of what things could look like if they were to improve,” said Dr. Mark Ragins.
- Feeling hopeful can change everything!

NOTES FOR FACILITATORS:

For point 1, facilitators can give examples of what some people might hope for, e.g. some of us may have hoped to pass an exam in school; some of us may hope that we can have coffee with a friend on the weekend; or someone may hope their broken foot heals soon. Facilitators can ask for a few examples from participants about things they have hoped for.

Slide 4 – Exercise: What does hope feel like?

Exercise Instructions:

- Point out the art piece, noting that Nigel Bart is the artist and is a person with lived experience of mental illness.
- Ask participants to take a few moments to reflect on the art piece focusing on the following questions:
 - What do you see in this artwork that could awaken a feeling of hope in you/in someone?
 - What does hope **feel** like to you, or if you can’t feel hopeful right now, what do you **imagine** or **remember** hope feels like?
- Ask them to share their thoughts on the above questions.

NOTES FOR FACILITATORS:

Facilitators can also be prepared to share their own reflections about the art piece, but only after participants have had an opportunity to share their reflections. Facilitators may use prompts and other questions to encourage engagement in this exercise, such as how do the colors in this art piece make you feel?

Slide 5 – More about hope

Key Points:

- Hope can do all kinds of things! It can energize us to reclaim our identity, connect with others, empower ourselves, and helps us to find meaning.
- Hope isn't just a feeling, it is also a choice, an action, and a skill.
- Being hopeful doesn't mean thinking that everything will always be just great
- It is a belief that something good is possible—and that we have some control over our future.
- It can be difficult to hope for something better ahead when today feels bad.
- Sometimes, others around us – family, friends, service providers – can hold hope for us, especially when we are not able to feel hopeful ourselves.
- When we feel hopeless, we tend to isolate ourselves, yet nurturing hope asks us to do the opposite...to reach out, to connect, to build relationships for healing.

*Nikki Rollo, PhD LMFT, Center for Change, Cultivating Hope in Recovery
(www.centerforchange.com/cultivating-hope-in-recovery/)*

- For some of us, our spiritual beliefs, whatever they are, can sometimes help us to develop a more hopeful outlook.

NOTES FOR FACILITATORS:

- For point 2 above, it is suggested that facilitators give examples, i.e. an example of how hope can be a choice; how hope can be an action; how hope can be a skill. This can come from a facilitator's own personal experience if possible.
- As per above point, facilitators may also feel free to give an example of how someone held hope for them when they couldn't feel hopeful.

Slide 6 – How will having hope help me in my recovery?

Key Points:

- Research shows that people with higher levels of hope:
 - Recover more quickly from mental illness
 - Experience fewer relapses
 - Helps people to bounce back quicker from setbacks
 - Promotes positive changes
- Indiana Centre for Recovery*
(www.treatmentindiana.com/resources/mental-health/hope-and-healing-in-mental-health-recovery/)
-

Slide 7 – Hope in the context of recovery...

Key Points:

- Hope is often the beginning of recovery.
 - You can nurture hope by seeing how you can have more active control over your life. (The Recovery College (Greenwich)/Bridge 86 Ltd 2020.)
 - Hope is empowering!
 - With hope, we start seeing and feeling possibilities!
-

Slide 8 – Hope in the context of recovery...

Key Points:

Let's watch a video about feeling hopeful (5.5 minutes)

Video title: This is how to stop feeling hopeless and improve your mental health.

Created by: Jeremy Goodwin: www.youtube.com/watch?v=UQdxThCZbn4

NOTES FOR FACILITATORS:

If time permits, facilitators can feel free to ask participants what key messages in the video resonated with them.

Slide 9 – Exercise: Reflecting on hope

Exercise Instructions:

- Instruct participants to reflect on the questions on pages 9 and 10 of their workbooks, focusing on the questions on the slide, i.e.:
 - What does hope mean to you?
 - What makes you feel hopeful?
 - What do others around you feel hopeful about?
 - Who holds hope for you?
- Instruct participants to use their workbooks to write down their thoughts.
- Ask them to share their thoughts on the above questions.

NOTES FOR FACILITATORS:

Encourage participants to focus on the slide's 4 questions, as time may not allow for reflection on all workbook questions or group discussion of them. Suggest they continue to explore and write about hope outside of the module using their workbooks. Facilitators can also be prepared to share their personal reflections on hope within the discussion.

Slide 10 – Break

Let participants know that there will be a 10-minute break. For face-to-face groups, let them know there are refreshments. For virtual groups, let them know to return promptly in 10 minutes.

Slide 11 – What Can We Do To Nurture Hopefulness?

Key Points:

- It's okay to acknowledge if it is difficult to feel hopeful right now.
- You can start by giving yourself permission to feel hopeful.
- We can challenge ourselves to allow hopeful feelings, it can be the spark that illuminates our path.

- Try setting one attainable goal. Having a shower or phoning a friend... any goal that you develop is a good place to begin!
- Most people find it helpful to have people supporting them toward their goals. Call on your supporters!
- Hearing others in your situation talk about how they nurtured hope in their lives throughout their recovery journeys can be helpful. Find those people, those stories, and listen to them.
- It can be possible to bounce back from setbacks by managing stress, self-care, and learning acceptance.
- Try to think about and focus on your strengths!
- Feeling grateful for even small things, like having a good support system, or seeing the sun shining, can help us feel positive. Make a list of things you are grateful for each day!

NOTES FOR FACILITATORS:

If time permits, facilitators can ask the group if there are other ways that they can think of to nurture hopefulness. Facilitators can also be prepared to share some of the ways that they nurture hopefulness in their lives, drawing on the list above or other examples.

