Term 2, 2020

COURSE CATALOG

2020 Calendar
Term 1: 1/6/20 — 4/20/20 (was extended by 3 weeks due to COVID-19)
Term 2: 4/27/20 — 7/20/20 (current term)
Term 3: 8/17/20 — 11/23/20
## COURSE DESCRIPTIONS

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COURSE DESCRIPTIONS

The Core Courses are required as a first step toward the New York Certified Peer Specialist certification. Visit the New York Peer Specialist Certification Board website for details about peer specialist certification requirements. The Academy of Peer Services courses are free of charge to other programs, other disciplines, and other states. Check with your certification authority or employer for how these courses can be counted for professional development.

**CORE COURSES**

**Action Planning for Prevention and Recovery**

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

There are many different types of self-help plans, including relapse prevention, wellness, advance directive, and crisis management plans that are created by people for their own use in different stages of recovery. The Wellness Recovery Action Plan (WRAP™) is a popular example of a self-help plan. This course contains an overview of self-help plans, the elements of a plan, the process of creating a plan, and strategies for working with others on creating a plan for themselves. Similar to the integrity of having a lived experience of recovery before becoming a peer support provider, there is value and integrity in creating one’s personal self-help plan before attempting to support others in that process.

**Creating Person-Centered Service Plans**

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

Building on Introduction to Person-Centered Principles, this course covers the elements of a service plan and roles peer providers can play in helping to incorporate recovery-oriented person-centered (ROPC) approaches into the service planning process. The course includes examples from the New York State Personalized Recovery-Oriented Services (PROS) handbook for creating service plans that meet regulatory, quality, and funding requirements for a PROS program while using ROPC approaches. Most of the PROS examples and principles apply equally well in other behavioral health settings that are implementing recovery-oriented person-centered approaches.
Documentation for Peer Support Services

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

Documentation is a universal skill for all types of service delivery. Documenting services contributes to service continuity, maintains accountability, and substantiates payments for services. This course introduces you to common documents used when delivering peer services. By the end of the course, you will be able to write an effective progress note using a standardized format and develop an incident report.

Essential Communication Skills (Active Listening and Reflective Responding)

**SEAT TIME:** 6 HOURS  
**PREREQUISITE:** NONE

In this course, you will learn engagement strategies, i.e., preparing, attending, observing, and listening, and will analyze reflective responding techniques, i.e., response to content, response to feeling, response to meaning, and personalized response. Finally, you will apply communication skills by evaluating video vignettes for effective communication techniques.

Human and Patient Rights in New York

**SEAT TIME:** 1 HOUR  
**PREREQUISITE:** NONE

This course helps you obtain a basic understanding of human rights protection in New York State. The content is designed to assist you in identifying the primary functions of the New York State Division of Human Rights. The course provides directions on how to access documentation to file a complaint and explains the rights of persons served in inpatient and outpatient settings in New York State.

Introduction to Person-Centered Principles

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** The Goal is Recovery

Traditional mental health care has been system-centered, focusing on what is needed to sustain the organization (funding, staffing, policies, and procedures, etc....). Person-centered principles begin instead by getting to know and deeply understand each person to determine what is most important to each person as the basis for a collaborative working relationship. By the end of the course, you will be able to identify and give examples of values and strategies of person-centered practices.
Olmstead: The Continued Mandate of De-Institutionalization

SEAT TIME: 1 HOUR  
PREREQUISITE: The Rehabilitation Act and Americans with Disabilities Act (ADA)  

This course exposes you to the continuing mandate of deinstitutionalization known as the Olmstead Act. The course discusses the Olmstead vs. Lois Curtis ruling that stated segregation in institutions constitutes discrimination based on disability. Further, this course describes the “integration mandate” of the Americans with Disabilities Act (ADA) that requires public agencies to provide services in the most integrated setting possible according to the needs of any qualified individual with a disability. New York’s state plan is also reviewed.

Peer-Delivered Service Models

SEAT TIME: 4 HOURS  
PREREQUISITE: The Historical Roots of Peer Support Services  

This course describes peer support and its origins, the difference between peer support and peer-delivered services, a framework to categorize and organize supports and services across a wide spectrum of behavioral health settings, and the research studies that led to naming peer support an evidence-based practice. The course includes ways to advocate for more peer support and peer-delivered services in one’s community that embody the spirit and values of authentic peer support.

