THE ACT INSTITUTE
TRAINING GUIDE
Updated May 2019

ACT Institute
for Recovery-Based Practice
ORDER OF CONTENTS

1. Information about the ACT Institute
2. Introduction to the ACT Institute Training Guide
3. ACT Curriculum Overview
4. ACT Core Curriculum
5. ACT Role-Based Curriculum: Team Leader
6. ACT Role-Based Curriculum: Program/Administrative Assistant
7. ACT Role-Based Curriculum: Prescriber
8. ACT Role-Based Curriculum: Substance Use Specialist
9. ACT Role-Based Curriculum: Peer Specialist
10. ACT Role-Based Curriculum: Nurse
11. ACT Role-Based Curriculum: Family Specialist
12. ACT Role-Based Curriculum: Vocational Specialist
13. Recommended Training Areas
14. ACT Transition Curriculum
The ACT Institute

What is Assertive Community Treatment?

Assertive Community Treatment (ACT) is a community-based and mobile team intervention designed for people with serious mental illness. ACT in New York uses the transitional care framework to structure the work of the team:

1) Engaging & envisioning life goals;
2) Engaging in wellness self-management; and
3) Integrating with the community.

Needs change as people move through life and as such, a treatment approach that has flexibility and adaptability to the individual need at a given time is necessary. Rehabilitation services, core evidence-based practices and tools are used by the team to facilitate and support growth towards community integration.

What is the ACT Institute?

The ACT Institute is at the Center for Practice Innovations (CPI) and provides training, support and consultation to Assertive Community Treatment (ACT) providers across New York State.

Our training curriculum is based on national evidence-based practice consortium standards and modifications to these standards as developed by the New York State Office of Mental Health. Training is delivered online (self-paced), via in-person, and distance-learning modalities. Our trainers include both faculty and staff of the ACT Institute and CPI.

The ACT Institute: Who We Are

HELLE THORNING
PhD, MS, LCSW
Director
helle.thorning@nyspi.columbia.edu

PASCALE JEAN-NOEL
MSW, LMSW
Director of Training
pascale.jean-noel@nyspi.columbia.edu

LUI S LOPEZ
MS
Coordinator of Fidelity and Best Practices
luis.lopez@nyspi.columbia.edu

NOAH LIPTON
MS, LCSW
Implementation Specialist
noah.lipton@nyspi.columbia.edu

KRYS TAL AYALA
Administrative Coordinator
krystal.ayala@nyspi.columbia.edu

MIRANDA MUCA
BA
Data Manager
miranda.muca@nyspi.columbia.edu

Abaigeal Duke
BA
Recovery Specialist & Trainer
Abaigeal.Duke@nyspi.columbia.edu
INTRODUCTION:

ACT INSTITUTE TRAINING GUIDE

The ACT Institute offers an array of training that can be broadly organized into three categories: required core curriculum, role-based curriculum, and recommended trainings (please see graphic on following page for an overview).

The face-to-face trainings, live and archived webinars, modules, manuals and other tools comprising this training are designed to provide all ACT providers with

- A solid foundation in the ACT model’s person-centered, recovery-oriented approach;
- Specialized training for skill-building in service to the individual provider’s role(s) on the team; &
- Additional professional development support for optimizing team operations.

Most of the training offered by the ACT Institute provides Continuing Education credit. To learn more, please visit “Continuing Education Program” under the “Quick Links” tab of the Center for Practice Innovations’ website http://practiceinnovations.org/
### ACT Curriculum Overview

<table>
<thead>
<tr>
<th>Core Curriculum (REQUIRED)</th>
<th>Role-Based Curriculum (REQUIRED/RECOMMENDED)</th>
<th>Training Areas (RECOMMENDED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT CORE CURRICULUM</td>
<td>TEAM LEADER</td>
<td>CULTURE</td>
</tr>
<tr>
<td></td>
<td>PROGRAM/ADMINISTRATIVE ASSISTANT</td>
<td>RISK ASSESSMENT</td>
</tr>
<tr>
<td></td>
<td>PRESCRIBER</td>
<td>JUSTICE-INVOLVED INDIVIDUALS</td>
</tr>
<tr>
<td></td>
<td>SUBSTANCE USE SPECIALIST</td>
<td>SUICIDE PREVENTION</td>
</tr>
<tr>
<td></td>
<td>PEER SPECIALIST</td>
<td>SHARED DECISION MAKING</td>
</tr>
<tr>
<td></td>
<td>NURSE</td>
<td>TRAUMA-INFORMED CARE</td>
</tr>
<tr>
<td></td>
<td>FAMILY SPECIALIST</td>
<td>NYC TOBACCO CESSATION TRAINING &amp; TECHNICAL ASSISTANCE CENTER</td>
</tr>
<tr>
<td></td>
<td>VOCATIONAL SPECIALIST</td>
<td>INTEGRATING HEALTH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACT I TRANSITION CURRICULUM</td>
</tr>
</tbody>
</table>
ACT CORE CURRICULUM

All ACT team staff are required to complete all training listed (exceptions are noted). The training consists of online modules and face-to-face/in-person events, as indicated in the overview, below. To register for this training, go to the CPI’s Learning Community. If you do not have login information for the Learning Community, please email us at cpihelp@nyspi.columbia.edu
ACT: Promoting Recovery through a Mobile, Team-based Approach

This hour-long module is for ACT team members - newly hired or experienced- as well as administrators, managers and practitioners from mental health programs who interact with ACT teams. It focuses on three key themes of ACT in NYS: recovery oriented, community focused, and team based.

ACT: Engaging Consumers in Assertive Community Treatment

This hour-long module is for ACT team members - newly hired or experienced. It describes a variety strategies used by team members during the phases of early and later engagement of consumers newly referred to the ACT team. The goal of this process to engage consumers in a collaborative partnership with the team, aimed toward promoting their long-term recovery.

Unit 1: ACT Transition: The Road to Recovery

This training module provides ACT teams with concepts and tools that will help guide consumers forward on their road to recovery. The focus is on providing care that is one step on the road to recovery and leads to successful integration into the community.

Course Objectives:
- List three overlapping dimensions of ACT services
- Identify the objectives of each dimension
- Identify tools available in each dimension
- Complete an action plan to provide ACT services for a consumer

ACT Core Principles (Version 3)

This 1-day, face-to-face training emphasizes interactive exercises and didactic presentations covering the ACT Core Principles; recovery; cultural competency; engagement; assessment; treatment planning; and ongoing evaluation for transition; among other topics.

Course Objectives:
- Better familiarity with the core principles of ACT
- Better understanding of the 5 ACT core processes
ACT: Person-Centered Treatment Planning in Assertive Community Treatment

This 45-minute-long module is for ACT team members, either newly hired or experienced. It addresses the consumer’s recovery journey, the important role of assessment in treatment planning, person-centered treatment planning, and the treatment planning process, as well as challenges and opportunities of treatment planning in ACT. Not required for Program Assistants.

ACT Person-Centered Treatment Planning (Version 2)

This one-day, face-to-face training covers the tasks involved in developing person-centered treatment plans that embody a recovery focus. Participants will engage in interactive group treatment planning exercises focused around the specific needs of consumers from their own programs. Although this training is designed primarily for direct service staff, it is also highly recommended for agency administrators, quality assurance personnel and certification staff. Not required for Program Assistants.