Slide 12 – Video: a personal recovery story (Don Mahleka)

Let participants know that this video focuses on Don Mahleka talking about the importance of hope and optimism in his recovery. It is about 6 minutes long.

Video title: Hope

Created by: SSC: player.vimeo.com/video/1063685077

Following the video, facilitate discussion using the following questions:

- How did hearing Don's story make you feel?
- What inspired you about Don's story?
- How does this story fit with your experience?

NOTES FOR FACILITATORS:

Facilitators should be prepared to comment on the video after participants have had an opportunity to share their reflections. If no one is starting to share after several moments, the facilitator can share first, which will hopefully prompt others to share.

Slide 13 – Exercise: Nurturing hope

Exercise Instructions:

- Instruct participants to consider the following questions and note their thoughts on page 14 of their workbooks.
 - When you are practicing hope, what does that look like?
 - Did you know that is what nurturing hope looks like?
 - Can you think about an experience that made you feel hopeful?
 - What is it like hearing yourself talk about hope?
- Ask them to share their thoughts on the above questions.

NOTES FOR FACILITATORS:

Facilitators can feel free to focus on one or two of the questions if time is limited. If this is the case, facilitators can suggest that participants continue to explore and write about hope outside of the module using their workbooks. Facilitators can also be prepared to share their personal reflections on hope within the discussion.

Slide 14 – A few words on optimism

Key Points:

- Optimism is:
 - having a positive thought pattern
 - believing that things are going to be okay
 - seeing the bright side of things.
- Sometimes it is difficult to see the bright side of things and to stop negative thoughts.

- Reframing what we are thinking can help us to screen out thoughts that are unhelpful and find a different way of looking at things.
- Challenging negative thoughts and replacing them with positive ones can help us reframe our perspective.
- Reframing involves identifying the negative thought, questioning it, and replacing it with a more helpful thought.
- Practicing this can help us to become more optimistic in our day to day lives.

NOTES FOR FACILITATORS:

Facilitators should be prepared to provide an example or two of how to reframe negative thoughts and point out the steps involved in this process: to identify, to challenge, and then to replace. One example of a negative thought might be "My friend didn't answer my text. They don't like me." Reframing that thought might sound like: "My friend hasn't answered my text yet. I guess they must be busy now. I'll wait a bit longer to hear from them." Facilitators can feel free to provide their own examples.

Facilitators can also point out that there are some resources at the end of the participant workbooks that can be used to help teach our brains how to think more positively and that participants can also get help from peer support workers and other mental health providers for guidance with this technique.

Slide 15 – Exercise: Reframing negative thoughts

Exercise Instructions:

- Using page 16 of their workbooks, instruct participants to take some time to think about a negative thought that they may have or have had recently.
- Encourage them to question or challenge their thought pattern about it and reframe that thought into something that is more helpful and optimistic.
- Encourage sharing if they wish.

Slide 16 – Wrap up and questions

- Provide a short summary of today's module.
- Ask if there are any questions or comments from today's module.
- Remind people to:
 - Take some time to review the ways they can nurture hope.
 - Set one attainable goal for themselves.
 - Seek out relatable personal stories on the internet or in their community.
- Also suggest that they:
 - Make a list of their strengths.
- Note that there are additional resources at the back of the workbook.
- Ask people to do an evaluation if they so wish.
- Thank them for coming and inform them of the topic of the next module.

NOTES FOR FACILITATORS:

Everyone should have an opportunity for an exit/wrap up comment. Provide approximately 5 minutes at the end of the session for participants to complete an evaluation form, with instructions to leave it with/send it in to their facilitator.

Module 4: Identity

Objectives:

The intent is at the end of this module, participants will:

- Understand who they are beyond their mental illness.
- Be able to take steps to rebuild a positive sense of who they are.
- Understand and apply strategies to overcome stigma.

Remember to:

The intent is at the end of this module, participants will:

- Access the Google Slides document on the facilitator materials page: yourpersonalrecoveryjourney.ca/facilitator-materials
- Open your browser to YouTube and have the video playlist loaded before you start.
- For best results when presenting the module, open the module presentation file as a Google Slides document. This will ensure external videos will play correctly, and the presentation notes will appear on each slide.

Outline

Note: Times are approximate to allow flexibility for questions and discussion.

Topic/Activity	Time	Materials
Welcome Back • Today's topic and learning objectives • Reminder about participant guidelines and what to do if something is triggering	5 mins	Participant workbook
Artwork Exercise: Who am I? Reflection and sharing	10 mins	Refer to participant workbook
What is identity?	15 mins	
Video: So you are diagnosed with a mental illness	2.42 mins	YouTube download
Exercise: Flower Exercise Reflection time and sharing time	15 mins	Refer to participant workbook
Break	10 mins	
Stigma and Identity	10 mins	

Exercise: Reflecting on stigma	10 mins	
Video: Personal Recovery Story on Identity Reflection	8 mins	SSC Vimeo video
Exercise: Nurturing hope Reflection time and sharing time	10 mins	Refer to participant workbook
Wrap up and closing reflections Include optional evaluations here	10 mins	Evaluation forms

Notes for delivery

Slide 1 – Title Slide

Welcome back

- Welcome participants back
- Acknowledgement of traditional First Nations/Inuit/Metis territory
- Housekeeping reminder – when will break be, refreshments, washrooms

Hand Out Participant Workbook

- Hand out this module's participant workbooks (for face-to-face groups) or confirm that everyone has their participant workbook printed out (for virtual groups). Remind them that the participant workbooks are theirs to keep and that they can use their workbooks to follow along the module and can write in them for the exercises.

Slide 2 – Today's Topic: Identity

Key Points:

- Today we will talk about:
 - Rebuilding a positive sense of who we are
 - Overcoming stigma
- Let's review our participant guidelines and what to do if something is triggering.

