

Presentation Description

Presentation Description

The Magnet: Linking Purpose and Practice
In a Recovery-Oriented System of Care

Pamela Woll, MA, CADP

Human service fields are full of “magnets”—forces that draw us toward one position or another, whether or not that’s where we belong. Sometimes individuals, organizations, and entire fields can become “stuck,” stalled, or uninspired, until we find new ways of approaching our work. This interactive workshop is for people who want to use Indiana’s system-transformation process as an opportunity to bring new energy, inspiration, and purpose into their own careers. It introduces participants to a workbook process for identifying what they really want to do and setting up new magnets—structures that will help them move in that direction.

Workshop content and activities focus on a comprehensive workbook process designed for people who work in, or want to work in, human service fields, with a special focus on addiction and related fields. The workshop will also include discussion of conceptual and practical aspects of Indiana’s system-transformation process; implications for individuals in treatment, recovery, prevention, and allied fields; and ways of using the momentum of this process to infuse new energy and meaning into individual careers and career paths. The workbook exercises can be used individually or as a sequential process, depending on the needs, desires, and time constraints of the individual and the organization. Focus areas range from the major emphasis on fulfilling one’s purpose to the many practical and logistical considerations that are important components of career development decisions. This workbook and process are appropriate for use by anyone, from pre-service students to people who have attained high degrees of success in the field.

Intended Audience: Treatment, prevention, recovery, criminal justice, allied helping fields, and pre-service students

The Magnet

Presentation Description

Objectives and Agenda

The Magnet: Linking Purpose and Practice
In a Recovery-Oriented System of Care

Pamela Woll, MA, CADP

Learning Objectives: By the end of this session attendees will be able to:

- Identify some of the challenges they face in finding and following their career paths
- Identify some challenges and opportunities that might come from Indiana's transformation into a recovery-oriented system of care
- Identify some internal and external resources that can help them meet these challenges and take advantage of these opportunities
- Use *The Magnet* workbook exercises to gain more clarity on their direction, career decisions, and areas for further professional development

Agenda

8:30 – 9:30 a.m.	Opening, Introductions The Magnet
9:30 – 10 a.m.	Finding Direction in a Recovery-Oriented System of Care
10 – 10:30 a.m.	Break
10:30 – 11:15 a.m.	Sample Exercise/Discussion
11:15 – 11:45 a.m.	Challenges and Resources
11:45 - Noon	Wrap-up

The Shift to a Recovery-Oriented System of Care

The Emerging Model

From "The History and Future of 'Aftercare'" (White, W. & Godley, M.), in *The Counselor* 4(1):19-21, 2003

"This emerging model of recovery support services will need to be rigorously evaluated to determine what unique combinations and sequences of services generate the best long-term recovery outcomes. Recovery management calls not for larger doses of traditional services but earlier intervention and more sustained intervention using assertive outreach methods to keep clients engaged. In particular, the model extends the duration of post-treatment support services, intensifies those services during windows of initial and subsequent vulnerability, and moves the locus of recovery support from the treatment environment to the natural environment of the client. The management of all chronic disorders is expensive, but advocates of recovery management suggest that sustained support may provide a less expensive and a more clinically effective alternative to recycling people through multiple episodes of acute treatment. Future research will determine if this new vision of continuing care and these new experiments in recovery management are capable of producing improved clinical outcomes and a better stewardship of community resources."

Recovery Management

From "Recovery Management: Transcending the Limitations of Addiction Treatment" (White, W., Boyle, M., & Loveland, D.), in *Behavioral Health Management*, 23(3), 38-44
(http://www.behavioral.net/2003_0506/featurearticle.htm)

"Recovery management seeks to build recovery-focused expertise in two ways. First, it intensifies the recovery education of all staff and builds recovery support functions into all service roles. The focus here is both on the use of evidence based practices in treatment and the structures (pathways), styles, stages and experiences of long-term recovery. Secondly, it re-integrates recovering individuals and family members into the service team as paid or volunteer recovery support specialists (also called recovery coaches/mentors/guides). The goal here is not to replace professional helpers (e.g., the addictions counselor) or replace natural supports in the larger recovery community (e.g., the Twelve Step sponsor), but to expand the range of problem-solving and recovery support resources available to clients/families over the long course of the recovery process. The function of recovery support specialists is not to provide professional treatment services (such would be beyond the boundaries of their education, training and experience), but to: 1) expose people seeking recovery to living proof of the potential for long-term recovery, 2) illustrate the varieties of recovery experience, 3) deliver stage-appropriate recovery education, 4) help remove environmental and personal obstacles to recovery, 5) link clients to the natural resources of the recovery community, and 6) provide a bridge of friendship toward the development of a sobriety-based social network. The intent is not to professionalize the recovery support specialist role or de-professionalize addiction treatment, but to re-introduce the positive functions that were lost in the modern professionalization of the addiction counselor."

