TRANSITIONS RTC

THE LEARNING & WORKING
DURING THE TRANSITION TO ADULTHOOD
REHABILITATION RESEARCH & TRAINING CENTER

Effective Clinical Supervision for Young Adult Therapeutic Peer Mentors (YA TPMs) Part 2

12.6.16

Acknowledgements

The Transitions RTC aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to successfully complete their schooling and training and move into rewarding work lives. We are located at the University of Massachusetts Medical School, Worcester, MA, Department of Psychiatry, Systems & Psychosocial Advances Research Center. Visit us at:

http://www.umassmed.edu/TransitionsRTC

Meet your Facilitator:
Vanessa V. Klodnick, PhD, LCSW

- ❖ Clinical social worker who does research to address social problems & advocate for social justice: especially access to effective services for at-risk transition-age youth!

- ❖ Knowledge generator & translator within the field of transition-age youth mental health: always translating practice to research & research to practice!

  - ❖ UMASS Research & Training Center

  - ❖ Thresholds Youth Services Research & Program Development

  - ❖ NIDILRR Switzer Fellow

  - ❖ New paper with Jon Delman!

Circa 2012

THRESHOLDS

Purpose of the Training Series

❖**To increase competency** of clinical supervisors in their supervision & support of YA TPMs

❖**Provide a foundation** for cross-provider and cross-region collaboration!

❖**Training series based on:**
- o Stakeholder input in Massachusetts
- o Our experience with YA peers
- o Consultation with adult & young adult peer support providers across the country
- o Our working knowledge of best-practices & literature review of adult peer supervision
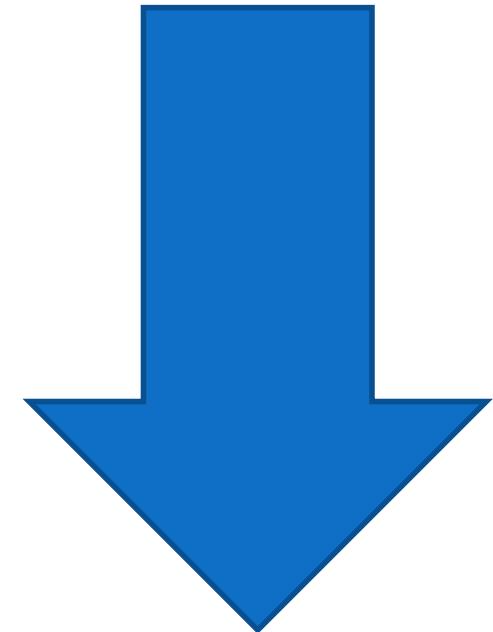
Development of Toolkit & Supports for YOU!
(the Supervisors of YA TPMs)

Topics Covered in Webinar 1

❖ Learned about challenges facing young adults in society today & why these matter for YA TPMs

❖ Explored what it means to be a "peer" & what this means in developing YA TPM job descriptions & role expectations

❖ Considered the many different ways to supporting the on-the-job success of YA TPMs

❖ Learned why a strong working alliance matters between a supervisor & YA TPMs – and what it takes to build one.

❖ Established a general framework to use in supervision with YA TPMs.

Webinar 2 Topics

- ❖ More on your unique role!

- ❖ How to Build Psychological Capital (PC) in YA TPMs! Yes, PC is a thing!

- ❖ How do I support & role model healthy **relational boundaries** & effective self-care?

- ❖ Supporting YA TPMs in sharing their story **strategically**!

- ❖ Accommodations?! Yes, they simpler than you realize!

- ❖ How might I think about "**continuous quality improvement**" to ensure success of YA TPMs?

Your Unique Role as Supervisor

- **Facilitator & Supporter** of YA TPM in developing strong working alliances with their clients

- **Champion & Advocate** for the YA TPM Role within your context

- **Role Model & Coach** for YA TPMs – which we covered in the last webinar.

- **Remain aware & conscious of well-being** as you would with any employee – but with the knowledge of the unique challenges of being a YA TPM.

Facilitator & Supporter YA TPMs in Developing Strong Working Alliances with their Clients

- **You will do this through:**

  - Modeling a **strong working alliance** with your YA TPM(s)

  - **Teaching** YA TPMs about the working alliance

  - Examine the **quality of the working alliances** between YA TPMs & YA clients weekly in supervision meetings

  - Supporting YA TPMs to **navigate** relationships, which are rooted in communication, behavioral interactions, emotions

  - **Normalizing** the challenges to managing human interactions & "relationships"

goals

bond   tasks

Working Alliance
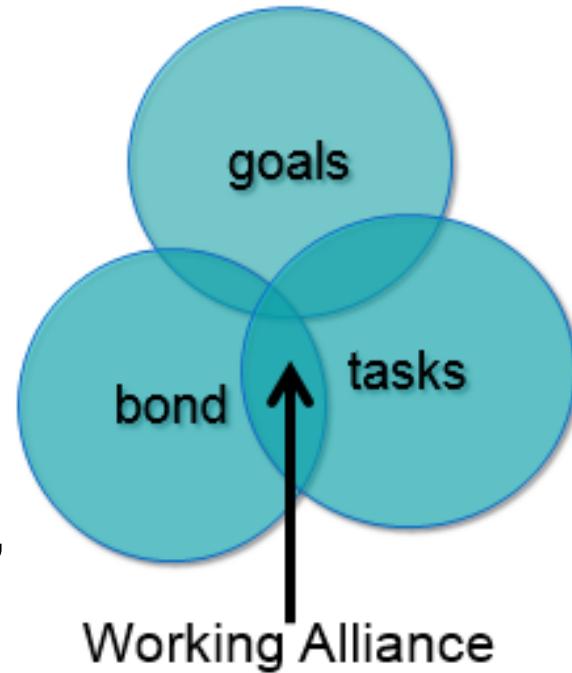
Champion & Advocate

❖ **Role Clarification** – early on in process that is shared widely. Do NOT expect YA TPMs to be solely responsible for **educating staff** on their role.