FIT Module 08: Motivational Interviewing

This training module provides an introduction to motivational interviewing, a client-centered, directive method for enhancing a client’s own desire to change. This is the first of three training modules that focus on the development of motivational interviewing skills. Participants will learn about the spirit and the four principles of motivational interviewing including expressing empathy, developing discrepancy, rolling with resistance and supporting self-efficacy. Participants will also learn strategies for putting each principle into practice and for recognizing, eliciting and reinforcing client’s change talk. Not required for Program Assistants.

FIT Module 12: Stage-Wise Treatment

This training module provides an introduction to the Stages of Change and the Stages of Treatment models including what they are, how they interact and the importance of providing interventions that work best for each stage. Participants will learn the four stages of treatment, the goal of each stage, the interventions that match the stage and how best to recognize clients’ stages of treatment. Not required for Program Assistants.
Team Leader on an ACT Team

The Team Leader has full clinical, administrative, and supervisory responsibility to the team and performs these primary functions:

- Direct provision of services as a clinician on the team
- Delivery of consistent clinical supervision to ACT staff.

The ACT Team Leader Curriculum consists of self-study trainings, webinars, modules, and a variety of tools and resources. All training is required for ACT Team Leaders.
ACT TEAM LEADER CURRICULUM

* All training in this curriculum is required for ACT Team Leaders *

**ACT: Introduction to Role: Team Leader**

- **ACT: Introduction to Role: Team Leader**

This 1-hour archived webinar will introduce different aspects of the Team Leader role on an ACT team from the perspective of two team leaders who both share their day-to-day practices and processes that help them lead their ACT teams.

**Learning Objective**

- Understand the different aspects of the ACT Team Leader role

**ACT Supervisory Trainings**

- **ACT Leadership Webinar: Supervision in a Data-Driven Environment (Part 1): Archived Webinar**
- **ACT Leadership Webinar: Group Supervision Skills: How to Motivate your Team so they Perform at their Best (Part 3)**

Comprised of two 1-hour webinars. The first webinar, “Supervision in a Data-Driven Environment “, aims to build supervisory skills among team leaders with a particular focus on self-care and team morale as we transition into a managed care environment. The second webinar, “Group Supervision Skills“, aims to familiarize team leaders with the particular tools used in quality improvement, including the Team Profile and the TMACT (used for assessing how the team and consumers are doing).

- **Knowledge Builder: Team-Based Care**

This module provides an overview of team-based care, a core competency for integrated care. Principles of team-based care are discussed, e.g., shared goals, effective communication, & measurable outcomes.
- **Knowledge Builder: Ethics Curriculum**

This module provides an overview of ethical codes foundational to various mental health disciplines as well as common areas where conflicts can arise: confidentiality, patient autonomy, boundaries/professional role, & informed consent.

- **Knowledge Builder: Rehabilitation and Recovery including HCBS Curriculum**

This module introduces recovery as a concept and key evidence-based practices that promote rehabilitation and recovery, as well as core principles/services of Home and Community-Based Services (HCBS).

- **Knowledge Builder: Introduction to Assisted Outpatient Treatment**

This module provides an overview of AOT including the steps required for implementation and detailed procedure. Assisted Outpatient Treatment (AOT) comes from the recognized need for support that some individuals with mental illness living the community without treatment require.

- **ACT Team Supervision Guidelines: Team Leader and Assistant Team Leader**
- **ACT Team Supervision Guidelines: Program/Administrative Assistant**
- **ACT Team Supervision Guidelines: Prescriber**
- **ACT Team Supervision Guidelines: Substance Use Specialist**
- **ACT Team Supervision Guidelines: Peer Specialist**
- **ACT Team Supervision Guidelines: Nurse**
- **ACT Team Supervision Guidelines: Family Specialist**
- **ACT Team Supervision Guidelines: Vocational Specialist**

The *ACT Team Supervision Guidelines* provide an outline for each of the eight identified roles in the fidelity and New York State ACT Regulations. It is divided in three parts: culture, services, and team. The guidelines will offer ideas and direction for dialogue, follow up, and overall guidance of each role in the team. The *Supervision Guidelines* follow the ACT Transitional Practice Framework, incorporating the dimensions of ACT – engagement, managing wellness, and integration into the community.
FIT Module 30: Clinical Supervision

Supervision is a crucial element in implementing integrated treatment for people with co-occurring disorders. This module highlights the importance of good supervision and describes two specific supervision models: case presentations, using a group model for supervision, and skills training. Each model is delineated in a step-by-step fashion and demonstrated by a real-life supervisor. Often there are many barriers to providing good supervision. This module identifies some of the most frequently cited barriers and gives you solutions so that you can provide supervision in a timely fashion. Helpful tools are included throughout.

FIT Module 31: Clinical Supervision II

In this module, you will learn about techniques you can use when supervising individuals: field mentoring, modeling, coaching, feedback and data-based supervision. This module includes a number of tools you can download and use with the people you supervise.

FIT Module 32: Clinical Leadership

Are you in a leadership role at your agency and wondering what it takes to make a significant change such as adopting integrated treatment for co-occurring disorders? If your answer is yes, then this module is for you. You will learn about important components of successful change such as including all involved stakeholders (administrators, direct care workers, peers and families), developing a committee that will spearhead the change process, and selecting a clinical leader or “champion.” Also, you will learn the seven key steps and tasks that you, as a clinical leader, will need to perform throughout your agency’s change process. The module will help you understand the benefits of providing integrated treatment for your agency and the consumers of the services you provide.

FIT Module 35: Tracking Outcomes and Process Improvements

In this module, you will learn how the data you collect can provide information for data-based supervision, for licensing and certification reviews, and, most importantly, to see whether clients are getting better. You will learn how to collect information to set goals and how to strengthen your programs through a process called Continuous Quality Improvement. In this module, you will be able to download tools to help you track outcomes and process improvements.
ACT TEAM LEADER CURRICULUM  
(continued)

- **ACT: Maximizing your Use of the CPI Learning Management System to Manage your Team’s Training Needs--Archived Webinar**

  This webinar will help participants understand various tools in CPI’s Learning Management System (LMS) to oversee their staff development as well as how to delegate trainings to team members that develop staff competencies.

- **ACT Transitional Care Practices: Tools for Clinical Practices--Archived Webinar**

  This webinar provides an overview of transition tools for ACT consumers and discusses clinical challenges and opportunities of working on transition from a person-centered perspective.

- **ACT: How to Lead your Interdisciplinary Team in Performing their Best--Archived Webinar**

  This webinar will highlight the leadership benefits and challenges of managing multi-interdisciplinary teams and is geared towards ACT team leaders, and in particular, new team leaders. This webinar will address supervision skills and data-driven care and will provide support for team leaders, as well as guidance for building one’s own leadership skills.

  **Data & Assessment of ACT Team Fidelity**

  - **Standards of Care**

    The Standards of Care tool is used for licensing and auditing.

