

Recovery Promoting Competencies Toolkit



A preview of what's inside the Toolkit.

Homepage

The screenshot shows the homepage of the Recovery Promoting Competencies Toolkit. At the top, a black header bar contains the text "Boston University College of Health & Rehabilitation Sciences: Sargent College". Below this is a white navigation bar with the Boston University logo and the text "Center for Psychiatric Rehabilitation" on the left, and a search box with a magnifying glass icon on the right. A blue navigation bar below that contains the links "About", "Living Well", "Develop", "Research", "Resources", and "Store". A dark grey breadcrumb trail shows "Home", "Orientation", and "Orientación". The main content area features two white boxes. The left box is titled "Recovery Promoting Competencies Toolkit" and includes the text "Tools to help providers & agencies support mental health recovery." and a blue button labeled "Enter Toolkit". The right box is titled "Kit de Herramientas de Recuperación" and includes the text "Herramientas para ayudar a proveedores y agencias a respaldar la recuperación en la salud mental." and a blue button labeled "Ingrese al kit de herramientas". At the bottom of the page, a small line of text reads: "The development of the Toolkit was supported by a grant from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR Grant #90IF0033)."

Recovery Promoting Competencies Self-Assessment Tool

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Recovery Promoting Competencies Self-Assessment Tool (RPCS)


This section includes a Self-Assessment Tool and a Scoring Guide to give you feedback about your level of recovery-promoting competencies, as you perceive it.

Take the Self-Assessment, which includes 24 items representing major components of recovery-promoting competencies¹. Then, use the scoring instructions to find out how recovery-oriented you view your current way of practicing.

It may be helpful to use the RPCS after taking the Online Course and using the Strategies that are provided in this Toolkit, to see how you feel you have improved.

[Read more about the Self-Assessment Tool...](#)

 [Take the Self-Assessment](#)

 [Scoring Instructions](#)

¹ The RPCS is based on the Recovery Promoting Relationships Scale (RPRS) (Russinova, Z., Rogers, E.S., Cook, K., Ellison, M.L., & Lyass, A. (2013). Conceptualization and measurement of mental health providers' recovery-promoting competence: The Recovery Promoting Relationships Scale (RPRS). *Psychiatric Rehabilitation Journal*, 36(1), 7-14.

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Strategies








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About Living Well Develop Research Resources Store

Home Orientation Self-Assessment Online Course **Strategies** CEUs

Provider / Enhancing Empowerment

Provider	 Supporting Personal Decisions	 Participating in Community Advocacy Events	 Supporting Relationships with Pets
Enhancing Empowerment			
Increasing Hope			
Increasing Self-Acceptance			
Additional Resources			
Program Manager/Supervisor	 Support Opportunities to Take Responsibility	 Accompany People to Their Appointments	 Arranging for a Person to Share or Teach
Administrators/Executive Director	 Coaching People to Use Wellness Strategies		

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Provider Strategy #3 [SUPPORTING RELATIONSHIPS WITH PETS]

ENHANCING EMPOWERMENT

DEFINITION: Facilitating the development or the strengthening of a connection with domestic animals.

PURPOSE: Create opportunities for the person to experience the known benefits of having a pet (e.g. decrease anxiety, increase confidence and community integration).

SUGGESTED TOOLS:

A worksheet to assist the person in weighing preferences, pro's and con's in order to make an informed choice regarding having a pet.

REFERENCES:

Zimolag, U. U., & Krupa, T. (2009). Pet ownership as a meaningful community occupation for people with serious mental illness. *The American Journal of Occupational Therapy*, 63(2), 126-137.

Brooks, H., Rogers, A., Kapadia, D. et al. (2013). Creature comforts: Personal communities, pets and the work of managing a long-term condition. *Chronic Illness*, 9(2), 87-102.

BEFORE Using This Strategy:

Background: Research has shown that having a relationship with a pet decreases anxiety and helps people to feel that they have something to offer others. This strategy is useful for people with mental health conditions who like animals but have not had the opportunity to care for a pet on their own.