Some Implications for Treatment

From "The Varieties of Recovery Experience" (White, W. and Kurtz, E.) in *Recovery Management* (White, W., Kurtz, E. & Sanders, M., 2006), published by the Great Lakes Addiction Technology Transfer Center

- Paradigmatic shift of treatment and counseling from problem- or intervention-focused to recovery-focused approaches
- Discussions between treatment and recovery communities regarding the definition of "recovery":
 - Abstinence may shift from a goal and requirement for recovery to one method of achieving recovery
 - Treatment programs may be held accountable for multiple recovery outcomes, e.g., changes in use of primary/secondary drugs, and changes in functioning in many areas of health and functioning (individual, relationship/family, occupational/ academic, etc.)
 - New technologies of family assessment, intervention, monitoring, and recovery research
- Shift from the focus on pathology (fixed on determining degrees of severity and complexity) to a focus on resiliency and recovery, with the need to determine individual and family "recovery capital;" its roles in natural, treatment-assisted, and peer-assisted recovery; and its importance in knowing whether or not people need professionally assisted treatment
- Need for wider recognition of the value and legitimacy of medication-assisted treatment, within treatment and recovery communities, to avoid the possibility that this treatment be split off from addiction treatment services entirely
- Need for far better understanding of and research into styles of recovery, and into: 1) varieties of religious, spiritual, and secular frameworks of recovery; 2) differences and similarities among these frameworks; and 3) their relative effectiveness for various cultural groups
- Need for all addiction professionals to become students of the wide variety of recovery mutual-support societies, to develop relationships with these groups, to give clients information about these groups, and to develop a style of active linkage to these groups.

Critical Skills for Linking Clients With Recovery Communities and Recovery Support Services

From *Recovery: Linking Addiction Treatment and Communities of Recovery* (White, W., Kurtz, E., Bishop, C., & Flaherty, M., 2006), Published by Northeast Addiction Technology Transfer Center

- Developing/sustaining supportive, non-exploitive, recovery-focused clinical relationships
- Assessing client, family, and community recovery capital and recovery resource needs
- Remaining aware of all national and local recovery support resources
- Empowering clients to make choices about their own recovery pathways and styles
- Maintaining relationships with key individuals/groups in local recovery communities
- Matching needs/preferences of clients to particular recovery support resources
- Guiding each client into relationship with an identified person and group
- Monitoring each client's response to chosen pathway/style of recovery and the need for amplified clinical or peer-based recovery support resources
- Providing, when needed, early re-intervention and recovery re-initiation services
- Facilitating the development of needed recovery support resources

Job/Project Assessment Worksheet (From *The Magnet*)

Your Mission: _____

Name of Job or Project: _____

Your Title/Role: _____

Area A: Higher Purpose

How well is this job or project/role likely to fulfill (or lead to fulfillment of) your higher purpose?

1. Who needs your work in this job, in this role, or on this project, why, and how much?

Who Needs It	Why They Need It	How Much They Need It
		1 – 2 – 3 – 4 – 5
		1 – 2 – 3 – 4 – 5
		1 – 2 – 3 – 4 – 5

2. What's the range of impact of this job or project, or your role in it (# people, systems, etc.)?

3. What is the possible depth of this project's impact on individuals? (Check all that apply.)

- It may help someone/some people improve one or more life circumstances
- It may help someone/some people avoid making painful or dangerous mistakes
- It may help someone/some people lead happier, more fulfilling lives
- It may help someone/some people avoid or recover from potentially devastating conditions
- Other: _____

4. How much will this work help move your field forward? 0 – 1 – 2 – 3 – 4 – 5

5. What might be the effects of this job, role, or project on your field?

6. How strong is your sense of purpose about it? 0 – 1 – 2 – 3 – 4 – 5

7. What elements of your mission does it help you fulfill, and how does it do that?

8. At the end of your life, how important might it be to you that you did it? 0 – 1 – 2 – 3 – 4 – 5
Why?

Area B: Authority

How much authority do you have on this subject matter, and how might this job/role/project increase your authority on this subject?