The Goal Is Recovery

SEAT TIME: 4 HOURS  
PREREQUISITE: NONE  

The concept of mental health recovery is controversial and has been misunderstood by people who provide services, people who receive services, and family members of those who receive services. Peer providers are often caught in a crossfire of misunderstandings between these different groups. This course provides a context for the controversy by examining the evolution of the concept of recovery, exploring how recovery is being used in current practice, and offering a glimpse at what the future may hold as the body of recovery-oriented knowledge, whole health support, and person-centered practice continues to grow.
The Historical Roots of Peer Support Services

SEAT TIME: 4 HOURS
PREREQUISITE: NONE

The goal of this course is to provide a multicultural awareness of the history of the movement for social justice and human rights for people with psychiatric histories. It includes the early days of the peer-run organizations and interviews with many people of color who made contributions to the development of peer support in New York State.

The Importance of Advocacy & Advocacy Organizations

SEAT TIME: 2 HOURS
PREREQUISITE: NONE

In this course, you will examine the importance of advocacy and explore techniques to develop and access advocacy resources. You will explore the various types of advocacy and develop an advocacy plan for a given peer case, receiving feedback on items that should be included. The course provides access to advocacy supports and resources available in NYS.

The Rehabilitation Act and the Americans with Disabilities Act (ADA)

SEAT TIME: 2 HOURS
PREREQUISITE: NONE

This course begins with the Rehabilitation Act of 1973, the first major federal legislative effort to secure equal access and treatment for people with disabilities. The various sections of the Act are defined and examples of protections under those sections are provided. The course then gives a thorough review of the Americans with Disabilities Act (Titles I through V) as well as the ADA Amendments Act. Several resources that help you identify the implications of these Acts are provided throughout the course.

Trauma-Informed Peer Support

SEAT TIME: 5 HOURS
PREREQUISITE: NONE

Trauma-informed peer support can counter the impact of trauma on people in recovery by reducing the effects of unresolved and secondary trauma and supporting healing. In this course, you will identify examples of traumatic events and peer responses, examine the prevalence of trauma and its impact on physical and emotional wellness, analyze principles of trauma-informed practices and their application in peer services that support recovery, and evaluate cultural considerations and the effect of trauma on how we view our cultural experiences and the lens in which we view the world.
ELECTIVE COURSES

These courses qualify for continuing education (CE) credit in the New York State Certified Peer Specialist (CPS) program. If you are taking the courses for a different type of program or work in a different state, check with your certification authority to determine whether these courses qualify for continuing education (CE) credit in your program and/or state.

**An Overview of Peer Wellness Coaching**

**SEAT TIME:** 3 HOURS  
**PREREQUISITE:** Introduction to Person-Centered Principles

Health and wellness are important for people who have been diagnosed with mental and substance use disorders. Health disparities are prevalent; however, wellness-oriented peer approaches designed and delivered by people in recovery can help individuals realize their full potential while living longer, more satisfying lives. The goal of this course is to examine health and wellness in the peer community and review how the peer support Wellness Coaching model can help people improve their quality of life.

**Community Organizing**

**SEAT TIME:** 5 HOURS  
**PREREQUISITE:** Development of Community Assets

An experienced community organizer presents common community organizing approaches, strategies, and values used to support social change for people in recovery. You will review the role of the peer specialist as a community organizer, defining community organizing and why it is important to people in recovery. You will examine four community organizing approaches commonly used by organizers in the peer support role: Direct Action Organizing, Consciousness Raising, The Highlander School Model, and Civil Disobedience, and will formulate their own community organizing approach to support a mental health issue, applying strategies learned within a given exercise.