❖ **Initial training** for all staff & training as part of new staff orientation

❖ Be aware that the likelihood that integrating YA TPMs will be challenging. **Provide venue to process & address struggles.**

❖ Don't make it about individuals, **look at the systems** that are fostering stigma, exclusion, & misunderstanding.

❖ Get supervision about this. Talk with your family partners! **Talk with your supervisor**!

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from Noun Project
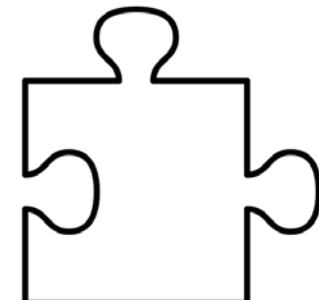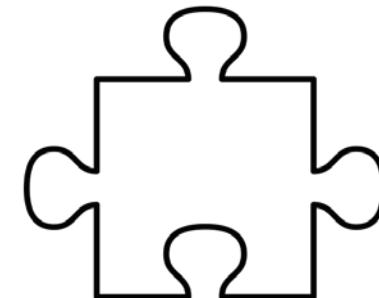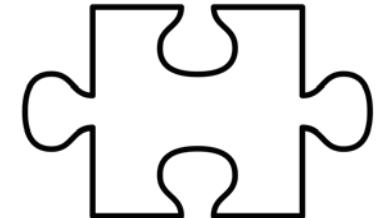
Relational Boundaries:
A Parallel Process between
1) Clinical Supervisors & YA TPMs
& 2) YA TPMs & YA Clients

Created by Christopher Holm-Hansen from Noun Project
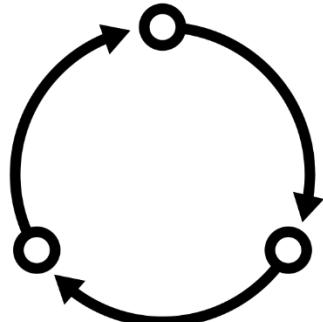
Relationship between Supervisor & YA TPM

Relationships between YA TPMs & YA clients
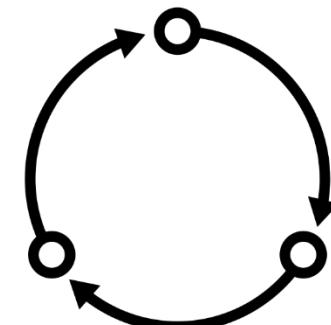
Created by Christopher Holm-Hansen from Noun Project

Peer Support "Relational Processes"

Trust

Collaboration

Authenticity

Created by Márcio Duarte
from Noun Project

Companionship

Empathy
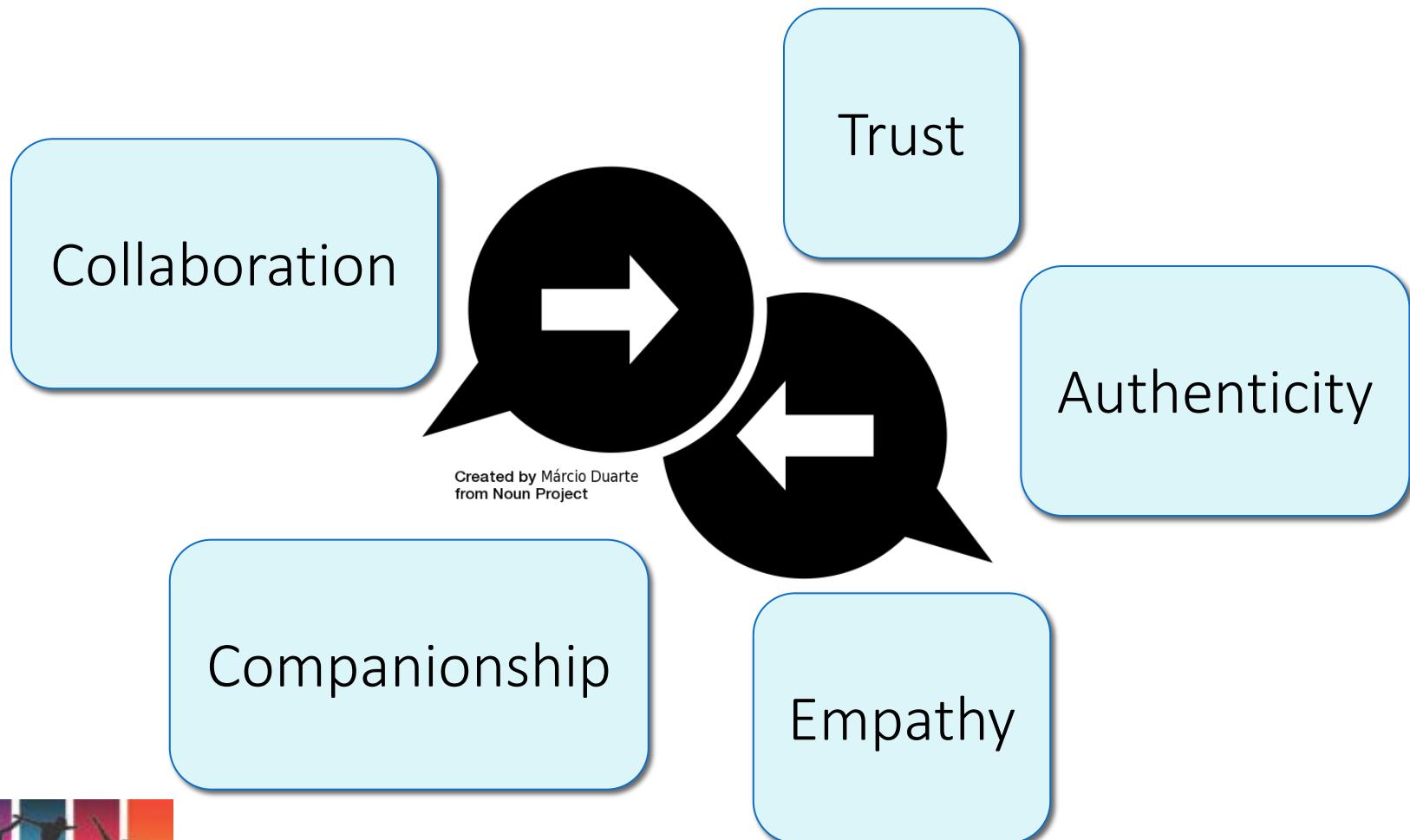
(Adapted from Spencer, 2006)

Mutuality is where it's at!