Slide 3 – Exercise: Who am I?

Exercise Instructions:

- Point out the art piece, noting that Greg Hodge is the artist and a peer supporter.
- Ask participants to take a few moments to reflect on the art piece focusing on the following question:
 - “Who Am I?” We’ve all asked ourselves this question at different points in our lives. What do you see in this artwork that relates to this question (or reflects how you see yourself)?
- Ask them to share their thoughts on the above question.

NOTES FOR FACILITATORS:

Facilitators can also be prepared to share their own reflections about the art piece after participants have had an opportunity to share their reflections.

Facilitators may use prompts and other questions to encourage engagement in this exercise, such as how do you think the various images in this art piece relate to identity?

Slide 4 – What is identity?

Key Points:

- Identity is about our sense of who we are.
- Personal identity is the unique ways that we define ourselves.
- Social identity refers to “your sense of who you are based on your membership in certain groups”, for example our social groups may include age, economic class, gender, nationality, etc. (Facing History & Ourselves, “Exploring the Concept of Identity”, last updated July 14, 2021).
- Both personal identity and social identity influence how we see and describe ourselves.

- Things like our memories, experiences, relationships, values, and society all create our sense of who we are and how we see ourselves.
- Negative and positive experiences can shape our identity.
- Our identity can impact our experiences seeking support, navigating the world, getting access to certain resources, etc.
- Our identity can change throughout our lives.
- Who we are has an impact on how we feel and how we perceive the world around us.

NOTES FOR FACILITATORS:

Facilitators should draw attention to the graphic on slide 4 as they present the key points above. They can also ask participants if there are other things they can think of that contribute to our sense of self.

Slide 5 – What is identity? (continued)

Key Points:

- Everyone has questions about who they are at some points.
- Sometimes when we are diagnosed with a mental illness, we feel like the illness IS who we are. We lose our understanding of who we are as a person.
- It is important to understand that a mental illness is only one part of who we are. As Pat Deegan, a mental health advocate and person with lived experience of mental illness says, "I am a person, not an illness."
- Redefining who we are and building a positive sense of who are is a central task of moving forward in our recovery.
- How do we get to a point of feeling good about ourselves and seeing ourselves as a person again?
- Re-defining who we are is a central task of moving forward in our recovery.

Slide 6 – What is identity? (continued)

Key Points:

- When we don't really have a good understanding of who we are or if we don't feel good about ourselves, it is difficult to feel hopeful and grounded.
- We may wonder whether our lives have meaning, and we may not feel like we belong anywhere.
- Especially if we are ignored or misunderstood or labeled, it is difficult to have a positive sense of who we are.
- When we understand who we are and feel good about ourselves and who we are, we feel more grounded and hopeful; we feel that we have purpose and meaning and that we belong.
- Focusing on our strengths can give us energy, confidence, and can help make us happier!

How Understanding Your Strengths Can Liberate You From Perfectionism by Sarah Cramoysan | November, 2022, The Positive Psychology People.

- Feeling good about ourselves can also help us to cope better, handle difficult situations, and keep negative things in perspective.
 - Having a positive sense of ourselves can help us to move forward in our recovery and toward the life we want to live.
-

Slide 7 – Re-defining yourself

Key Points:

- It takes time to build/rebuild a sense of identity,
- It may not always be easy to let go of old ways of being that are easy to fall back into, and
- We are all works in progress!

NOTES FOR FACILITATORS:

Because the last few slides have been information heavy, facilitators can feel free to ask participants if they have any questions about the information or anything to add to what has been presented (if time permits).

Slide 8 – Video: You are diagnosed with mental illness

Let's watch a video about being more than our illness.

Video title: You are diagnosed with mental illness

Created by: Pat Deegan: player.vimeo.com/video/1093145611

NOTES FOR FACILITATORS:

If time permits, facilitators can feel free to ask participants what key messages in the video resonated with them.

Slide 9 – Flower exercise: I am a person

Exercise Instructions:

- Using page 10 of their workbooks, instruct participants to follow the instructions on the worksheet, i.e. :
 - Put their name in the centre of each flower.
 - In the first flower diagram, fill in the important things about who you were as a person BEFORE your diagnosis such as talents, interests, family, hopes, dreams, etc.
 - What, if anything, has changed since your diagnosis? Are there new things you would like to add to your petals or petals that don't exist anymore? Use the second flower diagram to fill these things in.
- Encourage them to use the bottom of the worksheet to summarize how things have changed and to think about how they plan to use their flower story in their recovery.
- Encourage sharing if they wish.

NOTES FOR FACILITATORS:

Some participants may not have a "diagnosis", so the instruction referencing "since diagnosis" can be reframed to "since experiencing a mental illness..." Facilitators can come prepared with their own flower worksheet completed as a way of hopefully encouraging sharing in the group.

Slide 10 – Exercise: I am a person, not an illness (future)

Exercise Instructions:

- Using page 11 of their workbooks, ask participants to consider:
 - Going forward, how would they like the flower to look?
 - Who would they like to be into the future?
 - What can they think of doing to nurture a positive sense of themselves and continue to grow the flower they want to be?
- Encourage sharing if they wish.

NOTES FOR FACILITATORS:

This is a hoping and imagining exercise, so facilitators need to be open to hearing participants dreams for the future, no matter what that is.

Facilitators may also add that one in five people experience a mental health challenge and we can name many successful friends, family members, loved ones, celebrities – so many of them have accomplished what they've accomplished while coping with a MH challenge.

Slide 11 – Break

Let participants know that there will be a 10-minute break. For face-to-face groups, let them know there are refreshments. For virtual groups, let them know to return promptly in 10 minutes.