  - **ACT Team Profile: How are the Consumers on your Team Doing? (Parts 1 and 2)**

    This two 1-hour webinar series will introduce the ACT Team Profile. The ACT Team Profile is a new tool designed to provide ACT teams (and OMH) with a point-in-time snapshot of each ACT team based on data from CAIRS and Medicaid claims files. Participants will learn how to interpret their team profile, identify areas of strength and areas in need of improvement.
Continuous Quality Improvement (CQI) to Enhance Transition Practices (Parts 1-3)

These three 1-hour webinars introduce the concepts and application of Continuous Quality Improvement (CQI) to improve transition practices. Teams will learn the process of gathering, analyzing and reporting consumer outcomes for both internal and external purposes (e.g., managed care plans).

Knowledge Builder: HEDIS & How Measurement Can Improve Quality of Care Curriculum

This module provides an overview of how outcome measures can improve quality of care. Participants will become familiar with different types of measurement system with special attention given to the National Committee for Quality Assurance’s HEDIS measure.

ACT Organizational Tools

- Staff Weekly Assignments Board
- Staff Monthly Scheduled Events Board
- Staff Daily Schedule Log
- Consumer Weekly Contact Log
- Consumer Treatment Goals Board
- Consumer Progress Notes Log
- Consumer Monthly Contact Log
- Consumer Monthly Appointments Board
- Consumer Hospitalization Log
- Running an Effective ACT Team
Program/Administrative Assistant on an ACT Team

The Program/Administrative Assistant provides office-based support in order to facilitate the day's operations around the team and consumers. Primary functions include:

- Providing direct support to staff
- Serving as a liaison between consumers and staff
- Actively participating in the daily team meeting

This curriculum consists of required and recommended self-study webinars and tools.

- ACT: Introduction to Role: Program/Administrative Assistant
- ACT Standards of Care
- Supervision Guidelines
- ACT Team Profile: How are the Consumers on Your Team Doing?
- ACT ORGANIZATIONAL TOOLS
- Introduction to Assisted Outpatient Treatment
REQUIRED Training for ACT Program/Administrative Assistants

**ACT: Introduction to Role: Program/Administrative Assistant**

- **ACT: Introduction to Role: Program Administrative Assistant**

This 1-hour archived webinar provides an overview of the Program/Administrative Assistant’s role on ACT from the perspective of two Program/Administrative Assistants currently working on an ACT team.

**Learning Objective**

- Understand the different aspects of the ACT Program/Administrative Assistant role

**Supervision Guidelines**

- **ACT Team Supervision Guidelines: Program/Administrative Assistant**

The ACT Team Supervision Guidelines provide an outline for each of the eight identified roles in the fidelity and New York State ACT Regulations. It is divided in three parts: culture, services, and team. The guidelines will offer ideas and direction for dialogue, follow up, and overall guidance of each role in the team. The Supervision Guidelines follow the ACT Transitional Practice Framework, incorporating the dimensions of ACT – engagement, managing wellness, and integration into the community.

**ACT Organizational Tools**

- Staff Weekly Assignments Board
- Staff Monthly Scheduled Events Board
- Staff Daily Schedule Log
- Consumer Weekly Contact Log
- Consumer Treatment Goals Board
- Consumer Progress Notes Log
- Consumer Monthly Contact Log
- Consumer Monthly Appointments Board
- Consumer Hospitalization Log
- Running an Effective ACT Team
RECOMMENDED Training for ACT Program/Administrative Assistants

ACT Standards of Care

Standards of Care

The Standards of Care tool is used for licensing and auditing.

ACT Team Profile: How are the Consumers on your Team Doing?

ACT Team Profile: How are the Consumers on your Team Doing? (Parts 1 and 2)

This two 1-hour webinar series will introduce the ACT Team Profile. The ACT Team Profile is a new tool designed to provide ACT teams (and OMH) with a point-in-time snapshot of each ACT team based on data from CAIRS and Medicaid claims files. Participants will learn how to interpret their team profile, identify areas of strength and areas in need of improvement.

Introduction to Assisted Outpatient Treatment

Knowledge Builder: Introduction to Assisted Outpatient Treatment

This module provides an overview of AOT including the steps required for implementation and detailed procedure. Assisted Outpatient Treatment (AOT) comes from the recognized need for support that some individuals with mental illness living the community without treatment require.
Prescriber on an ACT Team

The ACT team psychiatric care provider/prescriber provides treatment interventions to individuals and with the team leader, shares overall clinical responsibility for the delivery of treatment services to ACT participants. The psychiatric care provider's direct clinical responsibilities include assessment, treatment and monitoring of participants' psychiatric conditions and medications, as well as non-psychiatric conditions. The psychiatric care provider has a particularly close working relationship with the ACT team's nurse(s) with respect to the delivery and monitoring of all treatment services received by ACT participants.

This curriculum consists of self-study webinars, modules, and tools.

- **ACT: Introduction to Role: Prescriber**
- **Supervision Guidelines**
- **Motivating Clozapine Use: An Aid for Prescribers**
- **Medication-Assisted Treatment for Substance Use Disorders in NYS, Parts I & II**
- **FIT Module 37: Understanding the Use of Medications to Treat Tobacco Dependence**
- **SUICIDE PREVENTION**
REQUIRED Training for ACT Prescribers

ACT: Introduction to Role: Prescriber

ACT: Introduction to Role: Prescriber (Parts 1 and 2)

These two archived webinars are an introduction to the prescriber’s (i.e., psychiatrist or psychiatric nurse practitioner) role on an ACT team. The responsibilities and tasks are based on the Subscales for the Psychiatric Care Provider contained in the Tool for Measure of Assertive Community Treatment (TMACT) Fidelity Instrument and include the prescriber’s role in providing treatment to participants and the prescriber’s role as a team member within the ACT team.

Learning Objectives:
- Understand the prescriber’s role in providing treatment to ACT team participants.
- Understand the prescriber’s role as a team member within the ACT team.

Supervision Guidelines

ACT Team Supervision Guidelines: Prescriber

The ACT Team Supervision Guidelines provide an outline for each of the eight identified roles in the fidelity and New York State ACT Regulations. It is divided in three parts: culture, services, and team. The guidelines will offer ideas and direction for dialogue, follow up, and overall guidance of each role in the team. The Supervision Guidelines follow the ACT Transitional Practice Framework, incorporating the dimensions of ACT – engagement, managing wellness, and integration into the community.
RECOMMENDED Training for ACT Prescribers

Motivating Clozapine Use: An Aid for Prescribers

- Motivating Clozapine Use: An Aid for Prescribers

This training module for prescribers reviews the evidence for clozapine’s effectiveness, as well as its potential side effects and serious medical risks.

Course Objectives:
1. Participants will learn how to assess whether clozapine is appropriate for a particular consumer. Participants will also learn different ways, including motivational approaches, to engage consumers in deciding whether clozapine is right for them.

Medication-Assisted Treatment of Substance Use Disorder in NYS (Parts 1 and 2)

- Medication-Assisted Treatment of Substance Use Disorder in NYS (Part 1)

This training provides an overview of using medication in the treatment of substance use disorders. Approved medications for alcohol and drug dependence are reviewed in depth. Special attention is given to methadone and the myths surrounding its use.