❖Embrace "mutuality" in peer support – healing can occur through providing support! It is what sets "peer support" apart from "professional" support!

Created by Serkan Doğan from Noun Project
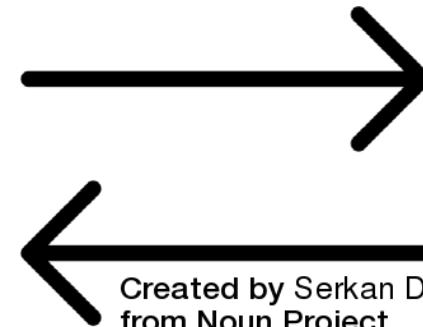
"With intentional peer support we share our stories in ways that help others consider how their beliefs and assumptions have created their reality, understanding, choices, and even their relationships. Although we may have had similar experiences, we listen for how people have learned to tell that particular story and ask questions that create space for reflection and awareness. **We explain that we are not there to provide "help," but rather to contribute to a conversation and a process where we actively challenge each other, and where "recovery" becomes a mutual, dynamic relational process and outcome."** *(From Maine DMH)*

https://www1.maine.gov/dhhs/samhs/mentalhealth/wellness/pdf/intentional-peer-support.pdf

Use Reflective Supervision Practices

❖ **Collaboration.** Both agree to participate in a respectful, mutual relationship where both learn & grow.
- Either may be the expert on a topic being discussed.
- This is a non-hierarchical relationship

❖ **Regular.** Mutually agreed upon time that is dedicated & protected for Supervision.

❖ **Reflective.** Focus on YA TPMs observations of & interactions with YA clients; the emotional experiences of this relationships & parallel relationships (e.g., YA-TMP & supervisor).
   - ❖ Mutuality is inherent in this process!
   - ❖ Gain self-awareness thru the process.
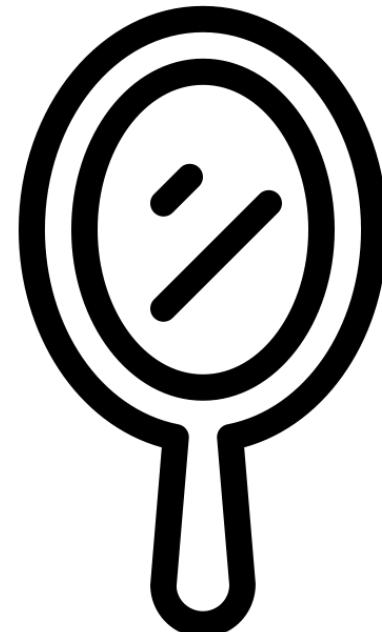
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Reference: Illinois Children's Mental Health Partnership Reflective Practice Guide

Putting Boundaries/Limits/Brackets on "Mutuality"

❖ The clarity between who is the "helper" & who is the "receiver" of help will **vary** from one YA client-YA TPM relationship to the next

❖ Know the "mutuality" **limits** – define these clearly through agency policies

❖ Clinical supervision necessary to coach, support &, at times, **manage** YA TPM-YA client relationships

❖ Importance of "**fairness**" when working with multiple YA Clients

Communication Best-Practices must be Established at your Agency

- In-person
- Texting
- Email
- Social media & "friending"
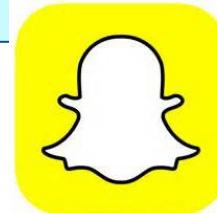
Maintaining
"Healthy" "Relational" "Boundaries"

❖ Identify & discuss healthy relationships based on a strong working alliance between YA TPM & YA client

❖ Excellent Example of Activity to explore boundaries:

http://peer.hdwg.org/sites/default/files/A4BoundariesInPeerClientRelationships.pdf

Behavior	Always Okay	Never Okay	Sometimes Okay / When??
1. Keep your attraction to your client secret from supervisor/team			
2. Keep client's attraction to you secret from supervisor/team			
3. Keep boundary concerns secret from supervisor/team			
4. Bend the rules for an individual client			
5. Share religious/spiritual beliefs with client			
6. Advocate for a client despite your team/agency's opposing view			
7. Share after-hours social time with a client			
8. Bring a client to your home for any reason			
9. Share a meal with a client			
10. Engage in common interest with client			
11. Spend time alone with client in his/her apartment			
12. Loan money to a client			

The Complexity of Confidentiality

❖**Ensure YA TPMs understand & comply with HIPAA**
- Comprehensive review in orientation!
- Follow-up on confidentiality standards of practice at least quarterly

❖**NO SECRETS ALLOWED** between YA TPM & YA client – supervisor & team must be informed! YA TPM must explain this to YA client.

❖**What YA TPMs share with thei**
Clients are not bound to HIPAA

Knock, Knock
Who's there?
HIPAA
HIPAA who?