9. Where does your current knowledge of this subject come from? (Check all that apply.)

- Your own experience
- Experiences of people you know
- Articles, studies, or books you've read
- Other: _____

10. Of the most important subject areas relevant to this project, how extensive is your knowledge?

Subject: _____ Your knowledge: 0 – 1 – 2 – 3 – 4 – 5
Subject: _____ Your knowledge: 0 – 1 – 2 – 3 – 4 – 5
Subject: _____ Your knowledge: 0 – 1 – 2 – 3 – 4 – 5

11. Of the most important subject areas relevant to this project, how **deep** is your **understanding**?

Subject: _____ Understanding: 0 – 1 – 2 – 3 – 4 – 5
Subject: _____ Understanding: 0 – 1 – 2 – 3 – 4 – 5
Subject: _____ Understanding: 0 – 1 – 2 – 3 – 4 – 5

12. When you write or speak about this, how strong is your voice? 0 – 1 – 2 – 3 – 4 – 5
Why?

13. What do you still need to learn/practice to be ready to do this well, and how will you do that?

What You Still Need to Learn or Practice	Possible Resources for This

14. How does or will your work on this project increase your knowledge, understanding, skill, and authority?

Area C: Positioning

What might your involvement in this project do to move your career and/or life in the direction you want it to go?

15. How interesting is the subject matter to you? 0 – 1 – 2 – 3 – 4 – 5

16. How does it relate to the subject areas you prioritized in the "Direction Worksheet"?

17. How much do you enjoy doing this kind of work? 0 – 1 – 2 – 3 – 4 – 5

Why? _____

18. Which of these purposes does this project/role seem like it will satisfy, and to what extent?

- 0 – 1 – 2 – 3 – 4 – 5 Higher purpose
- 0 – 1 – 2 – 3 – 4 – 5 Enjoyable work and/or working conditions
- 0 – 1 – 2 – 3 – 4 – 5 Financial security
- 0 – 1 – 2 – 3 – 4 – 5 Diplomacy
- 0 – 1 – 2 – 3 – 4 – 5 Freedom
- 0 – 1 – 2 – 3 – 4 – 5 Stretching your courage and capabilities
- 0 – 1 – 2 – 3 – 4 – 5 Doing something really well; having something to show
- 0 – 1 – 2 – 3 – 4 – 5 Exposure to new, broader, or better markets for your work

19. On a continuum from chaos to peace, how would you describe the potential effects on your life if you take or stay in this job/project right now (e.g., level of responsibility, level of stress, time commitment, disruption to your schedule, personalities involved)? (Circle or X the spot.)

Chaotic – – – – Disruptive – – – – Uncomfortable – – – – Manageable – – – – Peaceful

Why? _____

20. How much would you like to be doing this kind of work in a year? 0 – 1 – 2 – 3 – 4 – 5

21. How much would you like to be doing this kind of work in 5 years? 0 – 1 – 2 – 3 – 4 – 5

22. If you had six months to live, would this be one of the things you'd do? Yes No

Why? _____

Area D: Generativity

How does/will this job/project help you pass along what you've learned or prepare people to replace you when you leave?

23. How does/will this job/project let you help people find their strengths and capabilities?

24. How does/will this job/project let you help people empower themselves?

25. How does/will this job/project let you help people find greater freedom?

26. How does/will this job/project let you help people progress in their lives and/or careers?

27. How does/will this job/project help you pass along your knowledge and skills?

28. How will this job/project improve knowledge, understanding, skills, or attitudes in the field?

29. How does/will this job/project help you prepare others to do the kinds of work you do?

30. How will this let you help your clients find others who can fulfill their needs in the future?

Gut Instinct

31. After reading everything you just wrote, what's your **strongest gut instinct** about this job or project's level of benefit/importance to your life right now? 0 – 1 – 2 – 3 – 4 – 5

32. What argument for taking/keeping this job/project seems to stand out ahead of all others?

33. What argument for **not** taking/staying in this role seems to stand out ahead of all the others?

34. What would you choose to do if your fears (e.g., financial fears, fear of failure, fear of the unknown, fear of disappointing people, fear of what people will think) were **not** a factor?