Slide 12 – Stigma and identity

Key Points:

- People with a diagnosed mental illness or people that have signs and symptoms of a mental illness may encounter stigma.
- Stigma in a mental health context is a set of negative and often unfair attitudes or beliefs that society or a group of people have about mental illness. (Mental Illness Stigma, Health Direct, Government of Australia.)

- Despite lots of work done to destigmatize mental illness, stigma, as well as prejudice and discrimination towards people with mental illness, still exists in our society.
 - Stigma can make us feel embarrassed, ashamed, discouraged and hopeless, feel badly about ourselves, excluded, or can prevent us from asking for help.
 - Stigma can exist anywhere – in our communities, in the mental health system, even in our own families and within ourselves.
 - Stigma is huge; and self-stigma is the deep stuff. It's more intimate...it's the deep stuff. It takes someone else's opinion and makes it your own despite it being wrong.
-

Slide 13 – What can i do about stigma?

Key Points:

- Here are some things that you can do if you feel like you have the capacity to.
 - Get the treatment that you need: try not to let your fear of being labelled or discriminated against stop you from seeking help and treatment.
 - Do not believe it: try not to let ignorance of other people influence how you feel about yourself.
 - Remember that you are not your illness
 - Remember it's not personal: most discrimination comes from people who don't understand mental illness. Advocate for yourself when you can.
 - Stand up to negative stereotypes: If you have the capacity to, "set the record straight when you hear false or negative information."
 - Consider telling your story: "Speaking out can have a positive impact, especially if it means you stop feeling ashamed when it comes to your mental illness."
 - Connect with others: Pursue a hobby that you are interested in; go to events that you are interested in where you can meet and connect with others.

Points in this section are quoted or adapted from and/or adapted from Mental Illness Stigma, Health Direct, Government of Australia.

www.healthdirect.gov.au/mental-illness-stigma#:~:text=Stigma%20can%20make%20people%20with,educating%20themselves%20about%20mental%20illnesses

NOTES FOR FACILITATORS:

Facilitators should indicate that if participants can't do some of these things now, they need to be compassionate and patient with themselves as they move forward in their recovery. It can be suggested that participants visit this list regularly to reinforce the message that there are some things within their control that can be done to address stigma.

Slide 14 – Exercise: Reflecting on stigma

Exercise Instructions:

- Ask participants to reflect on and talk about the stigma they may have experienced as part of having signs and symptoms of mental illness and how it affected their thinking, feeling, and doing.
- Considering what we have learned in today's module, ask them to comment on how they would respond to a similar situation when they experienced stigma or self-stigma?

NOTES FOR FACILITATORS:

Facilitators can refer participants to page 15 of their workbooks if they wish to write down some reflections and ideas about stigma.

Slide 15 – Video: A personal recovery story (Allison Dunning)

Let participants know that this video focuses on Allison Dunning talking about the importance of identity in her recovery. It is about 6 minutes long.

Video title: Identity

Created by: SSC: player.vimeo.com/video/1063643295

Following the video, facilitate discussion using the following questions:

- How did hearing Allison's story make you feel?
- What inspired you about Allison's story?
- How does this story fit with your experience?

NOTES FOR FACILITATORS:

Facilitators should be prepared to comment on the video after participants have had an opportunity to share their reflections. If no one is starting to share after several moments, the facilitator can share first, which will hopefully prompt others to share.

Slide 16 – Wrap up and check in

- Provide a short summary of today's module.
- Ask if there are any questions or comments from today's module.
- Remind people to:
 - Reflect regularly on the person they are beyond their mental illness and on the life they want to live.
 - Think about what they will do with their flower for day-to-day inspiration, and how they will use it when they encounter stigma?
 - Recognize stigma and self-stigma and practice ways to deal with it.
- Note that there are additional resources at the back of the workbook.
- Ask people to do an evaluation if they so wish.
- Thank them for coming and inform them of the topic of the next module

NOTES FOR FACILITATORS:

Everyone should have an opportunity for an exit/wrap up comment. Provide approximately 5 minutes at the end of the session for participants to complete an evaluation form, with instructions to leave it with/send it in to their facilitator.

Module 5: Meaning

Objectives:

The intent is at the end of this module, participants will:

- Understand what meaning and purpose are.
- Better understand what is important to them in their lives (core values).
- Be able to take steps to build/rebuild meaning and purpose in their lives.

Remember to:

- Access the Google Slides document on the facilitator materials page: yourpersonalrecoveryjourney.ca/facilitator-materials
- Open your browser to YouTube and have the video playlist loaded before you start.
- For best results when presenting the module, open the module presentation file as a Google Slides document. This will ensure external videos will play correctly, and the presentation notes will appear on each slide.

Outline

***Note:** Times are approximate to allow flexibility for questions and discussion.*

Topic/Activity	Time	Materials
Welcome Back • Today's topic and learning objectives • Reminder about participant guidelines and what to do if something is triggering	5 mins	Participant workbook
Artwork Exercise: Hummingbird Reflection and sharing	10 mins	Refer to participant workbook

What is meaning? What is purpose?	10 mins	
Exercise: Identifying core values	15 mins	
The importance of meaning and purpose in my recovery	10 mins	Refer to participant workbook
Video: This one mindset shift can change your mind forever	5.12 mins	YouTube download
Break	10 mins	
How can I build/rebuild meaning in my life	15 mins	
Video: Personal Recovery Story on meaning Reflection	8 mins	SSC Vimeo video
Wrap up and closing reflections Include optional evaluations here	10 mins	Evaluation forms

Notes for delivery

Slide 1 – Title Slide

Welcome back

- Welcome participants back
- Acknowledgement of traditional First Nations/Inuit/Metis territory
- Housekeeping reminder – when will break be, refreshments, washrooms

Hand Out Participant Workbook

- Hand out this module's participant workbooks (for face-to-face groups) or confirm that everyone has their participant workbook printed out (for online virtual). Remind them that the participant workbooks are theirs to keep and that they can use their workbooks to follow along the module and can write in them for the exercises.

