

# **Wisconsin Public Psychiatry Network Teleconference (WPPNT)**

This teleconference is brought to you by the Wisconsin Department of Health Services (DHS), Division of Care and Treatment Services (DCTS), Bureau of Prevention Treatment and Recovery (BPTR) and the University of Wisconsin-Madison, Department of Psychiatry.

# WPPNT Reminders

## How to join the Zoom webinar

- **Online:** <https://dhs.wi.zoomgov.com/j/1606358142>
- **Phone:** 669-254-5252
- Enter the Webinar ID: 160 635 8142#.
  - Press # again to join. (There is no participant ID)

## Reminders for participants

- Join online or by phone by 11 a.m. Central and wait for the host to start the webinar. Your camera and audio/microphone are disabled.
- [Download or view the presentation materials](#). The evaluation survey opens at 11:59 a.m. the day of the presentation.
- Ask questions to the presenter(s) in the Zoom Q&A window. Each presenter will decide when to address questions. People who join by phone cannot ask questions.
- Use Zoom chat to communicate with the WPPNT coordinator or to share information related to the presentation.
  
- [Participate live to earn continuing education hours](#) (CEHs). Complete the evaluation survey within two weeks of the live presentation and confirmation of your CEH will be returned by email.
- A link to the video recording of the presentation is posted within four business days of the presentation.
- Presentation materials, evaluations, and video recordings are on the WPPNT webpage: <https://www.dhs.wisconsin.gov/wppnt/2023.htm>



WISCONSIN DEPARTMENT  
*of* HEALTH SERVICES

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# Peers, Who Are They and Why It Works

## Peer Specialist Overview

# Training Agenda

- Introductions & Grounding  
Acknowledgements
- Community Learning Considerations
- Self-Care & Community Care
- Certified Peer Specialist Curriculum
- Five Fundamentals of Peer Support
- Pillars of Peer Support
- Let's Talk!

# Introductions and Ground Acknowledgments

The state of Wisconsin was founded in 1848 as the 30th state in the United States of America on the land of Ojibwe, Sokaogon Chippewa-Mole Lake Band, Potawatomi, Oneida, Mohegan, Ho-Chunk, Menominee, and Brotherton. Each of these sovereign nations have their own governments, traditions, ceremonies, and culture. They signed treaties with the United States from 1825-1854, after living here for 10,000 years. They survived with the principles of peer values, including the Grandfather Teachings: Humility, Honesty, Truth, Wisdom, Respect, Bravery, and Love. These teaching cross-cultural lines and are exhibits of community practices that have mentored several generations. It is in this spirit that we celebrate the diversity of our State and work for the opportunity for all to receive peer support.

# Community Learning Considerations

What makes a safe space?

How can we come together to learn and share?

# Self-Care & Community Care

- In this course, real, sensitive, and delicate topics will be explored that can arouse strong emotions or present challenges. Various topics that will be explored, include trauma, including historical or collective trauma, supporting people considering suicide, diagnosis, the effects of stigma, systemic marginalization and oppression, and involuntary commitment to name but a few areas.

# Self-Care & Community Care

- Community care recognizes that we don't all have equal access to time and money, which are the main resources required for care. It reminds us that we as human beings are interdependent. The third level of Maslow's Hierarchy of Needs is "a sense of belonging and love." We have a psychological need for intimate relationships and, for many of us, we depend on those relationships to meet our physiological needs. If you're able to practice self-care, that's great. Just don't forget about the people around you. No matter how privileged we are, we still need human connection. We still need to give and receive love. Here are five ways to shift your thinking to community care,
  - considering the needs of your family members
  - friends,
  - co-workers,
  - neighbors,
  - group members, and others you interact with on a regular basis (Wallace, 2020).



# Wellness Planning

- Your wellness plan can look however you want it to, but the point is to name your current or anticipated needs, and who can support you in getting your needs met. Be sure to communicate your needs to the people who will support you. If your community is a web-based one, maybe create a private online shareable spreadsheet that folks can contribute to and edit. If your community isn't online, maybe set up an in-person group meeting, a conference call, or make individual calls or meetings.
- When folks ask you for support, remember to listen and follow their lead in lifting up their own self-determination. This is about the person requesting support, so don't make it about you. If you feel you aren't able to meet a need, be clear and honest about that, and help strategize another way to meet that need. Folks experiencing or dealing with their own triggers, crisis, or trauma may or may not be able to support. Ask. Don't assume anyone is or isn't able to provide support. If you do commit to supporting the needs of community, you may also need support in meeting those needs, so consider creating a wellness plan for yourself.
- We are enough, and we are all we need to survive. We always have been. We're all we've got. Be good to each other. Take care of each other.
- No comrade left behind!
- <https://alp.org/breaking-isolation-self-care-and-community-care-tools-our-people>