**Cultural Competency for Peer Providers**

**SEAT TIME:** 3 HOURS  
**PREREQUISITE:** NONE

As a peer, you share a common experience with the people you serve. You may also share similar economic or social backgrounds, have completed the same amount of schooling, or your family may have come from the same part of the world. Recovery, peer support, trauma informed practices, and other aspects of mental health share the need for understanding, accepting, and responding in ways that honor culture. Any time you interact or communicate with a person, their culture plays a part in how they receive and respond.
This course explores culture from several perspectives. You will begin by learning more about yourself and how your life experiences contribute to who you are. You will then explore ways to deepen your understanding of other people and the life experiences, which have formed them. As your knowledge grows, you will learn to apply cultural competence to your interactions and communications with peers, colleagues, friends, and others.

Development of Community Assets

**SEAT TIME:** 7 HOURS  
**PREREQUISITE:** NONE

You will develop assets which already exist in the community and utilize them effectively in their roles as peer specialists. The course explains what community assets are, where they can be found, and how to gain access to them using the Asset-Based Community Development (ABCD) model. After identifying and organizing key assets of the ABCD Model, you will construct a community asset map for their localities using Google Maps.

Ethics and Peer Support: Navigating Complex Relationships

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

In this course you will define ethics in the context of peer support values, recognize differences in how ethics may be viewed in traditional (medically oriented) services vs. peer support services, and practice skills for ethical decision-making in a variety of settings. The course contains a series of videos and scenarios for developing decision-making based on peer support and recovery-oriented values.

Harm Reduction

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

This course presents harm reduction principles for reducing the negative consequences associated with substance use when supporting peers in recovery. It relates the history of the movement that became Harm Reduction and its development and reviews the principles and key features of harm reduction. You will analyze how and why harm reduction works in different situations when peers exhibit at-risk behaviors and will identify interventions in harm reduction consistent with the Stages of Change Model.

Historical Roots of Community Mental Health System

**SEAT TIME:** 5 HOURS  
**PREREQUISITE:** NONE

Reformers have worked to improve treatment and conditions for people with mental health conditions throughout history. Each reformer's vision began with high hopes and
good intentions. Many reformers reached their goals. However, a variety of challenges and barriers clouded some achievements, with ideas regressing or relapsing over time. The steady appearance of new visions and dedication of reformers have built on prior successes and resulted in progress toward a recovery-oriented system. This interactive course explores the people, politics, values, and roles responsible for reforming the system from asylums to permanent home addresses. The course’s focus on reformation supports the critical role of peer supporters for improving today’s mental health system.

**Housing Related Peer Support Services**

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

Housing is a critical element for recovery. This course describes housing programs offered through the NYS Office of Mental Health, Homeless Housing Assistance Program (HAAP) & the Department of Housing Urban Development (HUD). You will learn the distinctions between programs and the process of obtaining housing from application to bedroom for the tenant. You will also become familiar with the role of peer staff and the unique support they offer in the sometimes-difficult process of obtaining and maintaining housing. Advocacy is often required in the housing process, so you will gain an understanding of The Fair Housing Act and how it can be used to affect discrimination. This housing programs and resources described in this course address New York State and the process/paperwork may vary according to County and/or region.

**Individual Placement and Support (IPS) Model of Supported Employment**

**SEAT TIME:** 2 HOURS  
**PREREQUISITE:** NONE

This course provides an overview of the evidence-based practice of the Individual Placement and Support (IPS) Model of Supported Employment. You will explore the role of employment in supporting peer recovery, identify the eight foundational principles of the IPS Model that support peers seeking employment, and hear stories from successful peers.

**Insurance Parity**

**SEAT TIME:** 1 HOUR  
**PREREQUISITE:** NONE

In this course, you will learn about mental health parity and benefits laws. The course defines mental health parity and specifically discusses Timothy’s Law. In addition, the New York State parity law is reviewed, and activities are provided to help you better understand the types of individuals and conditions covered under parity law.
Integrated Dual Disorder Treatment (IDDT)

**SEAT TIME:** 2 HOURS  
**PREREQUISITE:** Harm Reduction

Integrated Dual Disorder Treatment (IDDT) is an evidence-based practice that improves the quality of life for people with co-occurring severe mental illness and substance use disorders by combining substance abuse services with mental health services. In this course, you will explore how IDDT addresses substance addictions and mental illness, leading to better outcomes than treating these disorders separately or in separate places.