Sorry, I can't tell you that.....

someecards
user card
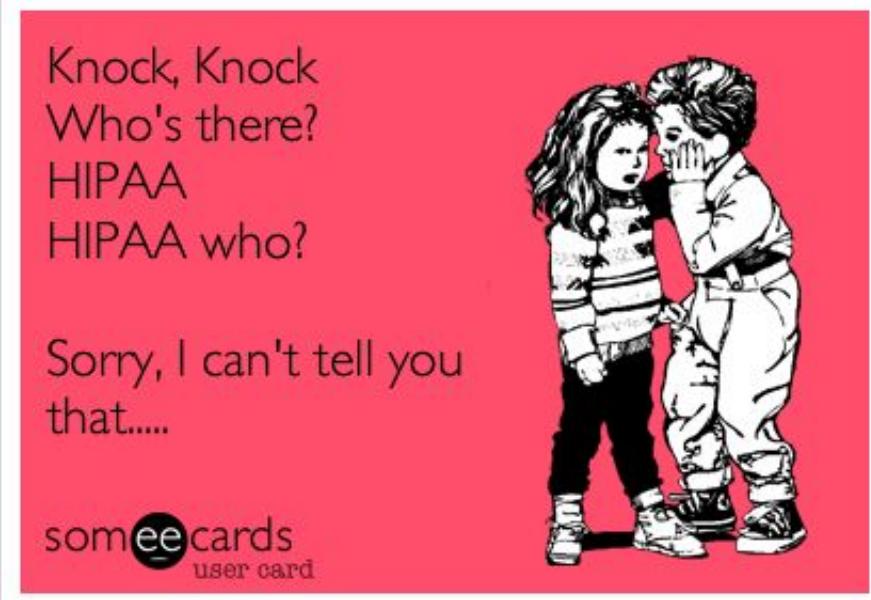
Outreach as a Parallel Process

Process 1: Supervisor with YA TPMs

❖ Celebrate small wins to prevent discouragement. YA TPMs will feel that they are "not getting thru" or "not making progress" with YA clients.

❖ Reach out to your YA TPMs immediately if their behavior changes at work. Find out what is going on & how you can help.

Process 2: YA TPMs with YA clients

❖ Celebrate **changes** in YA TPM-YA client relationships.

❖ When YA clients start feeling & doing better, some disengage from services only to return in crisis. Help your YA TPMs to not take the "disappearing act" personally.

❖ Support YA TPM outreach efforts that are healthy based on the relationship between YA TPM & YA Client

Building Psychological Capital in YA TPMs

- Psychological capital is a positive psychological state of being characterized by (Luthans et al, 2007)…

Self-efficacy

Optimism

Perseverance

Hopefulness

Resilience

- Psychological capital is a protective factor.

- Psychological capital can be developed.

Transitions RTC

Created by Alexander Smith from Noun Project

Essential Topics in YA TPM Supervision

On the job performance

Skill development

Wellness

Relationships

Career Development

Self-care is essential for on-the-job wellness of YA TPMs!

Fosters On-the-job Resiliency!
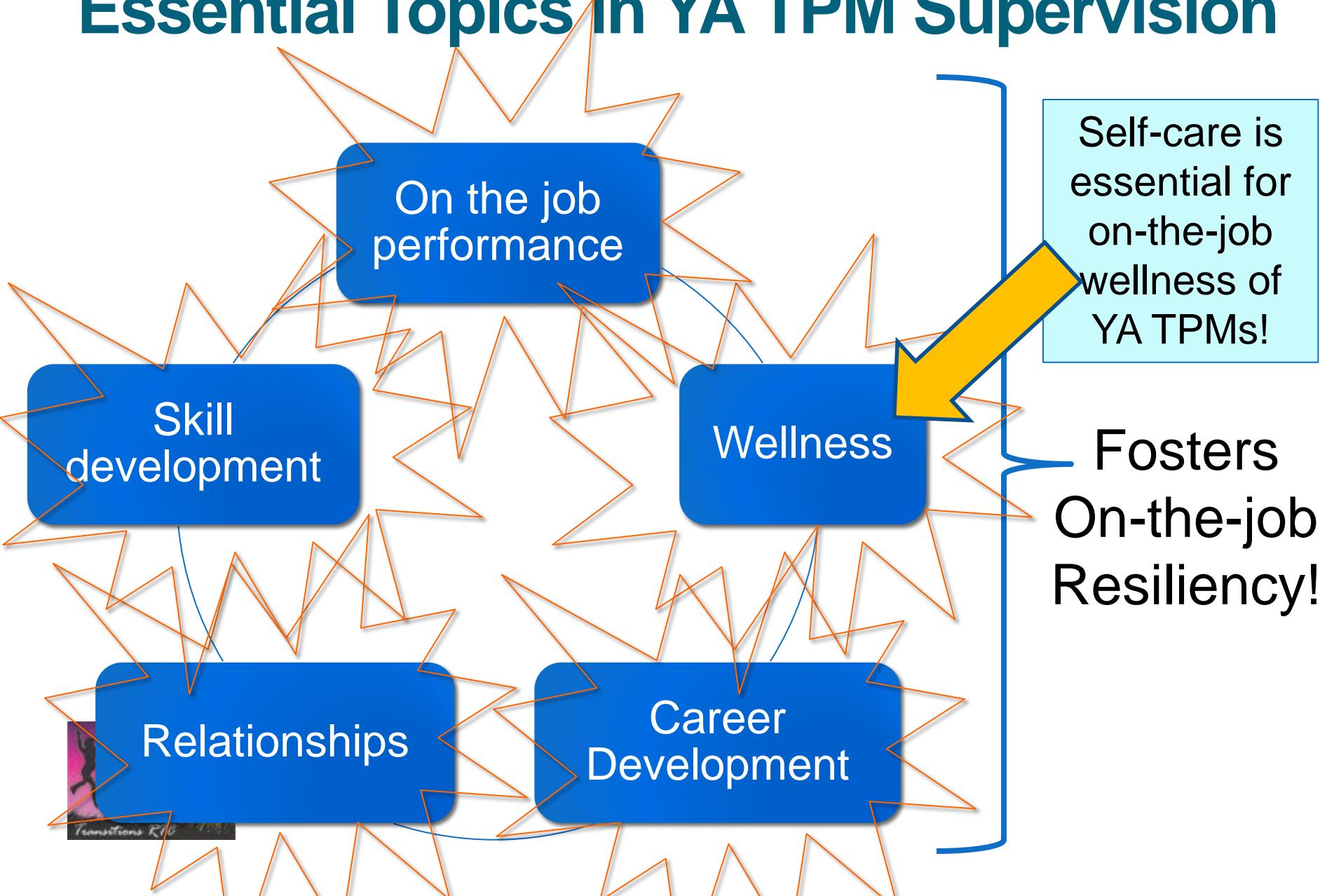
Resiliency is a Pattern of Adaptation. Self-care is ever-evolving.