Course Objectives:
- Present NYS’ Medication-Assisted Treatment agenda which supports adoption of pharmacological interventions in treating substance use disorders.
- Inform participants on the use of Medication-Assisted Treatment (MAT) as an effective option in the treatment of some individuals with substance use disorders (SUD)
- Discuss the Chronic Disease Model in relation to Medication-Assisted Treatment
Medication-Assisted Treatment of Substance Use Disorder in NYS (Part 2)

This training provides an overview of using medication in the treatment of substance use disorders. Approved medications for alcohol and drug dependence are reviewed in depth. Special attention is given to methadone and the myths surrounding its use.

Course Objectives:
• Present the three types of opioid drug-receptor interactions in relation to addiction medications
• Familiarize participants with the three addiction medications for treating opioid dependency and other addiction medications that are available for SUD patients and the advantages of their use
• Educate regarding the myths and benefits associated with the use of MAT and importance in adopting MAT in addressing the chronicity of SUD treatment

FIT Module 37: Understanding the Use of Medications to Treat Tobacco Dependence

FIT Module 37: Understanding the Use of Medications to Treat Tobacco Dependence

This training module educates both prescribers and non-prescribers on how smoking affects the metabolism of psychiatric medications. Prescribers and non-prescribers will learn about the three categories of first-line medications that are safe and effective treatment for tobacco dependence.

After viewing this module, the practitioner will be able to provide brief education and instruction on the types of safe and effective medications for treating tobacco dependence in people with serious mental illness.

Course Objectives:
1. Will better understand how smoking affects the metabolism of psychiatric medications.
2. Will be better prepared to provide education and instruction on the types of safe and effective medications for treating tobacco dependence in people with serious mental illness.
SUICIDE PREVENTION

➢ SP-TIE: Means Reduction Counseling for Suicidal Individuals

This module demonstrates the importance of and shows clinicians techniques for collaborating with their suicidal client to reduce their access to the methods they are likely to use in a suicide attempt. The aim of this course is to provide clinicians with strategies for implementing means reduction counseling and to understand its importance as part of overall safety planning for suicidal individuals.

As a result of completing this module, learners will be able to:

- Define Means Reduction and recognize its importance in the context of Safety Planning
- Learn how to integrate means reduction counseling into standard practice, and
- Appreciate evidence of its successful application in two case studies

➢ SP-TIE: Safety Planning Intervention for Suicide Prevention-Archived Webinar Curriculum

The Safety Planning Intervention for Suicide Prevention is an evidence-based brief intervention for the prevention of suicide. The course is a one-and-a-half-hour training, which consists of didactics, instruction, video training and discussion. The didactics training reviews the current state of suicide in New York State, the need for increased training among mental health providers in NYS in evidence based suicide prevention strategies, and how safety planning fits into a comprehensive, multi-pronged suicide prevention approach. The instructional aspects of the training include a comprehensive overview of the 6 steps of developing a safety plan, and in the collaborative process of developing a safety plan with a suicidal patient, including approaches for engaging individuals in the process of safety planning, identifying and overcoming obstacles. The video training consists of viewing a 15-20-minute segment of a video of Dr. Barbara Stanley, one of the developers of the SPI, conducting a SPI intervention within a simulated interview with a veteran in the VA ED who recently made a suicide attempt through OD. The training concludes with a summary discussion of the training and how participants can begin to administer and utilize the intervention.
Course Objectives:
At the end of this training, participants will:

1. Understand the need for evidence based suicide prevention efforts and the rationale for the SPI as a brief intervention
2. Understand the situations and settings in which the SPI is indicated
3. Be able to conduct the 6 steps of safety planning with a suicidal individual
4. Be able to engage a suicidal individual into a collaborative safety planning process and encourage motivation to utilize the safety plan in the future
5. Feel ready to implement the SPI in their clinical setting
Substance Use Specialist on an ACT Team

The Substance Use Specialist on an ACT team provides integrated dual disorders treatment to individuals that have a substance use problem. Core services include:

- Conducting comprehensive substance use assessments that consider the relationship between substance use and mental health
- Assessing and tracking consumers’ stages of change readiness and stages of treatment
- Using outreach and motivational interviewing techniques
- Using cognitive behavioral approaches and relapse prevention
- Applying treatment approaches consistent with consumers’ stage of change readiness.

This curriculum consists of self-study webinars, modules, and tools.

- ACT: Introduction to Role: Substance Use Specialist
- Dual Recovery and Harm Reduction
- Supervision Guidelines
- Stages of Change, Stages of Treatment
- OMH Practitioner Modules for IMHATT Certificate
- SUPERVISORY RESOURCES
- ADDITIONAL PRACTITIONER RESOURCES
**REQUIRED Training for ACT Substance Use Specialists**

**ACT: Introduction to Role: Substance Use Specialist**

- **ACT: Introduction to Role: Substance Use Specialist**

This 2-hour archived webinar reviews the Substance Use Specialist role on ACT teams based on the TMACT, a fidelity tool for ACT. The webinar describes core values central to the role, including working from a recovery framework, person-centeredness and harm reduction. The webinar also introduces foundational skills for providing integrated dual recovery services. Viewers will also learn what role the SUS plays vis-à-vis the rest of the team. The webinar features an experienced SUS from the Rochester area describing her approach to working with people in dual recovery.

**Supervision Guidelines**

- **ACT Team Supervision Guidelines: Substance Use Specialist**

The ACT Team Supervision Guidelines provide an outline for each of the eight identified roles in the fidelity and New York State ACT Regulations. It is divided in three parts: culture, services, and team. The guidelines will offer ideas and direction for dialogue, follow up, and overall guidance of each role in the team. The Supervision Guidelines follow the ACT Transitional Practice Framework, incorporating the dimensions of ACT – engagement, managing wellness, and integration into the community.

**Stages of Change, Stages of Treatment**

- **Stages of Change, Stages of Treatment—Archived Webinar Curriculum**

This hour-long course will focus how to assess a consumer’s stage of change, as well as treatment approaches to early and later stages of treatment.

Course Objectives:
1. Participants will identify stages based on consumer’s emotional and behavioral challenges.
2. Participants will identify treatment approaches based on stages of change and treatment.
Dual Recovery and Harm Reduction

- **Dual Recovery and Harm Reduction—Archived Webinar Curriculum**

This hour-long webinar will introduce integrated dual disorders treatment strategies for ACT consumers who have a substance abuse problem. The webinar will address the interactions between mental illness and substance abuse, and will introduce harm reduction as an alternative to abstinence.

**Course Objectives:**
1. Participants will identify aspects of behavioral health services in ACT Teams.
2. Participants will examine how harm reduction applies to ACT Teams.
3. Participants will distinguish values of and practices in a harm reduction model compared to an abstinence model.

**RECOMMENDED Training for ACT Substance Use Specialists**

**SUPERVISORY RESOURCES**

- **Principles for Building Program Capacity in Co-Occurring Disorders Treatment Curriculum**

The objectives of this module are to describe the scope and consequences associated with co-occurring disorders, to define and understand the core practice principles for building an integrated treatment co-occurring disorders program, to identify the outcomes associated with integrated treatment, and to understand that dual recovery is possible.