Motivational Interviewing

**SEAT TIME:** 3 HOURS  
**PREREQUISITE:** Essential Communication Skills (Active Listening and Reflective Responding)

Motivational Interviewing (MI) is a collaborative process wherein both service provider and peer work together on an issue the peer is experiencing. During the conversation, the service provider helps the individual strengthen his/her motivation to change and increases his/her commitment to change. While MI is a complex process that requires training, coaching, and practice, parts of it can be used effectively in the peer support role. For example, the principles and spirit of MI can easily be incorporated into practice. In this course, you will explore MI principles and its spirit, as well as peer readiness for change and change talk.

Moving Beyond Disability

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

In this course, you will examine the work incentives that are a part of the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) benefit programs administered by the Social Security Administration (SSA). You will explore the various types of incentives and how their use would impact benefits in given peer cases.

Peer Leadership

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** Peer-Delivered Service Models

During these times of change in health care delivery, funding, and public perceptions of those with mental health conditions, peer leadership is especially important. But what exactly is peer leadership and how is it different from leadership in general? This course explores that question by first covering popular leadership theories, organizational structures, and different ways in which leaders emerge, then through self-reflection and a Leadership Compass that can be used by peer supporters to identify their leadership strengths. The final assignment is to create a Leadership Exploration Action Plan, which
can be used to create a personal definition.

**Peer Support in Criminal Justice Settings**

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

In this course you will learn about the prevalence of people with mental illnesses in the criminal justice system, laws that pertain to people with mental illness, and ways in which you can give peer support to people who are involved at various intercept points in the criminal justice system.

**Person-Centered Intake and Assessment**

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

Building on the Introduction to Person-Centered Principles, this course shows the contrast between a traditional (system-centered) intake and assessment process and one in which the person is the focus of the process through recovery-oriented person-centered (ROPC) approaches. The course provides examples of creating a welcoming environment and the roles that peer support providers can play in giving hope and offering an orientation to the recovery process.

**Psychiatric Advance Directives**

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** Human and Patient Rights in New York

Maintaining autonomy in decision-making is a concern for most people. One way in which people can convey their preferences for medications, service providers, hospitals, and other important aspects of their wellbeing is by developing a psychiatric advance directive (PAD). New York State has laws that provide for the use of PADs, including some enforcement of the individual’s wishes. As a peer provider, understanding how PADs work and the advantages and disadvantages of having a PAD are important to helping others make informed decisions. This course provides foundational information about PADs and how you as a peer provider work with others to make decisions about having a PAD. You will also learn how to help someone complete a PAD and distribute it to their supporters and service providers.

NOTE: This course is not legal advice. You should always obtain legal advice from an attorney
Recovery Centers in New York State

SEAT TIME: 4 HOURS  
PREREQUISITE: NONE

Peer Recovery Centers offer an option for people in New York State who are actively working on recovery. Unlike a Drop-in Center where people go to find refuge from the world, a Recovery Center is where people find their “spark of life” and work toward a successful return to the world. The course features interviews with program directors and staff of current recovery centers in New York State, with links to additional resources for anyone who might be interested in forming their own Peer Recovery Center.

Recovery through Psychiatric Rehabilitation Principles

SEAT TIME: 4 HOURS  
PREREQUISITE: NONE

The goal of this course is to provide an overview of the principles of psychiatric rehabilitation and the role of psychiatric rehabilitation in recovery. The course gives a historical look at the evolution of psychiatric rehabilitation and highlights how the principles of psychiatric rehabilitation have influenced the recovery movement and the effect the lived experiences of those in recovery have had on the evolving field of psychiatric rehabilitation.

Self-Care for Peer Providers

SEAT TIME: 4 HOURS  
PREREQUISITE: NONE

Using the SAMHSA Dimensions of Wellness as a foundation, this course presents an array of resources and skills peer providers can use to assess, develop, and deepen their own self-care. It also develops peer providers’ support skills for helping others through self-assessment and consideration of strategies and activities they may choose for self-care.

Social Security Entitlements

SEAT TIME: 2 HOURS  
PREREQUISITE: NONE

In this course you will examine the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) benefit programs administered by the Social Security Administration (SSA). They will explore the applications and appeals processes and apply SSA eligibility requirements within given peer cases.