"A good bubble bath can take you a little ways, but long-term self-care is not about luxury and consumerism. It's not about escape."
- Christine Boyle, Activist

boing!
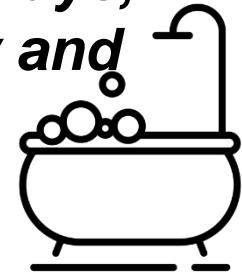
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Merriam-Webster Dictionary:

Resilience is the ability to become strong, healthy, or successful again after something bad happens; able to recoil or spring back into shape after bending, stretching, or being compressed.

Developmental Definition: Resilience is a pattern of positive adaptation to past or current life adversity. It is a description of a **pattern**, not a personality trait **(Masten & Coatsworth, 1998)**
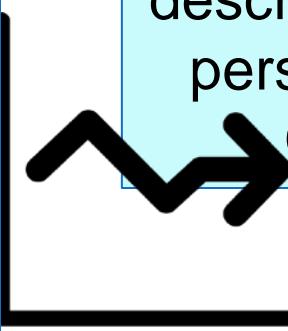
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The PROCESS of "Self-Care"

*"Self-care is possessing enough self-awareness to invoke repeated **patterns of being** that harmoniously correct the behaviors of over-functioning for others while under-functioning for yourself."*

-LaShaun Middlebrooks Collier

TIPS

- ❖ Addressing "things" that get in the way of practicing self-care.

- ❖ Multi-level approach to self-care is necessary.

- ❖ Although it's called "self-care," which implies "individual," it's really a systematic effort!

Self-Care Process

Explore

Activate

Engage

Connect

Empower

Evaluate
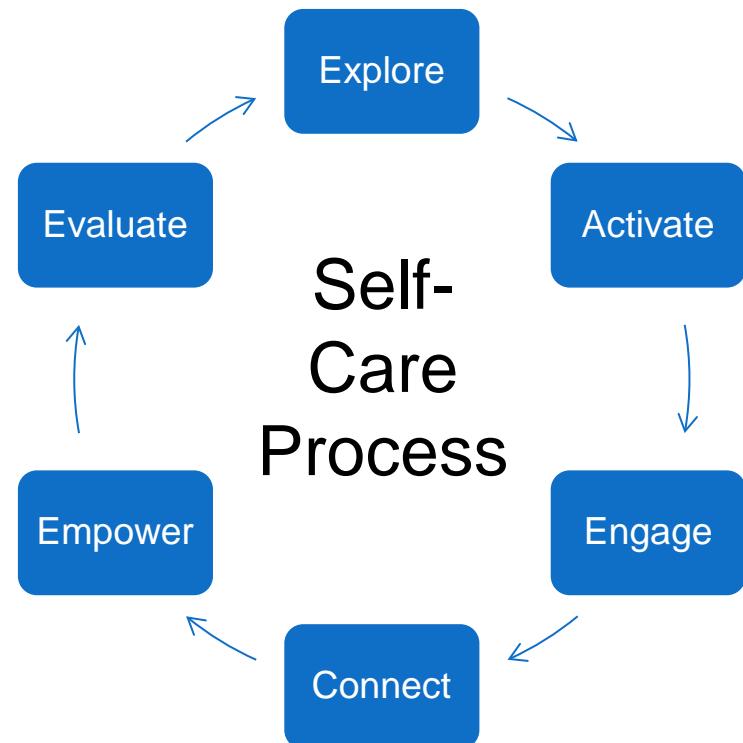
Why Boost YA TPM <u>Psychological Capital</u> thru an emphasis on self-care?

It's a very tall order to expect YA TPMs to maintain balance in their work & personal life 100% to serve as role models to YA clients.

❖ Help TPMs to recognize:

- We all have "off-days"
- Their signs of personal stress & distress

❖ Develop individualized self-care plans & check-in about this care plan regularly.

❖ Supervisors must role model & practice self-care! YES, that's YOU!

❖ Encourage breaks & use personal/vacation time-off

❖ Private space for staff to decompress

TIP

Rather than get details of distress, ask what self-care practice a YA TPM can utilize to address the situation & what needs to be in place to support that practice.

Created by Tracy Hudak from Noun Project
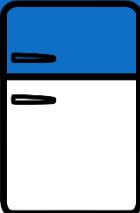
A refrigerator list is a start.

Ideas for Self-Care!

- Try and create as predictable a routine as possible for yourself
- Listen to music that you find calming or energizing
- Take a hot shower or bath
- Make homemade bread or pretzels (or anything that requires kneading)
- Talk to a friend on the phone
- Draw a picture or doodle
- Go on a date with your significant other or a friend
- Make a special meal for yourself
- Give yourself a special treat
- Light some candles and turn off the lights
- Go for a walk, run or other aerobic activity
- Roughhouse with your kids
- Sing along to music
- Make a craft item
- Make a "To Do List" to prioritize and organize your time

More Ideas for Self-Care!

- Tell yourself one thing you like about yourself every day
- Tell yourself one thing you're grateful for every day
- Keep a journal
- Eat more fruits and vegetables
- Be friendly to at least one person every day
- Laugh at least once a day
- Wrap yourself in a huge, soft blanket, then read a book or watch TV
- While you talk, walk slowly, squeeze something soft (like your new stress balloon!), play with your keys, etc.
- Buy something that smells good to you (like strawberry bubble bath) and smell it whenever you feel stressed
- If you're a perfectionist, allow yourself at least one misstake per day
- Stretch or do yoga
- Sit in the sun with your eyes closed for a few minutes
- Take slow, deep breaths

Engagement in Self-Care across multiple domains is the goal.