**OMH Practitioner Modules for IMHATT Certificate**

- **OMH Practitioner Modules for IMHATT Certificate Curriculum**

Practitioners who complete the 29 modules in this curriculum are eligible to earn an IMHATT certificate, signed by both OASAS and OMH commissioners. Practitioners can also sign up for all 29 modules at once by requesting the IMHATT curriculum (login, click on FIT, click on “start a new online training”, click on “modules required for the integrated mental health/addictions treatment training certificate,” and choose either the OASAS or OMH curriculum).
ADDITIONAL PRACTITIONER RESOURCES

➢ **Addiction and Substance Abuse Curriculum**

This module defines DSM-5 criteria for substance use disorders. You will also learn in this module how to describe the scope and consequences associated with substance use disorders as well as the service components and therapeutic models of substance use disorders treatment.

➢ **Archived Webinar: Drugs and Alcohol 101 Curriculum**

This webinar covers the basic facts of drug and alcohol use and misuse including:
- Psychoactive properties of the different drugs and their street names
- How drugs and alcohol work on the brain
- How drugs and alcohol effect psychiatric symptoms
- What is tolerance? What is dependence? What is addiction?
- What are the signs and symptoms of intoxication and withdrawal for alcohol and various drugs?
- How do you know when symptoms are substance induced? (Differential Diagnosis)
- What are the newer street drugs such as bath salts and synthetic cannabinoids? How do they work on the brain?
- Pain medications, opioid addiction and the heroin epidemic

Steve Hanson, Associate Commissioner at the NYS Office of Alcoholism and Substance Abuse Services, presents. In his current role, he oversees the 12 state operated Addiction Treatment Services, Adolescent Treatment, Criminal Justice and Recovery. Mr. Hanson has been teaching psychopharmacology of addiction for over 30 years. He has presented on the topic both nationally and internationally.

**Course Objectives:**
1. Identify the psychoactive properties of alcohol and the various illicit drugs and their impact on the brain
2. Describe the basic mechanisms of addiction including intoxication, tolerance, withdrawal, and dependence
3. Distinguish substances induced psychiatric symptoms from symptoms related to independent psychiatric disorders
4. Identify the newer street drugs including K2 and bath salts
5. Discuss the recent epidemic related to pain medications and heroin addiction and overdose
➤ **Motivational Interviewing Curriculum**

This course provides an overview of the core competencies of Motivational Interviewing (MI), a client centered, directive method for enhancing a client's own desire to change. Participants will learn the principles of MI as well as strategies and skills to apply each principle in practice.

➤ **Medication Assisted Treatment of Substance Use Disorders NYS Curriculum (Parts 1 and 2)**

This training provides an overview of using medication in the treatment of substance use disorders. Approved medications for alcohol and drug dependence are reviewed in depth. Special attention is given to methadone and the myths surrounding its use.

**Course Objectives:**
- Present NYS’ Medication-Assisted Treatment agenda which supports adoption of pharmacological interventions in treating substance use disorders.
- Inform participants on the use of Medication-Assisted Treatment (MAT) as an effective option in the treatment of some individuals with substance use disorders (SUD)
- Discuss the Chronic Disease Model in relation to Medication-Assisted Treatment

➤ **What is Harm Reduction?, YouTube video**

This video reviews harm reduction in many different applications - drugs, smoking, housing, forensics. It is looking at Harm Reduction as part of social change.

➤ **Everything you think you know about addiction is wrong, TED Talk**

This video explains addiction through the eyes of trauma. (The end will put a few tears in your eyes.)
Peer Specialist on an ACT Team

The Peer Specialist role on an ACT team is held by someone who has firsthand experience with emotional and/or mental distress (often called “mental illness”) and who has actively engaged in a process of self-discovery and/or recovery, related to those struggles. Peer Specialists seek to help individuals make meaning of their experiences, become aware of their options, and ultimately increase their ability to make informed choices. Peer Specialists on ACT Teams: focus on mutual learning and self-disclosure; collaborate with individuals to clarify personal goals and develop wellness toolkits; forge strong connections with individuals and their families; and discuss multiple frameworks outside the medical model for understanding life experiences.

This curriculum consists of self-study webinars, modules, and tools.

- ACT: Introduction to Role: Peer Specialist
- Supervision Guidelines
- Scope of Practice for ACT Peers
- Tools for Peer Workers
- Introduction to Peer Services in NYS
- ACT and Peers: Leading the Way
- ACT: Peer Specialists: ACT and Beyond ©2013
ACT PEER SPECIALIST CURRICULUM

🌟 REQUIRED Training for ACT Peer Specialists 🌟

**ACT: Introduction to Role: Peer Specialist**

In this introductory webinar we cover the basic foundations of the ACT Peer Specialist Role: Relevant History of the Peer Movement, Important Distinctions between Peer Work and Clinical Work, and an Introduction to ACT Maps as an Engagement Tool.

**Supervision Guidelines**

- **ACT Team Supervision Guidelines: Peer Specialist**

The ACT Team Supervision Guidelines provide an outline for each of the eight identified roles in the fidelity and New York State ACT Regulations. It is divided in three parts: culture, services, and team. The guidelines will offer ideas and direction for dialogue, follow up, and overall guidance of each role in the team. The Supervision Guidelines follow the ACT Transitional Practice Framework, incorporating the dimensions of ACT – engagement, managing wellness, and integration into the community.

**Scope of Practice for ACT Peers**

- **Scope of Practice for ACT Peers**

This Scope of Practice document is the cumulative product of interviews, workgroups and meetings that highlighted a need to create role-clarity for Peer Specialists. It offers guidance to clearly distinguish the role of Peer Specialists working on ACT Teams.
**Tools for Peer Workers**

**ACT MAPS Tool**

As Peer Specialists, our ability to effectively work with others is based on our awareness of the lessons we’ve learned from our own struggles, how we take care of ourselves, and our knowledge of the resources in our community for support, inspiration and guidance. ACT MAPS are a way of developing language to talk about our inner and outer worlds. They can help us express our thoughts and ideas to others, communicate our physical and emotional needs, and give us a concrete way to track our progress and evolution as we learn and grow from life experiences.

⭐ **RECOMMENDED Training for ACT Peer Specialists ⭐

**Introduction to Peer Services in NYS**

- **Peer Services in NYS: Introduction to peer services (Parts 1 and 2)**

Comprised of two 10-minute videos. In Part 1, Peer Specialist Celia Brown introduces an understanding of what peer specialists do; recognizing the benefits of involving peer specialists; and summarizing how behavioral health organizations utilize peer specialists.

In Part 2, Carlton Whitmore, Director of the Office of Consumer Affairs, explains the peer certification process, the settings in which peer services are provided, and identifying resources for peer services.

**ACT and Peers: Leading the Way**

- **ACT and Peers: Leading the Way (Parts 1 and 2)**

ACT and Peers: Leading the Way consists of two webinars, 41 minutes and 55 minutes, respectively. Part 1, “Our Time is Now”, provides an overview of the New York Association of Psychiatric Rehabilitation Services (NYAPRS) Peer Bridger Program. Tanya Stevens, Director of Peer Services for NYAPRS, passionately lays out the foundation of the model as built on relationship – sharing, validating and normalizing our experiences together. “We support each other to get out of the hospital, stay out of the hospital and getting the hospital out of us.”
Part 2, “Intentional Peer Support (IPS) as a Framework for Building Community” features Eva Dech (IPS Training Manager) and Steven Morgan (IPS Operations Manager). Dech and Morgan outline the three principles of IPS (From Helping to Learning Together, from Individual to Relationship, and from Fear to Hope and Possibility and the Four Tasks (Connection, Worldview, Mutuality and Moving Toward).