Stigma and Self-Disclosure

SEAT TIME: 4 HOURS
**PREREQUISITE:** NONE

Self-disclosure is a natural part of all relationships, but the stigma associated with mental health or addiction conditions makes self-disclosure of these conditions complicated. Peer support providers are called upon to be open about their experiences. This openness is what makes peer support unique from other professional services. For professional practitioners with mental health or addiction histories, the decision to disclose their own experiences with their clients can be especially complex. This course explores self-disclosure and stigma from different perspectives with strategies to weigh the pros and cons that can be used by peer support providers, professional practitioners, and the people they support.

**Suicide: A Peer to Peer Conversation**

**SEAT TIME:** 2 HOURS  
**PREREQUISITE:** NONE

Suicide is a subject that can be challenging for anyone to talk about. This course is intended to offer ways in which peer specialists can have conversations about suicide with people who may be contemplating suicide. Developing a high level of trust is crucial before the peer specialist can expect a peer to share his/her suicidal ideation. The course will look at ways of using peer to peer mutuality and respect to address thoughts of suicide and to offer a menu of strategies or actions for improving wellness. This course is not intended to be a strategy for suicide intervention skills or a diagnostic approach to suicide discovery.

**Supervision: An Introduction for Peer Support Providers**

**SEAT TIME:** 4 HOURS  
**PREREQUISITE:** NONE

This course identifies elements common to all supervision as well as elements that are more specific to the supervision of peer providers. It illustrates how a culture of recovery is an essential ingredient for a peer support provider program to thrive, and different roles a supervisor may play in developing an organization’s ability to put recovery principles into practice. Video interviews with experienced managers and supervisors offer inspiration, guidance, and strategies for the successful supervision of peer providers.

**Supported Employment Specialist Core Competencies**

**SEAT TIME:** 3 HOURS  
**PREREQUISITE:** Individual Placement and Support (IPS) Model of Supported Employment

Using the Individual Placement and Support (IPS) Model, you will examine the role, skills, and competencies of the successful Supported Employment Specialist in assisting job seekers in finding and maintaining employment, thereby supporting them in recovery. You will identify the core competencies of the Supported Employment Specialist within
the following areas: Initial assessment, disclosure, employment planning, benefits counseling, job development, working with the State Vocational Rehabilitation Department, and providing follow-along support.

### Supporting Financial Wellness: Moving from Hardship to Hope

**SEAT TIME:** 4 HOURS  
**PREREQUISITES:** NONE

The goal of this course is to provide an overview of what financial wellness is, why it matters to recovery and overall wellness, and ways peers can support individuals to build their financial hope and access available services and supports to improve their financial wellness. You will learn about the impact poverty, financial hardship, financial exclusion, and dependency have on recovery; five domains and key concepts that define and contribute to financial wellness; specific strategies peers can use to build financial hope and ways to reduce financial shame, and ways to increase access to financial supports and services.

### Supporting Veterans and their Families

**SEAT TIME:** 4 HOURS  
**PREREQUISITES:** NONE

Those who have served our country, whether in combat or through other kinds of deployments, deserve the best we have to offer. But all too often, they and their families receive little or no support after discharge. In this course we explore common issues faced by those who have served in the U.S. military and their families, resources that are available to help, and ways supporters can help those who are impacted in negative ways by service in the military to overcome those challenges and find greater peace at home.

### Transforming Lives with the Arts

**SEAT TIME:** 3 HOURS  
**PREREQUISITES:** NONE

Transforming Lives with the Arts is a course that focuses on the healing and transforming power of arts and creative expression. The course demonstrates how using the arts has become a major source of recovery for persons who have experienced mental health challenges. It honors artists who have contributed to the history of the consumer/survivor movement and showcases the stories of current day artists and directors of peer arts programs. How to be a creative peer specialist? the course, will explain how. This is a course that combines fun with information, It will dazzle you with a beautiful display of art done by recognized peer artists.

### Whole Family Health and Well Being

**SEAT TIME:** 1.5 HOURS
PREREQUISITE: NONE

After completing this course, Peer Specialists, partnering with families, will be equipped to offer information and resources aimed at educating families on mental health and whole family health and wellness.