The person may not have considered having a pet because they lack necessary knowledge, skills, supports, resources and/or confidence to own or care for a pet or, the person may be living in a residence or institution where pets are not allowed. Some may not be knowledgeable about options to pursue if they cannot afford to own a pet. Some may worry that they do not have the skills to be in charge of another living being.

- ✓ Become knowledgeable about the common costs, duties involved, likely community restrictions on pet ownership for different species of animals so that you can engage in the discussion.
- ✓ Explain the strategy and its purpose.
 - Discuss the possibility of either owning a pet or finding a pet owned by another person (e.g. dog walking; pet sitting; seeing a friend's pet regularly; volunteering at an animal shelter).
 - Discuss past experiences with pets and the impact of those experiences on the person's current perception of pets, to understand how appropriate this strategy might be for the him/her.
- ✓ Invite the person to use the strategy.

DURING the Use of This Strategy:

- ✓ Explore the person's wishes and preferences with respect to being involved with a pet.
- ✓ Support the person with choosing the type of pet best suited to his/her personality, confidence issues; self-perceptions; likelihood of training (i.e. service dogs).

⇒ Continue...

Provider Strategy #3 [SUPPORTING RELATIONSHIPS WITH PETS]

ENHANCING EMPOWERMENT

DURING the Use of This Strategy (continued):

- ✓ Discuss the person's perceptions of the pros and cons of current pet ownership vs taking on a regular role with someone else's pet (e.g. potential costs; desired degree of responsibility for pet/s); residential restrictions; lifestyle; access to other pets on a regular basis; flexibility of personal schedule).
- ✓ Together determine the next steps in establishing their preferred pet arrangement.
- ✓ While this strategy is mainly designed for those who do not have a pet to begin with, those who do also should be supported in their contact. Regularly discussing the pet as a significant other is equally, if not more important for those with long term connections

AFTER the Use of This Strategy:

- ✓ Once the preferred pet arrangement has been established, regularly spend a few minutes during each session inquiring about the pet. Invite the person to share stories about the pet. Explore what they are enjoying about being involved with a pet, as well as any challenges they may be having.
- ✓ Discuss the overall experience with the person, including its impact on others involved in the experience. Explore whether or not additional strategies or supports would enhance the person's pet experience.
- ✓ Discuss the impact of the experience on the person him/herself, including their sense of being able to initiate, commit and follow through on an action.
- ✓ Help the person identify steps s/he could do differently the next time they try to take responsibility for an action.

REMEMBER:


Experiencing relationship with a pet has many benefits but also includes a lot of responsibilities. It is a great opportunity for the person to explore the impact of the experience on him/her, including what it has been like for them to make a decision, take action and assume responsibility.

Online Course

To preview a lecture click the YouTube link below

<https://www.youtube.com/watch?v=AxHd0tyHo6k>

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About Living Well Develop Research Resources Store

Home Orientation Self-Assessment **Online Course** Strategies CEUs

Introductory Module

Partnering

Inspiring

Introduction

Acknowledging Negative Realities

Sharing Balanced Perspectives

Identifying Personal Meaning

Facilitating Choice

Teaching

How to Navigate

Inspiring Module - 3 Identifying Personal Meaning

**Recovery Promoting Competencies Toolkit
For Mental Health/Rehabilitation Providers**
Farkas, Hutchinson, Forbess, Restrepo Toro, Russinova, 2016

**INSPIRING MODULE
Skill 3 - Identifying Personal Meaning**




Presented by Dori Hutchinson
Director, Services, Center for Psychiatric Rehabilitation;
Associate Professor

**BOSTON
UNIVERSITY**

National Institute on Disability, Independent Living, and Rehabilitation Research #901F0033-01-00


◀ Lesson Plan Next Module ▶

Identifying Personal Meaning

-  Lecture Slides
-  Integration Exercise
-  Take 10-question version of quiz

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Want to Earn Continuing Education Credits (CEU's)?