ACT: Peer Specialists: ACT and Beyond ©2013

In this 30-minute video, topics covered include

- What peer specialists do,
- Benefits of involving a peer specialist,
- National support and endorsement of the role, and
- Adding peer specialists to the treatment team.
Nurse on an ACT Team

The ACT Team Nurse provides an overview of all physical and behavioral health issues of individuals receiving services from the team. The Nurse offers leadership and guidance to the team in addressing all preventative, ongoing and critical health matters. The Nurse also coordinates pharmacological services along with the team’s Prescriber(s). Nurses are core members of the team and contribute to all clinical decisions, including treatment plans and documentation.

This curriculum consists of self-study webinars, modules, and tools.

ACT: Introduction to Role: Nurse

Supervision Guidelines

FIT Modules 27 & 29 (Medications)

Integrating Health

FIT Modules 18 & 23 (Peer, Family, and other Supports)

FIT Modules 24, 25, & 26 (Recovery)

FIT Modules 36, 37, & 38 (Tobacco Cessation)
ACT: Introduction to Role: Nurse

- ACT: Introduction to Role: Nurse

This webinar will introduce nurses (and other team members) to the role of the nursing in ACT Teams. It will review the responsibilities of the nurse in the areas of service provision as well as team process and dynamics. The conversation is facilitated by Cheray Black and Luis O. Lopez.

Learning Objectives:
- Understand the overall role of the nurse in ACT Teams
- Gain knowledge about specific nursing fidelity tasks related to the ACT Model
- Review daily routines of nurses in ACT Teams

Supervision Guidelines

- ACT Team Supervision Guidelines: Nurse

The ACT Team Supervision Guidelines provide an outline for each of the eight identified roles in the fidelity and New York State ACT Regulations. It is divided in three parts: culture, services, and team. The guidelines will offer ideas and direction for dialogue, follow up, and overall guidance of each role in the team. The Supervision Guidelines follow the ACT Transitional Practice Framework, incorporating the dimensions of ACT – engagement, managing wellness, and integration into the community.

FIT Modules 27 & 29 (Medications)

- FIT Module 27: Understanding the Use of Medications for Clients with COD

This training module provides an overview of how medication can be part of an effective treatment plan for people with co-occurring disorders. Participants will learn about some of the common medications for clients with co-occurring disorders, how to work with clients to overcome barriers to using medications and how to collaborate with clients to help them get
the most out of their medications. Participants may also download information about medications used to treat mental health symptoms and substance use. After viewing this module, participants will be able to describe medications common to treating clients with co-occurring disorders and to help clients address any barriers to using medications.

**Course Objectives:**
- Will better describe medications commonly prescribed to treat clients with co-occurring disorders.
- Will better prepared to help clients address any barriers to using medications.

➢ **FIT Module 29: Integrating Medical, Psychiatric and Addiction Treatment Services**

This training module provides an overview of the increased health risks that many people with co-occurring disorders face and the challenges they have in getting good medical care. Participants will learn how to help clients work with medical professionals and to build healthier lifestyles. Participants are also provided with links to resources to help clients start this process. After viewing this module, participants will be able to describe the increased health risks that people with co-occurring disorders face. Participants will also be able to help clients interface with medical professionals and to help clients develop healthier lifestyles.

**Course Objectives:**
- Will better understand the increased health risk that people with co-occurring disorders face.
- Will be better prepared to help clients interface with medical professionals.
- Will be better prepared to help clients develop healthier lifestyles.
**Integrating Health**

- **Integrating Health Curriculum**

  Individuals with serious mental illness have higher rates of co-occurring medical and substance use disorders than the general population. The trainings in this curriculum will provide an overview of the necessity of integrated care in order to meet their unique needs and concerns. This content will also provide an overview of behavioral health conditions that are commonly seen in primary care, how to assess them, and appropriate treatments.

**FIT Modules 18 & 23 (Peer, Family, & Other Supports)**

- **FIT Module 18: Peer Recovery Supports in the Community**

  This training module provides an overview of peer recovery community support groups. Participants will learn about the 12-Step Model (including AA and other 12-Step programs), the benefits of 12-Step programs and the different meeting types. Participants will also learn recommended strategies for promoting access to self-help programs, connecting clients to peer support groups, and overcoming potential problems clients might encounter. After viewing this module, participants will be able to help clients connect with peer support groups in their community. Participants will also be able to help clients address any barriers to joining peer support groups.

**Course Objectives:**
- Will better help clients connect with peer support groups in their community.
- Will better help clients address any barriers to joining peer support groups.

- **FIT Module 23: Work with Families and Other Close Supporters**

  In this module, you will learn how working with families or friends can be very helpful to a client's recovery. Families play an important role in your clients' lives and can help them reach their goals and buffer the effects of stress. This module provides some general guidelines about forming collaborative relationships and working with families and friends. You will learn some
specific models for working with single-family and multiple-family groups, and you’ll be able to download sample curricula to use in single- and multiple-family groups.

**Course Objectives:**
- Will better understand guidelines to form collaborative relationships with clients’ families and friends.
- Will better identify specific models for working with single-family and multi-family groups.

---

FIT Modules 24, 25, & 26 (Recovery)

- **FIT Module 24: Philosophy and Perspectives of Recovery**

**Learning Objectives:** Recovery can be defined in different ways and can be viewed as both a process and an outcome. This module describes some of the different views of recovery in addiction and mental health treatment, and how connections to peers and to the community are important for people in recovery.

**Course Objectives:**
- Will better understand the different views of recovery in addiction and mental health treatment.
- Will better understand how connections to peers and the community are important for people in recovery.
FIT Module 25: Taking Responsibility for your Recovery

Learning Objectives: This module covers the disease model of substance use and mental illness disorders. It then examines the concept of recovery as a process and the importance of clients taking charge of their own recovery process. It explores different options for managing both psychiatric and substance use disorders. A personal recovery story and two case studies illustrate the recovery process.

Course Objectives:
- Will better understand the concept of recovery as a process and the importance of clients taking charge of their own recovery process.
- Will better understand the different options for managing both psychiatric and substance abuse disorders.

FIT Module 26: Achieving Recovery in the Real World

Learning Objectives: People with co-occurring disorders usually want the same things as everyone else; typically, a job and a home are near the top of the list. In this module, you will learn about supported employment and supported housing, two models for helping clients with co-occurring disorders achieve recovery in the real world. Knowing what these programs have to offer will help you help your clients achieve these real-world goals. In the module, you will be linked to resources to help you get started.