Keys To Effective Self Care

Relational
Emotional
Contextual
Intellectual
Physical
Sensual
Spiritual
Nutritional

BALANCED

Lavelda Naylor LMFTA
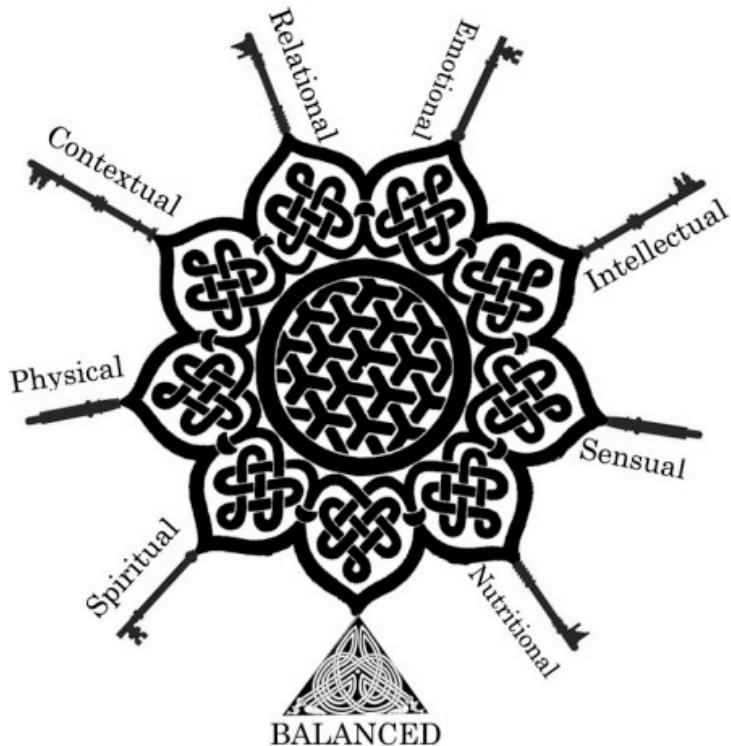
- **Intellectual:** something that makes us think (e.g., puzzles, reading, listening to a lecture, processing new ideas)
- **Contextual:** what surrounds us (e.g., visiting a beautiful park, de-cluttering)
- **Interactional:** socializing with others (e.g., gatherings, dates)
- **Physical:** challenging yourself physically (e.g., exercise, sweat)
- **Sensual:** stimulates the 5 senses: taste, touch, sight, sound, & smell) (e.g., light a candle, eat something delicious)
- **Emotional:** stimulates emotions & makes you feel good (e.g., film)
- **Nutritional:** stimulating your body in a healthy way (e.g., fruit vs. candy)
- **Spiritual:** Something which nourishes your soul. (e.g., church, yoga)

Reflection & Self-Care

Self-Care Plan Examples:

University of Buffalo Self-Care Starter Kit:
http://socialwork.buffalo.edu/resources/self-care-starter-kit.html

Student Self-care Plan
http://www.bloomu.edu/documents/social_work/SelfCarePlan.pdf

Recovery & Wellness Lifestyle Plan (by Copeland):
http://store.samhsa.gov/shin/content//SMA-3718/SMA-3718.pdf

Australian Self-Care Plan:
http://au.professionals.reachout.com/developing-a-self-care-plan#Activity

❖ Normalize how working with YA's with SMHC (& the many other life challenges that go along with SMHC) can impact YA TPM well-being. (Emotions are a beautiful thing!)

❖ Share your personal story of resiliency.

❖ **Healthy vs. Unhealthy "Venting"**

❖ Value therapy!

Created by Michael V. Suriano
from Noun Project

Helpful FREE YA TPM Supervision Resources

❖Reflective Practice Guide

http://www.icmhp.org/icmhpproducts/files/ICMHP-ReflectivePracticeGuide10-11-13.pdf

❖Peers in Action – Self-Care Plan

http://peer.hdwg.org/sites/default/files/PACT-SupervisionTools.pdf

❖Building Blocks to Peer Program Success

http://peer.hdwg.org/sites/default/files/6._SupervisingPeersComplete.pdf

❖SAMHSA Peer Support Whole Health & Wellness

http://www.integration.samhsa.gov/Supervisor_Guide_to_Peer_Support_Whole_Health_and_Wellness_-c-_2013.pdf

Planning for the Next Opportunity

❖YA TPMs will not stay young adults forever.

❖Organizations must focus on development of YA PSWs so:
- Transition to adult peer roles or non-peer roles within your agency
- Transition to employment at a new organization or in a different field

❖Supervision meetings must systematically include:
- Planning for future employment roles & placing value on education attainment to fulfill career aspirations
- Review professional employment & relationship termination

Beyond Empathy: Understanding the Difference between You (client) & Me (YA TPM)

Created by Tran
from Noun Project

"*She understands where I am coming from and I understand where she is coming from.*"

(Participant in Thresholds IPS Adaptation Study)

Tricky Expectations of YA TPMs

- Share life experiences of overcoming struggles

- Display genuine understanding

- Build strong relational bonds – true partnership

- Role-model, inspire & motivate

These are challenging!

Less separation between private & public life.

Need for consistent self-reflection & self-care to ensure YA TPM safety & wellbeing

Achieving Empathy: Developing a young Person's Capacity to:

Shift Focus

from self to YA client (while still using personal experiences).

&

Balance

The sharing of personal experiences with:
1) Active listening
2) Emotional expression
3) Directives/Suggestions

Exploring Beliefs
& Increasing Self-Awareness…
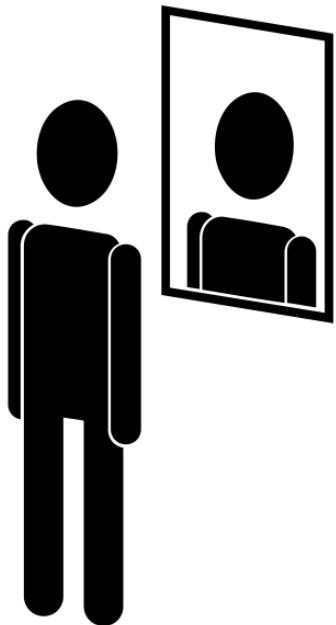
Created by Lucas fhñe
from Noun Project

- ❖ YA TPMs need to find their voice & identity as a YA TPM. This is a process!