[CEU Information](#)

[Course Overview](#)

[Introductory Module](#)

[Partnering Module](#)

[Inspiring Module](#)

[Facilitating Choice Module](#)

[Teaching Module](#)

This online course can be submitted for CEUs (Continuing Education Units). You are welcome to submit by Module or for the entire Course after taking the lessons and successfully passing the knowledge test for each one. Some disciplines require longer post-tests than the 10 items you will find in each module. In this section, you can find longer test-versions. **Please make sure you check with your professional organization about their requirements and take the test most relevant for you.**

CEU's for Pre-Approved Disciplines

As of 2017, pre-approval has been granted for: Psychiatric Rehabilitation Association (CPRP, formerly USPPRA), Commission on Rehabilitation Counseling (CRCC), & Massachusetts Board of Registration of Social Work (CEC's for LICSW, LCSW, LSW and LSWA). Massachusetts has reciprocity with almost all the other states in the U.S. Please check with your state to verify that they accept Social Work CEC's from Massachusetts.

To apply to CEU's for these professions [contact us](#).

Non Pre-Approved Disciplines

If you are interested in any other CEU's, you can submit the materials provided here. These materials include the elements most frequently required by professional organizations for CEU's (Presenter bio; learning objectives; references; number of contact hours). In order to download or print the relevant materials and to request a certificate of completion, enter the modules you want to submit an application for in the list of modules below.

List of modules for CEU application materials

- [Course Overview](#)
- [Introductory Module](#)
- [Partnering Module](#)
- [Inspiring Module](#)
- [Facilitating Choice Module](#)
- [Teaching Module](#)

Boston University's Center for Psychiatric Rehabilitation maintains responsibility for the program and its content.

Boston University's policies provide for equal opportunity and affirmative action in employment and admission for all programs of the University.



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Homepage in Spanish

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Recovery Promoting Competencies Toolkit

Tools to help providers & agencies support mental health recovery.

[Enter Toolkit](#)




Kit de Herramientas de Recuperación

Herramientas para ayudar a proveedores y agencias a respaldar la recuperación en la salud mental.

[Ingrese al kit de herramientas](#)

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Inicio Orientación Curso en Línea **Materiales**


Fomentar el empoderamiento

Proveedores


- Fomentar el empoderamiento
- Aumentar la esperanza
- Aumentar la autoaceptación

Gerentes de Programas


Directores Ejecutivos




Apoyar las decisiones personales




Participar juntos en eventos comunitarios




Apoyar la relación con una mascota




Apoyar oportunidades para asumir responsabilidades



Acompañar a las personas a sus citas



Apoyar oportunidades para demostrar sus destrezas



Apoyar la implementación de una vida saludable

The development of the Toolkit was supported by a grant from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR Grant #90IF0033).

ESTRATEGIAS PARA AUMENTAR EL EMPODERAMIENTO

Definición: Facilitar el desarrollo o fortalecimiento de la relación del individuo con una mascota o varias mascotas.

Propósito: El propósito de esta estrategia es ayudar al individuo a entablar una relación estrecha a través del contacto regular con una mascota, lo cual ha sido demostrado que reduce la ansiedad, aumenta la confianza y la integración en la comunidad.

Sugerencias de recursos:

Fuentes:

Zimolag, U. U., & Krupa, T. (2009). Pet ownership as a meaningful community occupation for people with serious mental illness. *The American Journal of Occupational Therapy*, 63(2), 126-137.

Brooks, H Rogers, A., Kapadia, D. et al. (2013). Creature comforts: Personal communities, pets and the work of managing a long-term condition. *Chronic Illness*, Vol 9(2), Jun, 87-102.

