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# **Adult Community Clinical Services (ACCS) Foundational Training Curriculum Packet**

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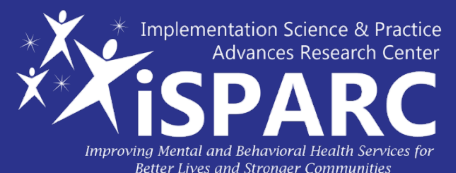
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The following groups contributed to the design of this product:

ACCS Design Team, Foundational Training Workgroup, Massachusetts Department of Mental Health's (DMH) Southeast Area (SEA) ACCS Pilot Implementation Team, and the ACCS Diversity, Equity & Inclusion Review Group.



# Acknowledgements

**Adult Community Clinical Services (ACCS)** is DMH's primary community service for adults. ACCS is a comprehensive, clinically focused service that provides clinical interventions and peer and family support to facilitate engagement, support functioning and maximize symptom stabilization and self-management of individuals residing in all housing settings. In addition, ACCS provides a range of provider-based housing options as treatment settings to assist individuals in developing skills, establishing natural supports and resources to live successfully in the community.

The authors thank the **ACCS Design Team**, a collaborative effort between the Massachusetts DMH, contracted ACCS community agencies, and the UMASS Chan Medical School. The Design Team developed strategies to assist providers in implementing the DMH ACCS Model and generated the idea for this training curriculum.

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## SEA Diversity, Equity & Inclusion Review Team

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# Instructions for Using the ACCS Packet

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## Goals

The purpose of this curricula is to provide standardized, foundational training for onboarding and orienting all new staff hired to work with the Massachusetts Department of Mental Health's (DMH) persons served by Adult Clinical Community Services (ACCS). This training was borne out of recognition that evidence-based practices can only be implemented with fidelity if all staff persons, from clinicians to frontline residential staff, understand the importance of these concepts and how they apply to their work.

### The goals are to:

1. Establish buy-in for the ACCS model among all staff persons, and
2. Explain the practical aspects of ACCS and how this relates to the way staff persons work.

## Development

The key training topics and learning objectives in these materials were generated by a workgroup of ACCS service providers. The Technical Assistance team at the Implementation Science & Practice Advances Research Center (iSPARC) at UMass Chan Medical School designed and revised the training content in this packet following input gathered from two focus groups on diversity, equity and inclusion and two pilot tests with ACCS trainers and staff.

## Layout

This introduction includes tips for presenting engaging training, managing breakout sessions, and example icebreakers. The accompanying training curricula can be found on a web-based platform. This platform is divided into 10 modules, the first six of which are foundational principles and the last four cover ACCS procedures, practical implementation, and requisite skills. Each module includes editable versions of:

1. Detailed **facilitator's guide** for the agency trainer explaining how to deliver the content,
2. **Handouts** if applicable,
3. **Powerpoint slides**, and
4. Pre-post **knowledge questions** to be completed by participants.

These materials can be downloaded and customized by an agency trainer(s).

In addition to the content provided in this packet, we highly recommend each agency start their orientation for new hires with the following information:

- *What specialized ACCS services are offered by the agency and how they operate (e.g.,*

*GLEs),*

- *Opportunities for growth and career advancement within the agency, and*
- *How to access other professional development resources.*

## **How to Use**

iSPARC designed these training materials to be delivered virtually or in-person. We recognize each ACCS agency has existing training materials. The ACCS Foundational Training Curriculum was designed to supplement existing training protocols to ensure all agencies are covering the same 10 areas with all new hires, at a minimum. An agency may also decide to replace some of their existing training materials with modules from this packet. We recommend agency trainers review all the content in this packet to determine which modules to integrate into their existing training. Most of the modules in the “How to Apply Principles to ACCS” section require customization to incorporate agency-specific policies and procedures (e.g., Risk Management, Substance Use 101).

### **Pre-Post Questions**

Each module includes a document at the end that contains pre-post knowledge test questions. We recommend the trainer start each training by asking participants these questions, either using polling (if training virtually), or by adding the questions to a slide to have participants write their answers (if training in-person). Trainers should then display the same set of questions at the end of the training and have participants record their answers. Trainers should gather responses both before and after training to gauge whether participants learned the key concepts.