Slide 2 – Today's Topic: Meaning and Purpose

Key Points:

- Today we will talk about:
 - What is meaning and purpose?
 - How do I find, define, build, or rebuild meaning and purpose in my life?
 - Let's review our participant guidelines and what to do if something is triggering.
-

Slide 3 – Exercise: Hummingbird

Exercise Instructions:

- Point out the art piece, noting that Greg Hodge is the artist and a peer supporter.
- Ask participants to take a few moments to reflect on the art piece focusing on the following questions:
 - What in this art piece connects with feelings of meaning and purpose?
 - If nothing in this art piece connects you with feelings of meaning and purpose, what kinds of things inspire you to reflect on meaning and purpose?
- Ask them to share their thoughts on the above questions.

NOTES FOR FACILITATORS:

Facilitators can also be prepared to share their own reflections about the art piece after participants have had an opportunity to share their reflections. .

Slide 4 – What is meaning?

Key Points:

- At some points in our lives, we have all asked ourselves what is the meaning of life? Why am I here? What is my purpose?
- These are big and complex questions to think about.

- "Meaning is the sense we make of our lives." (The Recovery College (Greenwich)/Bridge 86 Ltd 2020)
- Meaning has a lot to do with core values – what we stand for and what our beliefs are.
- Core values might include things like kindness, courage, loyalty, or responsibility.
- Every core value guides our meaning and our actions.

NOTES FOR FACILITATORS:

Facilitators should draw attention to the graphic on slide 4 as they present the key points above. They can also ask participants if they can think of other core values that could be added to the circle of core values.

Slide 5 – What is purpose

Key Points:

- Purpose is the specific way that our actions express what is meaningful in our lives.
- For example, if I define my meaning in life is to be compassionate, the action(s) I take to be compassionate is my purpose. So, my purpose may be helping people like me, visiting elderly people in a nursing home, or volunteering at a food bank.
- It's important to know that you can have more than one purpose in life and that your purpose may change at different points in your life!
- You have the power to grow and adapt and to change as your life needs.

NOTES FOR FACILITATORS:

If it is difficult for participants to sort out the difference between meaning and purpose, another example such as the one above could be given. It is suggested that facilitators not go into too great of a philosophical explanation about the difference between meaning and purpose, but just to keep the difference simple using examples.

Slide 6 – Exercise: Identifying core values

Exercise Instructions:

- Using page 7 of their workbooks, ask participants to:
 - Think about at least one core value that they think they could work with/build a goal around.
 - What is the core value?
 - What would the goal be?
 - How would they accomplish that goal?
 - What part of accomplishing this goal would be meaningful?
 - Consider filling in their own core values in the circles in their workbook and reflect on this to begin exploring purpose and meaning in their life.
- Encourage sharing if they wish.

NOTES FOR FACILITATORS:

Facilitators are encouraged to share a personal example of their own in terms of creating a goal around a core value. (As an example to facilitators to draw on, if courage is a core value, a goal could be to attend a peer support meeting that they have been afraid to attend.)

Participants may not have enough time to finish filling in their circles of values. Facilitators should encourage them to complete this task at home and use those values when setting goals.

Slide 7 – The importance of meaning and purpose to my recovery

Key Points:

- Whether we have a mental illness or not, we all share the need to have purpose and meaning in our lives.
- The questions around meaning and purpose may feel even bigger and more complex to a person recovering from a mental illness.

- “Recovery (from mental illness) can feel like starting over when it comes to basic things like why we wake up in the morning.” (Kimberly Nelson & Emma Lovejoy, with Becky Shipkosky, How to Cultivate Purpose in Mental Health Recovery, Psychology Today February 5, 2024).
 - A large part of recovery from mental illness is making sense of what changes and impacts we have experienced or are experiencing. ...and helping ourselves find a way forward – including finding, building or rebuilding meaning and purpose in our lives.
 - Having a reason to get up in the morning – being involved in meaningful activities, volunteering or working, spirituality, or taking on other social roles successfully are some ways that people begin to find, build, and rebuild a meaningful life.
 - Having a purpose is good for you, your community, and the world. It drives you to make positive contributions in line with your own interests and strengths. This pursuit gives your life direction and forward momentum. It motivates and guides your goals and daily activities.” (The Recovery College (Greenwich)/Bridge 86 Ltd 2020.
 - You have a lot to offer the world!
-

Slide 8 – Exercise: What is important to you?

Exercise Instructions:

- To explore the big questions about our life’s meaning and purpose, we can continue to explore who we are. Besides thinking about our core values, we can think about what is important to us, what our strengths and our limitations are, our desires, our passions. This kind of self-knowledge can help us create a purpose that means something to us.
- Instruct participants to consider the following questions and write their responses down on pages 10 and 11 of their workbooks:
 - What’s most important to you in life and why do you care
 - about those things?
 - What are some things you really enjoy doing or have enjoyed doing in the past and why do you think you enjoyed doing them?
 - What do you care about in your community?

- Encourage sharing if they wish.

NOTES FOR FACILITATORS:

Facilitators are encouraged to share personal examples in the discussion of the above questions. Facilitators should encourage participants to reflect on all the questions on pages 10 and 11 in their workbooks at home.

Slide 9 – Video: This one mindset shift can change your life forever

Let's watch a video about being meaning and purpose.