Course Objectives:
- Will better familiar with supported employment and what it offers.
- Will better familiar with supported housing and what it offers.
FIT Modules 36, 37, & 38 (Tobacco Cessation)

- **FIT Module 36: Practitioner Tools for Treating Tobacco Dependence**

This training module will help practitioners learn how to screen and assess tobacco use and dependency among individuals with serious mental illness. Practitioners will learn intensive counseling strategies to help the tobacco dependent client quit and appropriate documentation for assessment and treatment planning. After viewing this module, practitioners will be able to create a comprehensive Tobacco Treatment Plan through appropriate screening, assessment and intervention strategies that have been identified in this module.

**Course Objectives:**

1. Will be better prepared to screen and assess for tobacco use and dependency among individuals with serious mental illness.
2. Will better identify intensive counseling strategies and create a comprehensive Tobacco Treatment Plan.

- **FIT Module 37: Understanding the Use of Medications to Treat Tobacco Dependence**

This training module educates both prescribers and non-prescribers on how smoking affects the metabolism of psychiatric medications. Prescribers and non-prescribers will learn about the three categories of first-line medications that are safe and effective treatment for tobacco dependence. After viewing this module, the practitioner will be able to provide brief education and instruction on the types of safe and effective medications for treating tobacco dependence in people with serious mental illness.

**Course Objectives:**

1. Will better understand how smoking affects the metabolism of psychiatric medications.
2. Will be better prepared to provide education and instruction on the types of safe and effective medications for treating tobacco dependence in people with serious mental illness.
FIT Module 38: Implementing Tobacco Dependence Treatment

This training module provides an overview of the epidemiology of tobacco use among individuals with serious mental illness; effective methods for tobacco dependence treatment, and information to help program leaders create, implement and maintain a tobacco free culture in mental health settings. After viewing this module, practitioners will be able to describe the epidemiology and impact of tobacco use among individuals with serious mental illness; define effective methods for tobacco dependence treatment; and begin discussing how to implement and integrate tobacco dependence treatment in their mental health settings.

Course Objectives:
1. Will be better able to describe the epidemiology and impact of tobacco use among individuals with serious mental illness.
2. Will be better able to define effective methods for tobacco dependence treatment.
3. Will be better prepared to discuss how to implement and integrate tobacco dependence treatment in my mental health setting.
Family Specialist on an ACT Team

ACT Family Specialists have the unique role of providing services to engage participants around their family-related needs, build connections with natural supports and community extenders, and provide support and resources to family members. Family is broadly defined as anyone the ACT Participant views as a natural support, and also includes children or anyone else the ACT Participant provides care for.

This curriculum consists of self-study webinars, videos, modules, and tools.

ACT: Introduction to Role: Family Specialist

Supervision Guidelines

INSPIRATIONAL STORIES FROM THE CONSUMER/FAMILY PORTAL

WORKING WITH ACT PARTICIPANTS WHO ARE PARENTS & PARENTING TOOLS

FAMILY SPECIALIST TOOLS

Working with Families Module
**REQUIRED Training for ACT Family Specialists**

*ACT: Introduction to Role: Family Specialist*

In this introduction to the role of the Family Specialist, participants will learn to identify common reactions and needs of family members, and increase their understanding of the supports family members need. Moreover, participants will become familiar with the following tools for family engagement: Family Values Clarification, Family Decisional Balance, Parenting Assessment and Dialogue with Consumers and Family about Transition. Participants will also be introduced to a number of different options for engagement and family work (brief family consultation, multiple family psychoeducation groups, shared decision making and REORDER).

*Supervision Guidelines*

**ACT Team Supervision Guidelines: Family Specialist**

The *ACT Team Supervision Guidelines* provide an outline for each of the eight identified roles in the fidelity and New York State ACT Regulations. It is divided in three parts: culture, services, and team. The guidelines will offer ideas and direction for dialogue, follow up, and overall guidance of each role in the team. The *Supervision Guidelines* follow the ACT Transitional Practice Framework, incorporating the dimensions of ACT – engagement, managing wellness, and integration into the community.

*FAMILY SPECIALIST TOOLS*

**ACT: Family Tools for Transition**

An instructional video walks providers through several tools designed to assist consumers and their families as they clarify their values, weigh options, make decisions, and discuss the consumer’s life after ACT. Associated documents are the *Family Values Clarification* tool, *Family Decisional Balance* tool, and the *Dialogue with Consumers and Families about Transition* tool.
**Parenting Assessment**

This document serves as a guide for assessing a consumer’s capacity to parent, and evaluating their strengths and challenges in their parenting role.

**Resources for Parents from ACS**

This document lists resources for consumers who are parents. The resources include parent trainings, child care options, and assistance with school-related matters.

*Inspirational Stories from the Consumer Family Portal*

- **Linda: Advice from a Parent-CPI**

  This video briefly outlines a parent’s reaction to the onset of her child’s mental illness.

- **Linda: Finding Supports: A Parent’s Story**

  This video highlights the many benefits of having a team of family supporters, not only to support the consumer in the community, but to be sources of support for each other.

*Working with Families Module*

- **Working with Families Module**

  The goals of this course are to provide practitioners with awareness of the importance of involving families in their relatives’ mental health treatment and provide practical strategies for engaging with consumers about family involvement, and to provide practical strategies for engaging with family members.

**Course Objectives:**

- Recognize the importance of working with families to help consumers meet their recovery goals and the benefits of family involvement
- Start communicating with consumers about the possibility of involving their families in their treatment and recovery
- Start communication with family and supports about involvement
RECOMMENDED Training for ACT Family Specialists

WORKING WITH ACT PARTICIPANTS WHO ARE PARENTS & PARENTING TOOLS

➤ **ACT Participants Who Are Parents: Challenges and Strengths**

This webinar lays the foundation for three sessions related to parents on ACT Teams. Learners will be introduced to the strengths, needs, challenges and resources of parents who are served by ACT Teams, via a theoretical framework. The systems perspective will be used to outline the dimensional nature of these strengths and challenges, and important areas of collaboration. Learners will learn the importance of social/structural support. Survey results and current data figures will be reviewed to define the scope of parents with diagnoses of SMI.

**Course Objectives:**
1. Comprehension: Define the scope of the problem.
2. Synthesis: Identify theoretical perspectives that serve to understand needs & strengths of ACT participants who are parents.

➤ **Communities and Systems that Affect ACT Participants Who Are Parents**

This webinar will build upon the first session which reviewed the relevant challenges, needs and strengths of ACT participants who are parents, introducing learners to the systems that are often involved when ACT participants are also parents. This session will identify challenges with these systems, and provide resources to build understanding of other system’s process. This session will help learners develop a shared language, encourage interagency collaboration, and review ACS, housing, justice systems, education/IEPs and mandated reporting.

**Course Objectives:**
1. Basic Knowledge: Understand ways to enhance the collaborative process across systems among the ACT team & participants who are parents, including the shelter/housing system; Administration for Children’s Services (ACS); preventative services; justice-involvement; and out-of-home placement (kinship, foster care).
2. Application: Identify critical points and steps towards collaboration
3. Synthesis: Recognize the importance of interagency collaboration and apply a strengths-based perspective
Family Lifecycle: Recovery and Resilience

This webinar will build upon the first two sessions which reviewed the relevant challenges, needs and strengths of ACT participants who are parents, specifically involving systems issues. In this training, learners will be introduced to the notions of recovery and resilience, and the notion of parenting as a form of resilience will be explored. The goal of this session is to integrate parenting needs into ACT services and care plans by enabling learners to identify ACT Participant’s supports, strengths and needs related to their parenting role. This session aims to increase provider awareness and insight regarding ACT participants who are parents, and challenge dominant narratives about this population.