Antes de usar esta estrategia:

- Investigaciones han demostrado que establecer una relación con una mascota disminuye la ansiedad y ayuda a las personas a sentir que tienen algo que ofrecer a los demás.
- Aunque con frecuencia sucede que las personas que les gustan las mascotas ya tienen una, esta estrategia es útil para aquellas que han estado viviendo en residencias donde no las permiten o han estado reclusos en instituciones, y pensaban que no eran lo suficientemente fuertes como para tener mascotas o tener contacto con ellas.
- Puede que algunos individuos no estén informados acerca de qué opciones seguir si no pueden pagar para tener una mascota.
- Puede que algunos se preocupen por no tener las destrezas que se necesitan para estar a cargo de otro ser vivo.
- Esta estrategia es útil para aquellos a quienes es posible que les guste tener una relación con una mascota y no han tenido la oportunidad de considerar cómo hacer para establecerla o tuvieron una relación y la perdieron (como p. ej. tuvo una mascota cuando era niño; tuvo un compañero de cuarto que tenía una mascota) o tuvo un cambio en los requisitos de la vivienda, en otras palabras, no aceptan mascotas, o estaba tan enfermo como para cuidar a una mascota o cualquier otra circunstancia de la vida que se haya presentado.
- En términos generales hágase conocedor acerca de los gastos cotidianos, deberes que implica, probables restricciones de la comunidad para tener mascotas de diferentes especies de animales, de manera que usted pueda participar en la discusión.
- Explique la estrategia y su propósito.
 - Hable sobre la posibilidad de tener una mascota o de encontrar una mascota que le pertenezca a alguien con quien se pueda relacionar (p. ej. sacar a caminar a un perro; cuidar de la mascota en ausencia del dueño; ver regularmente a un amigo con mascota; ser voluntario en un refugio de animales).
 - Hable de experiencias en el pasado con mascotas y el impacto de esas experiencias en la percepción actual sobre ellas, para entender cuán apropiada podría ser esta estrategia para la persona.
 - Invite a la persona a usar la estrategia.

Durante la utilización de la estrategia:

- Ayude a la persona a escoger el tipo de mascota más apropiada para su personalidad, confianza en sí mismo, autopercepción; probabilidad de entrenamiento (p. ej. perros de asistencia).
- Hable con la persona acerca de los pros y contras de ser dueño de una mascota en el presente versus a tener una labor con la mascota de otra persona (p. ej. costos potenciales; grado deseado de responsabilidad por la mascota(s); restricciones en la residencia; estilo de vida; acceso a otras mascotas a intervalos regulares; flexibilidad del horario personal).
- A menudo pase unos pocos minutos durante la sesión hablando sobre la mascota, historias acerca de la vida y sobre qué hace o qué no hace la mascota, preocupaciones que la persona podría tener y pasos para vencer esas preocupaciones para animar a la persona en su relación.
- A pesar de que esta estrategia está principalmente diseñada para aquellos individuos que no tienen una mascota, aquéllos que sí tienen una también deberían recibir apoyo en su relación. Al hablar regularmente de la mascota como una pareja es igualmente, si no más importante, para aquéllos con relaciones de larga duración.

Después de usar la estrategia:

- Hable con la persona de la experiencia en general, incluyendo el impacto que tuvo en otros que participaron en la experiencia.
- Hable sobre el impacto que tuvo la experiencia sobre la persona, incluyendo el sentido de haber podido iniciarla, llevarla a cabo y seguir la acción hasta el final.
- Ayudar a la persona a identificar los pasos que podría hacer de una manera diferente la próxima vez que trate de hacerse responsable de una acción.

3 lectures in Spanish

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Introducción a la recuperación

Resumen de destrezas que promueven la recuperación de relaciones

Resumen de estrategias

RT - 1 Introducción a la recuperación INSPIRING CHOOSING TEACHING 1

Kit de herramientas de recuperación

Farkas, Hutchinson, Forbess, Restrepo -Toro, Russinova, 2016

Presentado por María E. Restrepo-Toro, MS, CPRP.

BOSTON UNIVERSITY

National Institute on Disability, Independent Living and Rehabilitation Research #90F0033-01-00

Próximo ▶

Introducción a la recuperación

 Folletos

 Ponga a prueba sus conocimientos

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