Video title: This one mindset shift can change your life forever

Created by: Jeremy Goodwin: www.youtube.com/watch?v=3QPw57KIF1U

NOTES FOR FACILITATORS:

If time permits, facilitators can feel free to ask participants what key messages in the video resonated with them.

Slide 10 – Break

Let participants know that there will be a 10-minute break. For face-to-face groups, let them know there are refreshments. For virtual groups, let them know to return promptly in 10 minutes.

Slide 11 – How can I build/rebuild meaning and purpose in my life?

Key Points:

- Continue to reflect on what is important to you and what you care about most
 - Creating or rebuilding our sense of meaning and purpose can take time and requires reflections that we started in our exercises today.

- Continue to explore your core values and what is most important to you.
 - If you are not sure what your core values are, you can download a list of values from the Internet and circle the ones that resonate with you.
- Acknowledge your strengths
 - Sometimes we are not sure what we are good at and what we have to offer.
 - Once you identify your strengths and acknowledge them, it can help you to think about how to use them for something that you really care about.
 - If you are having trouble with this, a support person may be able to help you.
- Explore ways to live your purpose
 - Part of finding your purpose involves trying new things and seeing how they feel.
 - Some of these things may be out of your comfort zone. You may want to try an activity related to what you have found feels important to you.
 - Volunteering is often a good experience to try out what you have learned about your purpose and meaning through the reflection you have done.
 - If you try something and it didn't seem like a good fit, then you can try another activity.
- Acknowledge the power of daily accomplishments
 - Don't underestimate the power of doing simple daily things that can improve your life. (Ideas include: attending this program, having a conversation with one person, watching a funny show and laughing out loud, writing one thing down that you are grateful for in your journal, do the dishes, or shower.
 - Wherever you are in your journey, these daily things can build a sense of accomplishment and confidence.

NOTES FOR FACILITATORS:

If time permits, the facilitator can ask participants if they can think of other ways to find meaning and purpose in their lives.

Slide 12 – Video: A personal recovery story (Anita David)

Let participants know that this video focuses on Anita David talking about the importance of identity in her recovery. It is about 6 minutes long.

Video title: Meaning

Created by: SSC: player.vimeo.com/video/1063648429

- How did hearing Anita's story make you feel?
- What inspired you about Anita's story?
- How does this story fit with your experience?

NOTES FOR FACILITATORS:

Facilitators should be prepared to comment on the video after participants have had an opportunity to share their reflections. If no one is starting to share after several moments, the facilitator can share first, which will hopefully prompt others to share.

Slide 13 – Wrap up and check in

- Provide a short summary of today's module.
- Ask if there are any questions or comments from today's module.
- Remind people to
 - Continue to reflect on their core values
 - Take time to explore the ways that you can build/rebuild meaning in your life
- Note that there are additional resources at the back of the workbook.
- Ask people to do an evaluation if they so wish.
- Thank them for coming and inform them of the topic of the next module.

NOTES FOR FACILITATORS:

Everyone should have an opportunity for an exit/wrap up comment. Provide approximately 5 minutes at the end of the session for participants to complete an evaluation form, with instructions to leave it with/send it in to their facilitator,

Module 6: Empowerment

Objectives:

The intent is at the end of this module, participants will:

- Understand what empowerment is.
- Understand why empowerment is important to their recovery?
- Be able to take steps to empower themselves.

Remember to:

- Access the Google Slides document on the facilitator materials page: yourpersonalrecoveryjourney.ca/facilitator-materials
- Open your browser to YouTube and have the video playlist loaded before you start.
- For best results when presenting the module, open the module presentation file as a Google Slides document. This will ensure external videos will play correctly, and the presentation notes will appear on each slide.

Outline

Note: Times are approximate to allow flexibility for questions and discussion.

Topic/Activity	Time	Materials
Welcome Back • Today's topic and learning objectives • Reminder about participant guidelines and what to do if something is triggering	5 mins	Participant workbook
What is empowerment?	10 mins	
Artwork Exercise: Empowerment Reflection and sharing	10 mins	Refer to participant workbook

Why is empowerment important?	10 mins	
What can I influence and control?	10 mins	
Video: My goal for treatment <i>Alternate video: Self-awareness</i>	2.24 minutes 2.09 minutes	Video download Video download
Exercise: Our circle of influence and control	15 mins	Participant workbook
Break	10 mins	
How can I empower myself?	10 mins	
Video: Personal Recovery Story on Empowerment Reflection	8 mins	SSC Vimeo video
Wrap up and closing reflections Include optional evaluations here	10 mins	Post-Impact Assessment and program evaluation

Notes for delivery

Slide 1 – Title Slide

Welcome back

- Welcome participants back
- Acknowledgement of traditional First Nations/Inuit/Metis territory
- Housekeeping reminder – when will break be, refreshments, washrooms

Hand Out Participant Workbook

- Hand out this module's participant workbooks (for face-to-face groups) or confirm that everyone has their participant workbook printed out (for virtual groups). Remind them that the participant workbooks are theirs to keep and that they can use their workbooks to follow along the module and can write in them for the exercises.

Slide 2 – Today's Topic: Empowerment

Key Points:

- Today we will talk about:
 - What is empowerment?
 - Why is empowerment important to my recovery?
 - How can I empower myself?
 - Let's review our participant guidelines and what to do if something is triggering.
-

Slide 3 – What is empowerment?

Key Points:

- Empowerment is defined as the "process of gaining freedom and power to do what you want or to control what happens to you." (Cambridge Dictionary, online).
 - Believing in our ability to influence what happens in our lives and to overcome obstacles helps us to achieve our goals and enhances our mental health and life satisfaction. It also helps us to become resilient.
 - When we empower ourselves, we nurture a sense of self– trust and autonomy. And we feel better able to get through challenges with confidence. (Laura Copley, PhD, Discovering Self–Empowerment: 13 Methods to Foster it. Positive Psychology.com, February 21, 2024).
-

Slide 4 – What is empowerment?