# Certified Peer Specialist Curriculum

Stigma and Cultural Competency

Stigma and Marginalization Connected to Lived  
Experience

Culture, Power, Privilege, and Peer Support

Culturally Informed Approaches to Trauma

Trauma-Informed Peer Support

# Certified Peer Specialist Curriculum

- Ethics, Confidentiality, and Professional Boundaries
- Resiliency and Trauma
- Resiliency
- Understanding Developmental Trauma
- OARS Communication Skills Overview
  - a. Open Questions
  - b. Affirmations
  - c. Reflective Listening
  - d. Summarize

# Certified Peer Specialist Curriculum

- Five fundamentals Processes
- Mental Health and Substance Use Diagnosis Background
- Person-Centered Recovery
- Navigating Crisis in Peer Support
- Working Collaboratively on Integrated Team
- Concluding the Peer Relationship

# Five Fundamental Processes

## Connecting

Connecting	Connecting is task number one in every meeting. Establish the peer relationship, and then maintain a good working relationship.	<ul style="list-style-type: none"><li>• Self-awareness</li><li>• Benefits of the peer relationship</li><li>• Strengths-based recovery principles</li><li>• Trauma-informed care</li><li>• Confidentiality</li></ul>	<ul style="list-style-type: none"><li>• Practicing self-care and community care</li><li>• Connecting open questions</li><li>• Look for strengths and affirm</li><li>• Reflective Listening Cheat Sheet</li><li>• Initial Meeting Checklist</li></ul>
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# Five Fundamental Processes

## Exploring

<p>Exploring</p>	<p>Explore how the peer experiences life currently, current and past efforts in recovery, areas of strength and resilience, concerns and challenges, and hopes and dreams for the future.</p>	<ul style="list-style-type: none"><li>• Exploring lived experience</li><li>• Substance use and mental health challenges</li><li>• Resilience and protective factors</li><li>• Ambivalence</li><li>• Multiple pathways to recovery</li></ul>	<ul style="list-style-type: none"><li>• OARS skills</li><li>• Exploring open questions</li><li>• Look for strengths and affirm</li><li>• Advantages and Disadvantages Worksheet</li><li>• Exploring values</li><li>• Listening, revisited</li></ul>
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# Five Fundamental Processes

## Supporting

<p>Supporting</p>	<p>Powerful support is provided peer-to-peer to address a range of potential concerns. Support is provided based on the foundation of connection and exploration. There are professional boundaries and ethics <b>that</b> guide the practice of peer support.</p>	<ul style="list-style-type: none"><li>• Supporting lived experience</li><li>• Multiple pathways to recovery</li><li>• Difficult conversations (suicide, self-harm, responding to anger)</li><li>• Setting healthy boundaries</li><li>• Stigma, culture, power, privilege</li></ul>	<ul style="list-style-type: none"><li>• OARS skills</li><li>• Providing information (Ask-Share-Ask)</li><li>• Sharing recovery story (Ask-Share-Ask)</li><li>• Preparing Response to Anger worksheet</li><li>• Gentle refusal 3 steps</li><li>• Advocacy</li></ul>
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# Five Fundamental Processes

## Planning

Planning	Planning is based on the peer's desires, hopes, goals, and needs in recovery. Planning unfolds and evolves over time for ongoing peer support.	<ul style="list-style-type: none"><li>• Multiple pathways to recovery</li><li>• Planning pitfalls and possibilities</li><li>• Natural supports</li></ul>	<ul style="list-style-type: none"><li>• OARS skills</li><li>• Planning possibilities</li><li>• Brainstorming</li><li>• Sharing information and resources (Ask-Share-Ask)</li><li>• Best practices for concluding the relationship</li></ul>
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# Five Fundamental Processes

## Advocating

<p>Advocating</p>	<p>Advocating is done with peers, for change in workplace, and change in service systems. Advocacy honors the value of certified peer specialists, the wishes of peers, and it centers the supports needed for harm reduction.</p>	<ul style="list-style-type: none"><li>• Advocate with peer</li><li>• Advocate for professional needs in workplace</li><li>• Advocate for CPS role and supports</li><li>• Advocate for systemic change</li><li>• Advocate for intentionality in integrating DEAI in all spaces</li></ul>	<ul style="list-style-type: none"><li>• OARS skills</li><li>• Connect with resources and others with shared values</li><li>• Applying understandings of culture, power, and privilege</li><li>• Exploring values</li><li>• Brainstorming</li><li>• Collaboration and fostering connections through organizing advocacy efforts</li></ul>
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# Pillars of Peer Support

- Code of Ethics
- [Link](#)
- Scope of Practice
- [Link](#)
- Core Competencies
- [Link](#)

# Ready for an activity?

What are the ways that you identify?

On a piece of paper write down ten ways that you see yourself.

# Thank You!

Send us a message at:

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