- ❖ Consider your own training & how learning about oneself was emphasized – triggers, beliefs, biases, etc.

- ❖ Need to work with TMPs to recognize their biases. This can be challenging, but will arise in supervision all the time!

Make No Assumptions

❖Displaying **genuine empathy** is key for successful YA TPMs.

❖Too much empathy or over-identification with a YA client may hurt the YA TPM-YA client relationship.

❖Help YA TPMs to not assume that they "know where a young person is coming from" **narrowly** based on their own experience.

❖Dissimilar backgrounds & lifestyles may allow for more genuine expression of **<u>the desire to understand</u>** where someone is coming from, which can be very powerful!

Jumping To Conclusions Is Not Actually Exercise
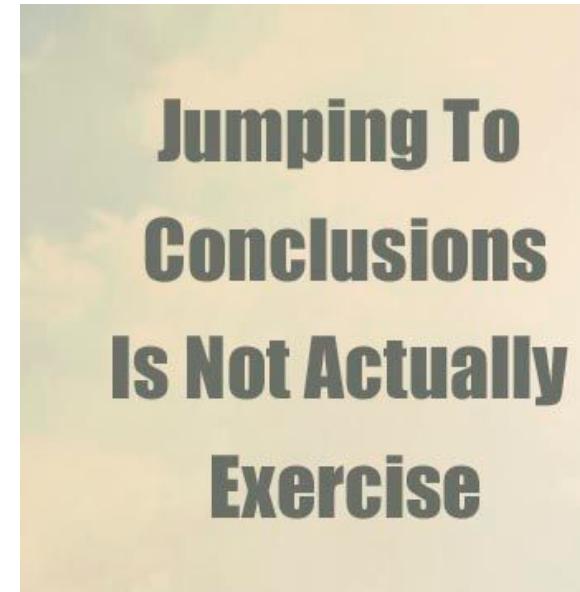
Tips for Partnering thru Understanding

❖YAs are extra aware of/sensitive to "being judged." Coach on limiting emotional expression in responding & tweaking based on individual clients.

❖Advocating & being heard on the multidisciplinary team may be frustrating & discouraging at times. Process this with your YA TPM!

❖YA clients will make assumptions about YA TPMs that YA TPMs may pick up on. Explore these especially when YA TPM limits their disclosure! Explore why!

# Avoiding Shame thru Increasing Awareness of Accommodation Practices

❖Agencies need to educate & train staff on the American Disabilities Act (ADA) & the concept of reasonable accommodations, including: **How specifically to request them & how to respond to a request.**

❖Some YA TPMs **would rather stop showing** up to work **instead of discussing** on-the-job struggles.

❖YA TPMs must understand that discussing, requesting, & negotiating accommodations are not only for their personal on-the-job success, but also an **experience that they can share with their clients**.

ADA Reasonable Accommodations

❖**Reasonable Accommodations:** Modifications or adjustments to ordinary business operations toward supporting a *qualified* employee with a disability perform *essential* job functions productively, efficiently, & with self-satisfaction.

❖**Key Assessment features: "reasonable" & "undue hardship"**

- **Reasonableness**: Is the suggested accommodation reasonable?

- **Undue Hardship**: Will the suggested accommodation put *Undue Hardship* on the organization (productivity, quality, impact on other staff)?

Accommodations are a PROCESS!

❖ Interactive dialogue between YA TPM, supervisor, & 3rd party

❖ One size does not fit all

❖ Generate multiple solutions

❖ Agreement is established & **written down**

Created by Nikolay Necheuhin
from Noun Project

Questions to Foster Discussion:

❖ Why is the accommodation being requested? Or suggested?

❖ What is the likelihood that the accommodation(s) will be effective? How will we know they are effective?

❖ How long will the accommodation(s) last? When will the impact be reviewed?

❖ What will the short- & long-term impact of the accommodation(s) be?

❖ What is the relative cost/burden to the employer?

❖ What accommodation(s) are less burdensome & likely to be effective?

❖ What has worked here in the past for TPMs?

❖ What has worked in the past for *this* TPM?

Common Reasonable Accommodations for YA TPMs

❖ Flexible scheduling of work hours to accommodate appointments, work/school, child/elderly care responsibilities

❖ Extra training & check-ins

❖ More intensive individualized supervision to divide large assignments into smaller steps

❖ Not working with all clients or participating in all activities

❖ Reduction of paperwork requirements

❖ Reduction of distractions in the workplace

❖ Using public transit instead of driving with clients

❖ Safety accommodations, e.g., not meeting alone with a YA client

Resiliency Stories & Strategic Sharing

❖ Strategic sharing is an important tool that YA TPMs can use with their YA clients.

❖ Storytelling is an art & comes with risks.

❖ My **principles** as a peer mentor supervisor:

- Stories are dynamic, not static.
- What is triggering today might not be tomorrow & vice versa.
- Don't be afraid. Yes, clinical supervisor can mirror narrative therapy. YA TPMs need to refine their stories with you!
- Unintended consequences of sharing are real – be ready for them! And, partner with your YA TPM to process these.
- Reflection on storytelling is necessary!

Resources for Strategic Sharing

❖**Strategic Sharing Workbook: Youth Voice in Advocacy.** Portland State Pathways Research & Training Center. Accessible at: http://www.pathwaysrtc.pdx.edu/pdf/pbStrategicSharingGuide.pdf

❖**Strategic Sharing: Telling your story in a way that is meaningful, effective, and safe.** Casey Family Programs. Accessible at:

http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/download/StrategicSharing.pdf

Step 1: Choose your…

❖ **Purpose of the Sharing**
- What do you hope to achieve by sharing this?
- Why am I sharing this? Helpful to me? Helpful to client? Helpful to agency?

❖ **Content of Sharing**
- What are the key elements to your story?
- What details might you keep private?
- How much background/set-up is necessary to the story?
- How traumatic is the story?
- Do the details align with the agency's image? Your image?