About the Great Lakes ATTC

The Great Lakes Addiction Technology Transfer Center

What is the Great Lakes ATTC?

The Great Lakes ATTC is a collaborative multi-state center that promotes:

- State-of-the-art addiction science and the infusion of that science into professional practice, using ongoing needs-assessment processes to remain responsive to the fields
- Effective partnership between addiction treatment and criminal justice, healthcare, academia, and state and local governments

Funded by the Substance Abuse and Mental Health Services Administration/ Center for Substance Abuse Treatment (SAMHSA/CSAT), the Great Lakes ATTC serves Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Great Lakes ATTC is part of a network that includes 14 regional Centers and a National Office.

What the Great Lakes ATTC Does

- Culturally competent didactic, clinical and experiential training
- Workforce development and upgrading standards
- Curriculum and product development
- Information dissemination through a regional Web site
- Quarterly bulletin
- Resource center library
- Center for Excellence in Criminal Justice

The Mission of the ATTC Network

The mission of the ATTC network is “Unifying science, education, and services to transform lives.”

Three Questions

3 Questions

1. Why did you decide to come to this workshop?
2. What's a significant challenge in finding your way?
3. What change(s) in you or your choices might help you meet that challenge?

About the Leadership Institute

About the Leadership Institute

The Magnet was adapted from a project created for the ATTC Leadership Institute.

The Leadership Institute (LI) is a partnership between the ATTC Network and SAMHSA/CSAT's Partners for Recovery. It was developed in a collaborative process that included the Southern Coast ATTC and the USDA Graduate School, with the guidance and support of Partners for Recovery. The Institute's first round began in 2004, with each of the 14 ATTCs hosting regional Leadership Institutes for addiction professionals who were selected and supported by their organizations.

The Leadership Institute includes a formal and rigorous assessment process; an intensive five-day immersion training on leadership and management, the pairing of protégés with mentors who can help them define and carry out their leadership activities; the development of individual leadership plans based on the protégés' goals, their organizations' needs, and the areas for further development identified in the assessment process; ongoing continuing education and experiential learning; a six-month refresher session that brings mentors and protégés together once again; the completion of individual leadership projects; and a graduation ceremony in which protégés and mentors gather to hear about and celebrate the completion of the LI projects and the scope and depth of the growth that has taken place as a result.

At this writing, the next round of Leadership Institutes is in the planning stage. For more information on the Institute, see www.nattc.org/leaderInst/index.htm on the ATTC National Office web site, or contact Tiffany Kilpatrick (312-996-5574) at the Great Lakes ATTC.

About the Facilitator

Pamela Woll, MA, CADP

Pamela Woll, MA, CADP is a Chicago-based consultant in writing, training, and instructional development. Pam has been researching, writing, and presenting on a variety of materials in addiction treatment, prevention, and other human service fields for the past 15 years, on topics including addiction, stigma reduction, cultural competence, technology transfer, research-to-practice, disaster human services, violence, child development, addicted families, resiliency, strength-based treatment, and mentorship.

Pam is the author of *The Magnet: A Plan for Aligning Purpose and Professional Practice*, recently published by the Great Lakes ATTC. She also wrote the self-study workbook, *Healing the Stigma of Addiction: A Guide for Treatment Professionals*, developed for the Great Lakes ATTC and published in 2001 (with a Second Edition in 2005).

In addition to her many instructional materials, Pam is primary author of *Worth Protecting: Women, Men, and Freedom From Sexual Aggression* (with Terence T. Gorski), and second author of *The Call to Write: An Invitation to Aspiring Writers* (with William L. White). Pam's newest venture is a series of materials for recovering people and consumers/clients in the addiction and mental health fields, including the full-color illustrated booklet, *How to Get the Piranhas Out of Your Head*.

More Information or Electronic Copy

You can reach Pam at pamelawoll@sbcglobal.net, or at (773) 334-7531. She can email you an electronic version of *The Magnet* or the slides used in doing this workshop.

You can also visit her web site at www.humanpriorities.com