### **Facilitator’s Guide and Slides**

Review the guide and slides prior to delivering any training to determine where information needs to be customized (indicated in italics in each Guide), how to manage activities and breakouts, and where to reference and review handouts with the participants.

### **Handouts**

Note that most breakouts have an accompanying handout(s). The relevant handouts for each module are listed at the top of each Facilitator’s Guide when applicable. For virtual trainings, these should be emailed to participants in advance of the training.

# Facilitation Skills

As a refresher, below are some essential facilitation skills for trainers to review as they prepare to facilitate these training sessions.

## Waiting

Teach yourself to WAIT at least five seconds for responses to open questions. Waiting accomplishes a couple of things:

- 1) It gives people time to THINK before they talk; and
- 2) it creates a great deal of safety ... learners come to know that you will wait for them and it is okay!

Then teach yourself to wait for at least three learners to offer comments before you interject something yourself (3 Before Me). Why? Because our tendency is to explain and elaborate and not listen. We want our learners to become engaged with and teach each other – and not rely on a “back and forth” with us!

Good things come to facilitators who wait. “Listen” rearranged spells “silent”.

## Affirming

Voices are like oxygen to a dialogue approach to learning. They are required for survival! As facilitators, we want to affirm every voice immediately and consistently. Learners will be keenly aware of how the first voice to arise in front of the whole group is received.

Say “thank you.” Say “thank you, Joan.” Give voice to your affirmations, not just eye contact and nods. Give voice to names.

Steer away from the constant use of “good!” “great!” and “excellent!” Instead, connect comments to specific reasons or points. “Thank you, Steve, you’ve pointed out something very important, and let me tell everyone why.”

## Weaving

Weaving refers to the use of language – both verbal and nonverbal – that allows facilitators to tie concepts together, to reinforce and affirm, to keep the session on pace, to maintain the flow and to sustain learner voices.

EXAMPLES:

- Thanking someone for stating an observation that moves the group to the next task.
- Harking back to what someone said earlier, linking it with a new comment or question.
- Asking clarifying questions: “Tell us more about that...”
- Tying together what has been said in a summary statement.
- Moving from the summary into the future: “Now that you’ve reached those conclusions, what’s next?” Or letting them know what is next in the training.

Think of weaving as running a thread through the learning, connecting the parts, holding them together, and recognizing the patterns they make. (Vella, 2002)

# Group Warm-Ups

Before diving into the content, sometimes a short group warm-up or energizer can provide space for participants to transition from their work to a training and connect to each other in a relaxed way, particularly when trainings are done virtually. Below are optional energizers that trainers may choose to utilize:

## Superpowers

**Tools:** Laptop, virtual whiteboard

**Objective:** Encourage your team to share their strengths.

**Instructions:**

- Prepare a mural with sections where each participant can add their answers.
- Ask the following question: “What’s your superpower? What skill do you bring to the team?”
- Let everyone add images and sticky notes in their section.
- Once everyone is ready, take turns explaining your skills and how they’ve helped you in the past. Encourage other participants to ask questions about their superpowers.

## Two Truths and a Lie

**Tools:** Laptop, virtual whiteboard

**Objective:** Try and guess the lie.

**Instructions:**

Ask everyone to think about three statements about themselves: two of them must be true, and one should be false.

Have each person add their statements on sticky notes in a mural.

Let others guess which statements are true and which one is false.

## Old Sayings Energizer

**Tools:** List of Old Sayings

**Objective:** Apply sage wisdom to your work.

**Instructions:** Give participants a list of old sayings, like the one shown here, and ask them to come up with as many ideas as possible from these old sayings as potential solutions for your overall meeting theme.

**Examples of Old Sayings:**

Don’t put all your eggs in one basket.

Actions speak louder than words.

A journey of thousand miles begins with a single step.

All that glitters is not gold.

The early bird catches the worm.

Hope for the best, prepare for the worst.

Where there’s a will, there’s a way.

## Additional Warm-Up Ideas

[20+ online warm-ups & energizers to try with your team](#)

[26 online energizers for virtual teams and remote meetings](#)

# Suggested Citation

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