Step 2: Connect with your…

❖ **Audience**
- Who is the audience? How are they likely respond to your story?
- Will the audience share this experience? Why or why not?
- How will you tell this story differently depending on the audience?

❖ **Purpose**
- Will your purpose of sharing the story resonate with the audience's purpose of hearing your story?
- How will the hearing of the story make the audience feel?
- What impact will the story have on the working alliance?

Step 3: Claim the…

❖ **Meaning & Significance of Sharing**
  - Explain the personal meaning of your experience when telling you story; don't let others interpret this for you.

❖ **Emotions Felt thru Telling Your Story**
  - What emotions occur when you share your story? When they occur, name them concretely when telling your story.

❖ **Process of Sharing**
  - Explain the rationale when you start to tell your story & stipulate what you hope the response will be to your sharing the story.

http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/download/StrategicSharing.pdf

Strategic Storytelling TIPs for YA TPMs

❖ Practice, practice, practice. Use supervision time for storytelling at least on a quarterly basis. Examples of story prompts:

- Write about an experience in your life that was funny or absurd.
- What have you learned about yourself in the last year? How did you come to know this?
- Describe a situation that inspired you to change.
- How did you resolve a conflict with [   ]?
- Write about a time when you effectively coped with a challenging situation.
- What happened when you told [   ] about your mental illness? How did you handle this?

❖ Share stories in group supervision; ask peers what their response is to the story!

❖ Being a YA TPM is so much more than simply telling your story:

- **Active listening:** Unleash the power of non-judgmental open-ended responses!
- **Simple ways to express genuine interest**: "lean in" & "follow-up"
- Motivational Interviewing – next slide!

Layer in Motivational Interviewing

❖**Asking Permission**: *"Do you mind if we talk about [insert topic]?"*

❖**Open-ended Questions:** *"What's happened since we last met? What was that like for you? What makes you think this needs to change?"*

❖**Normalizing:** *"I've struggled with this & friends of mine have too."*

❖**Reflective Listening:** *"It sounds like…" "What I hear your saying…"*

❖**Evoke Change Talk:** *"What would you like to see different about your current situation?" "What makes you think needs to change?" What will happen if the situation doesn't change?"*

Awareness of YA TPM Disclosure Permanency

❖Websites with images, quotes, & videos **help to engage** YA TPMs

❖**Ensure YA TPM understand Risks** - What goes on the internet may stay on the internet.

- **Develop consent form** – YA TPMs need to be informed.
- **Discuss regularly** – YA TPMs need space to process this.
- **Be Flexible** - YA TPMs may change their mind about having their info associated with a particular organization or cause.
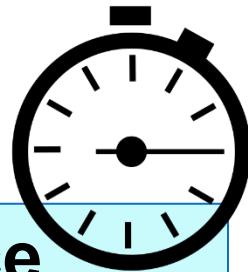
Best-Practice

Created by Anton Noskov
from Noun Project

Have agency YA TPM photos, quotes, & videos online for a fixed amount of time to:

1. Allow multiple YA TPMs the opportunity to be in the spotlight at the agency

2. Limit the time that a YA TPM's name, image, & personal experiences are available online & associated with the agency

Evaluating the Integration & Success of YA TPMs
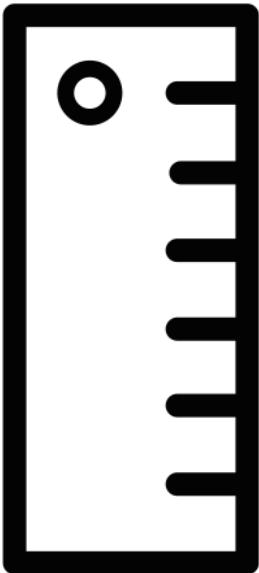
❖**Need for demonstration of YA TPM impact & process**

❖**Develop a logic model!** Partner with YA TPMs & YA clients to determine "outcomes."

❖**Measure/track outcomes in the simplest way possible:**

- Checking-in with YA TPMs: Highs & Lows each week

- Reviewing minutes from steering committee

- Review of goal progress planning documents

- YA Client Satisfaction survey with YA TPM provided support

- Any outcomes that are regularly entered into electronic health record that are meaningful in your context

Transitions RTC

The Benefits to Being a Clinical Supervisor of YA TPMs

Benefits

Challenges

Created by Michael Rojas from Noun Project

- ❖ YA TPMs will inspire you.
- ❖ It's a real opportunity to mentor.
- ❖ You are part of a young person's development.
- ❖ Exposure to YA in recovery – it's an ever-evolving process
- ❖ Real opportunity to change agency culture
- ❖ Opportunity to change our approach & start engaging YA clients in treatment.

Thank you!

Questions? Comments?

Created by Brenna Giessen from Noun Project

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References & Resources

- Motivational Interviewing: http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf
- YouthMove: http://www.youthmovenational.org/youth-peer-to-peer.html
- Portland State RTC – Achieve My Plan Mentoring Project
- Peer Involvement & Leadership in First Episode Toolkit: http://www.nasmhpd.org/sites/default/files/Peer-Involvement-Guidance_Manual_Final.pdf
- **Strategic Sharing Workbook: Youth Voice in Advocacy.** Portland State Pathways Research & Training Center. Accessible at: http://www.pathwaysrtc.pdx.edu/pdf/pbStrategicSharingGuide.pdf
- **Strategic Sharing: Telling your story in a way that is meaningful, effective, and safe.** Casey Family Programs. Accessible at: http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/download/StrategicSharing.pdf
- **University of Buffalo Self-Care Starter Kit:** http://socialwork.buffalo.edu/resources/self-care-starter-kit.html
- **Student Self-care Plan**: http://www.bloomu.edu/documents/social_work/SelfCarePlan.pdf
- **Recovery & Wellness Lifestyle Plan (by Copeland):** http://store.samhsa.gov/shin/content//SMA-3718/SMA-3718.pdf
- **Australian Self-Care Plan:** http://au.professionals.reachout.com/developing-a-self-care-plan#Activity