Key Points:

- It's important to note that empowering ourselves is not just about believing in our ability to choose, but it is also about converting those feelings or intentions into **action**.

- Think of all the things you have control over in your life right now (see notes for facilitators, below):
 - It is your choice how much time you spend watching TV.
 - It is your choice to use your phone or not.
 - It is your choice how you start your morning.
 - It is your choice how to handle change.
 - It is your choice whether to talk with your psychiatrist about your medication.
- When we recognize that we have control over these kinds of decisions in our day to day lives, we can start to understand what it means to be empowered.
- As we continue to make other purposeful decisions and act on them, we can feel successful and confident, and responsible for the directions we are taking in our lives.
- There are some contexts which make it easier to practice empowerment but ultimately, it is only ourselves who can take action.
- We need to use our voice to empower ourselves.

NOTES FOR FACILITATORS:

The first key point is very important, and facilitators can feel free to repeat it during this module. As an example, someone can believe that they can choose to talk to their doctor about medication, but empowerment involves actually taking the step of talking to their doctor.

For the second key point, it is suggested that facilitators take just a few minutes to ask participants what kinds of things they currently feel in control of in their lives. This can be done either before or after providing examples. Facilitators can also feel free to share their examples in addition to the list provided.

When facilitating groups with individuals from non-Canadian heritage, it is important to note that some countries place a low or even negative value on being empowered. In these circumstances, it is important to build in opportunities for people to talk about their own definition of what empowerment means to them.

Slide 5 – Exercise: What does empowerment feel like?

Exercise Instructions:

- Point out the art piece, noting that Nigel Bart is the artist and a person with lived experience of mental illness.
- Ask participants to take a few moments to reflect on the art piece focusing on the following questions:
 - What in this art piece connects with feelings of empowerment?
 - What does empowerment feel like?
 - If nothing in this art piece connects you with feelings of empowerment, what kinds of things inspire you to reflect on empowerment?
 - What does empowerment mean to you?
- Ask them to share their thoughts on the above questions.

NOTES FOR FACILITATORS:

Facilitators can also be prepared to share their own reflections about the art piece after participants have shared theirs. Some prompts may include the window representing an opening up of the world to a person and that the world is full of choices and dreams; the calendar may represent that how we decide to use our time is empowering, etc.

Slide 6 – Why is empowerment important?

Key Points:

- Empowerment is essential to recovery from mental illness because it:
 - builds our confidence
 - helps us to advocate for ourselves
 - helps us understand the choice and control that we can exercise over our lives and over our illness
 - helps us to take responsibility for our personal health and well-being but knowing also when to ask for support or help.

Slide 7 – Why is empowerment important? (Continued)

Key Points:

- As the Recovery Place, Greenwich states “At some point, most people who recover realize that no one else can do it for them...that they have to take charge of their own recovery. Taking one’s own risks, setting one’s own goals and path, and learning one’s own lessons are essential parts of recovery”.
 - It is up to you to make things happen!
-

Slide 8 – What can i influence and control?

Key Points:

- We each have a wide range of things happening in our lives and things that we think about or worry about, such as our health, money, our children, war, etc.
- When we are experiencing a mental illness, there are many additional issues to think about or worry about – our symptoms, our medications, side effects, social isolation, struggling with motivation, etc.
- Sometimes our experiences within the mental health and health systems, and other experiences can leave us feeling weak and disempowered. These are challenging situations to be in.
- There are some things/issues that we have no control over – things that we can do nothing about. But there are other things that are within our control – things that we have total control over. And there are also things that we may be able to influence.
- If we consider and reflect on our own circles of influence and control, it can help us start to gain control over our lives by focusing on the things/issues that we do have control over.
- To regain their sense of empowerment, some people have said that they find it helpful to focus on what they can control and to think of ways that they might be able to influence certain situations, including advocating for themselves.

NOTES FOR FACILITATORS:

Facilitators can indicate that following a video, we will be doing an exercise related to what we can control or influence and what we cannot.

Slide 9 – Video: My goal for treatment

IMPORTANT:

There are two options for videos here, one on slide 9 and one on slide 10. Facilitators can choose either video (but not both) and skip over whichever slide they are not choosing as the video.

Let's watch a video about medication empowerment.

Video title: My goal for treatment

Created by: Pat Deegan: player.vimeo.com/video/1093145319

NOTES FOR FACILITATORS:

If time permits, facilitators can feel free to ask participants what key messages in the video resonated with them.

Slide 10 – Alternate Video: Self awareness

Let's watch a video about self-reflection and empowerment.

Video title: Self-reflection

Created by: Greg Hodge: player.vimeo.com/video/1093145305

NOTES FOR FACILITATORS:

If time permits, facilitators can feel free to ask participants what key messages in the video resonated with them.

Slide 11 – Exercise: Our circle of influence and control

Exercise Instructions:

- The purpose of this exercise is for participants to be able to describe for themselves what things they have control over, what they don't have control over, and what they may have some influence over.
- Using page 10 of their workbooks, instruct participants to:
 - Make a list of some of the things that are on their minds right now.
 - Go through their list and plot them on the diagram in the workbook where they think they belong.
 - Think about choosing to redirect their time and energy on those things that are within their control. What will that feel like?
 - If they want, they can also think about taking responsibility for changing the things that they might be able to influence.
- Encourage sharing if they wish, especially on the third key point above.