Course Objectives:
1. Basic Knowledge: Describe the role of parenting for ACT participants in relation to resilience, strengths and motivation for recovery.
3. Analysis & Application: Identify and discuss the parenting-related desires and goals of ACT Participants, including family planning.
4. Synthesis: Integrate the parenting role of ACT participants into treatment plans.
5. Evaluation: Build an awareness of evidence-based parent training resources and develop the skills to bridge participants to these services.

ACT Parent Project Tools and Instructional Modules

- ACT Parent Project Tools: Conversation Guide for Parenting and Family Planning
- ACT Parent Project Tools: Parenting Assessment
- ACT Parent Project Tools: Parenting Decisional Balance and Values Clarification
- ACT Parent Project Tools: Parenting Resource Guide
- ACT Parent Project Tools: Social Support Network Map
- ACT Parent Project Tools: Wellness Plan for Parenting

INSTRUCTIONAL MODULES

- ACT Tool Guide: Conversation Guide for Parenting and Family Planning
- ACT Tool Guide: Wellness Plan for Parenting
- ACT Tool Guide: Parenting Decisional Balance and Values Clarification
- ACT Tool Guide: Parenting Assessment
Vocational Specialist on an ACT Team

The ACT Vocational Specialist provides oversight for all vocational issues of individuals receiving services from the team. The Vocational Specialist provides leadership and guidance to the team to ensure that recovery and the pursuit of employment and/or continuing education are promoted in all aspects of the work. Vocational Specialists are core members of the team and contribute to all core functions, including development and review of treatment plans and other documentation, as well as education of other team members around the value of work/education toward recovery and cross-training and modeling in Individual Placement and Support Model (IPS) principles and practices.

This curriculum consists of self-study webinars, modules, and tools.

- **ACT: Introduction to Role: Vocational Specialist**
- **Supervision Guidelines**
- **IPS Employment Resource Book**
- **INDIVIDUAL PLACEMENT AND SUPPORT (IPS) MODEL TO SUPPORTED EMPLOYMENT**
- **We Can Work**
- **ACT and IPS**
REQUIRED Training for ACT Vocational Specialists

ACT: Introduction to Role: Vocational Specialist

ACT: Introduction to Role: Vocational Specialist

This 90-minute webinar highlights the importance of work as an important part of many people’s recovery. Two individuals that have personally engaged with vocational services describe their experiences and the value of work and pursuit of work in their lives. The second half features a discussion about the Individual Placement and Support (IPS) model of supported employment, an evidence-based, proven method of providing vocational services.

Supervision Guidelines

ACT Team Supervision Guidelines: Vocational Specialist

The ACT Team Supervision Guidelines provide an outline for each of the eight identified roles in the fidelity and New York State ACT Regulations. It is divided in three parts: culture, services, and team. The guidelines will offer ideas and direction for dialogue, follow up, and overall guidance of each role in the team. The Supervision Guidelines follow the ACT Transitional Practice Framework, incorporating the dimensions of ACT – engagement, managing wellness, and integration into the community.

IPS Employment Resource Book

Employment Resource Book

Informed by the principles of the IPS approach to supported employment, the Employment Resource Book is designed for consumers to use with employment specialists, other practitioners, peer specialists, and on their own. This book contains over 30 topics and 10 appendices that focus on three themes: prior to the job search, during the job search, and after getting a job.
IPS: Using the Employment Resource Book

This module, “Using the Employment Resource Book”, is intended for consumers, family members and practitioners. It provides an introduction to the Employment Resource Book and explains how this important resource can best be used. Sections include “Suggestions for Consumers” and “Suggestions for Practitioners/Supports”.

RECOMMENDED Training for ACT Vocational Specialists

INDIVIDUAL PLACEMENT AND SUPPORT MODEL (IPS) APPROACH TO SUPPORTED EMPLOYMENT

IPS: Introduction to the Individual Placement and Support (IPS) Model of Supported Employment

This hour-long module is designed for practitioners, supervisors and program leaders who are involved in providing IPS services. It focuses on the importance of employment to persons diagnosed with a serious mental illness, the rationale for IPS, IPS fundamentals, core practitioner skills, and implementing IPS in NYS. It offers video clips of consumer and practitioners, interactive exercises, and links to resources and web sites.

We Can Work

We Can Work

This 25-minute video was produced as part of the New York Association of Psychiatric Rehabilitation Services’ Employment and Economic Self-Sufficiency Toolkit. “We Can Work” features people with psychiatric diagnoses sharing their stories of their journeys to successful employment.

ACT and IPS

ACT and IPS Approach to Supported Employment (Parts 1, 2, and 3)

This webinar series focuses on the IPS approach to supported employment. These hour-long webinars are designed for ACT Vocational Specialists and Team Leaders.
RECOMMENDED TRAINING AREAS

The “Recommended Training Areas” section of the ACT Training Overview features a number of topics, each consisting of an array of training offerings: modules, tools, and other resources. In collaboration with your supervisor, you may select the types of training that are relevant to your professional development.

Recommended training areas include:

- Culture
- Risk Assessment
- Justice-Involved Individuals
- Suicide Prevention
- Shared Decision Making
- Trauma-Informed Care
- NYC Tobacco Cessation Training & Technical Assistance Center
- Integrating Health
- ACT Transition Curriculum*

*Detailed information on this curriculum is included on the following pages of this guide.
The ACT Transition model is a phased approach designed to give structure to the transition process, offer clinical strategies to support transitioning consumers and their families, and to create efficiencies for ACT teams as they help transition consumers to less intensive services and greater inclusion into their communities.

This curriculum consists of self-study webinars, modules, and tools.
Unit 1: ACT Transition: The Road to Recovery

Unit 1 is an hour-long module offering an overview of the ACT Transition Model, a three-dimensional approach designed to give structure to the transition process. This training module provides ACT teams with concepts and tools that will help guide consumers forward on their road to recovery. The focus is on providing care that is one step on the road to recovery and leads to successful integration into the community.

Course Objectives:
1. List three overlapping dimensions of ACT services
2. Identify the objectives of each dimension
3. Identify tools available in each dimension
4. Complete an action plan to provide ACT services for a consumer

Unit 2: ACT Transition Tools

Unit 2 features video guides on how to use transition tools that are helpful at different points in the transition process. All transition tools and manuals in Unit 2 are downloadable, including the interactive ACTion Planner. Featured tools include the following (video guides are also available for each):

- Opening Dialogues with New and Existing Consumers
- Family Tools for Transition
- T-MAP
- WSM for Transition: A Personal Workbook
- Linkage and Tryout
- Transition Needs Assessment
- Transfer of Care
- ACTion Planner
ACT Transition Process: Parts 1 and 2

- ACT Transition Process (Parts 1 and 2)

In this two-part webinar series, we follow one ACT team’s work on assisting one of their consumers towards graduation from the ACT team. Along the way, they discover the consumer’s resiliency and new ways for the ACT team to reflect on the work they do.