NOTES FOR FACILITATORS:

Time may not allow for a full reflection on this topic. Encourage participants to think about perhaps five things that are on their minds and plot them on the circle diagram on page 10. Then encourage them to continue to reflect on and populate the circles at home.

Slide 12 – Break

Let participants know that there will be a 10-minute break. For face-to-face groups, let them know there are refreshments. For virtual groups, let them know to return promptly in 10 minutes.

Slide 13 – Incredible things can happen

Facilitators can simply read this slide to participants.

Slide 14 – How can i empower myself?

Key Points:

- Now that we have a good sense of what we can control and influence in our lives right now and what we cannot, we can empower ourselves to focus our energy and time on those things that we can do something about.
- Consider the following ways to empower yourself: (Some of the points in this section were inspired by the Eisenberg Family Depression Centre, University of Michigan. Empower Yourself.)
 - Start by imagining yourself taking a more active role in your treatment and recovery by advocating for yourself.
 - Everyone's experience with mental illness is different, so you are the expert when it comes to yours. Learn as much as you can about your illness and your rights and start to actively participate in your own healthcare.
 - Imagine yourself speaking up and although it may be difficult, try to speak up and communicate what you need
 - You have the right to ask for what you need from your healthcare team, at home, in your workplace, etc. By stating your needs and your opinions clearly, you can build a healthy relationship with your support system and other people around you.
 - Build your ability to cope and bounce back from difficult situations and stress.
 - This is called building resilience and there are many ways you can build resilience: by taking care of and being compassionate with yourself, by building your coping skills through exercise, meditation, talking with a friend, or engaging in a hobby.
 - Set realistic expectations
 - As you empower yourself, keep in mind that recovery is a journey that does not happen overnight. Expect that there will be setbacks, expect that there will be people who will not understand your illness or your journey, but also expect that there are many aspects of your recovery journey that you are in control of.
 - To the degree that you can, try to remain optimistic and refer to your circles of influence and control to stay focused on those things that are within your control.

- Don't forget to connect!
 - Empowerment is all about you and your choices, but connections with family and friends and others can help provide support when you need it.
 - Peer supporters can be an amazing support to you in your journey to empower yourself. As they have been through a similar journey, they can guide you in knowing your rights, provide you with information, and support you as you make choices and decisions.
-

Slide 15 – Video: A personal recovery story (Becky Lambert)

Let participants know that this video focuses on Becky Lambert talking about the importance of empowerment in her recovery. It is about 6 minutes long.

Video title: Empowerment

Created by: SSC: player.vimeo.com/video/1063645481

Following the video, facilitate discussion using the following questions:

- How did hearing Becky's story make you feel?
- What inspired you about Becky's story?
- How does this story fit with your experience?

NOTES FOR FACILITATORS:

Facilitators should be prepared to comment on the video after participants have had an opportunity to share their reflections. If no one is starting to share after several moments, the facilitator can share first, which will hopefully prompt others to share.

Slide 16 – Exercise: What does empowerment feel like?

Exercise Instructions:

- The purpose of this exercise is for participants to recognize what empowerment is and what it feels like.

- Instruct participants to use page 14 of their workbooks to reflect on and write down some thoughts about the following questions:
 - Can you think of something that you did or said that made you feel empowered? What did that feel like? What did that feeling of being empowered lead you to do? OR What actions were you able to take because you felt the way you felt?
 - After reviewing today's content, can you think about something that someone did or said that led you to feel empowered? How did that make you feel?
-

Slide 17 – Wrap up and check in

- Provide a short summary of today's module.
- Ask if there are any questions or comments from today's module.
- Remind people to:
 - Take time to revisit your circles of influence and control.
 - Take time to review the ways that you can empower yourself in your life.
- Note that there are additional resources at the back of the workbook.
- As this is the final module, you may want to take a few minutes to ask how participants are feeling about the program and if they have any final comments to make.
- Ask people to complete a Post-Impact Assessment , as well as a final program evaluation – stress the importance of doing a Post Impact Assessment as well as a final evaluation so that we can help make the program better.
- Thank them for participating in the program and give them a message of encouragement and gratitude for the work they have done and how far they have come on their journey, just by participating!

NOTES FOR FACILITATORS:

Everyone should have an opportunity for an exit/wrap up comment. Provide approximately 10 minutes at the end of the session for participants to complete a post impact assessment form as well as an evaluation form, with instructions to leave it with/send it in to their facilitator.



Thank you for participating as a facilitator.

The Schizophrenia Society of Canada would like to acknowledge and thank the Your Personal Recovery Journey Advisory Committee for their meaningful and thoughtful co-creation of the ideas and information contained in these workbooks. An abundance of gratitude to committee members Greg Hodge, Katrina Tinman-Dubois, Allison Dunning, Cam Webster, Maria Alvarez, Joe Veres, Leif Harris, and Ernie Bart for the time, effort, and heart that they put into this important project. Special thanks to Greg and Katrina for their additional direction as a sub-committee as well. And many, many thanks to Fran Schellenberg, who has been a leader of leaders in the mental health movement in Manitoba for over 25 years, for her visionary leadership on this project, under the always capable and caring guidance of Dr. Chris Summerville, CEO of the Schizophrenia Society of Canada and who has been involved in the schizophrenia recovery movement for over 30 years.

The Schizophrenia Society of Canada would also like to acknowledge the important work of the Recovery Research Team in developing the CHIME Framework, on which this program is based. Special thanks to Dr. Mike Slade for his expertise and passion which has guided us all in the vision of recovery in significant and meaningful ways. (<https://www.researchintorecovery.com>), first published in: Leamy M, Bird V, Le Boutillier C, Williams J, Slade M (2011) Conceptual framework for personal recovery in mental health: systematic review and narrative synthesis, British Journal of Psychiatry, 199, 445–452.



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