SUPERVISION TRACK

These courses were developed to help supervisors of peer specialists to better understand the philosophy and practice of peer support. Peers who have been promoted to the role of supervisor can also gain knowledge and resources to improve their supervision from these courses. Whether you are new to supervision or a seasoned supervisor who is new to working with the peer support workforce, there is something here for you!

SPS100 - An Introduction to Supervising Peer Specialists:
Course 1 (Key Concepts)

SEAT TIME: 3 HOURS
PREREQUISITE: NONE

In this introductory course, you will review five core functions and ten best practices written by subject matter experts who have been supervising Peer Specialists for many years. Whether you are brand new to the role of supervisor or someone who has been a supervisor for many years but want to gain new knowledge and skills for supervising Peer Specialists, this course has something for you!

SPS101 - An Introduction to Supervising Peer Specialists:
Course 2 (Situations and Solutions)

SEAT TIME: 2 HOURS
PREREQUISITE: SPS100 - An Introduction to Supervising Peer Specialists (Key Concepts)

This second course in the series introduces a needs-based toolkit for organizational readiness to employ peer specialists and guidelines for supervisors related to peer support values and practice that you can use as tools to review five situations related to the supervision of peer support workers. After considering what you would do as the supervisor in each situation, recorded guidance from practicing supervisors on what they would do in that same situation is provided. Receiving guidance from multiple supervisors on their approach to supervision in each situation will give more strategies and solutions for your own supervision.
This is a new category for Term 2, 2020, based on webinars offered by the Academy of Peer Services and partner organizations converted to a short online course that allows you to earn an APS CE (continuing education) certificate. The CE certificate is granted for the running time of the webinar with the anticipated time for any additional assignments. To receive a certificate, participants must achieve an 80% score on a test of the content and complete the associated program evaluation.

**Building Financial Hope: Guidance for SSA Recipients, Providers, and Supporters**

**SEAT TIME:** 2.0 HOURS  
**PREREQUISITES:** NONE

This program provides guidance for SSA recipients, providers, and supporters as they learn about the financial impact of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, explore the connection between economic recession and its psychological impact, and the ways in which peers and supporters can build hope in uncertain times.

Broadcast in two separate webinars on April 23 and May 7, 2020. The webinars were hosted and moderated by Len Statham, NYAPRS Chief Operating Officer

Presenters: Ray Cebula III, J.D - K. Lisa Yang and Hock E. Tan Employment and Disability Institute ILR School, Cornell University, Oscar Jimenez-Solomon, Lic. Soc., MPH, Center of Excellence for Cultural Competence and Senior Research Staff Associate in the Department of Psychiatry, Columbia University Medical Center, and Jessica Brooks, Assistant Director for Financial Counseling and Coaching Programs for the NYC Office of Financial Empowerment

**Supporting Older Adults Part 1: Honoring Their Strengths**

**SEAT TIME:** 1.5 HOURS  
**PREREQUISITES:** NONE

At a time when older adults are seen as a “vulnerable population”, this course instead looks at how peer supporters see older adults from an alternative point of view. Our presenters look at the developmental model of wellness and positive aging, what older adults (and any adults) want that may be very different from what providers and others want for them, and how to use shared decision-making and intentional peer support approaches to create equal opportunities for older adults to fully participate in a peer relationship.

The program also offers an impromptu glimpse at what an authentic peer support relationship might look like between two older adults during a time of crisis, as well as using the arts as a way of allowing older adults to express themselves and engage in legacy work to share the strengths of their life story.
Broadcast on March 30, 2020. Presenters: Gayle Bluebird, Liz Breier, Clinton Green, Deb Trueheart, Shanti Vani, and Michelle Zechner. Created in partnership with The Coalition for Behavioral Health

### Supporting Older Adults Part 2: Life Transitions

**SEAT TIME:** 1.5 HOURS  
**PREREQUISITES:** NONE

This course features a moderated discussion about transitions everyone is facing, particularly during the COVID-19 crisis, with attention to how these transitions are affecting older adults. It begins with a continuation of the ‘real play’ started in Part 1 and continues into a rich discussion on supporting people through transitions. Regardless of the transition, the discussion came back to how peer support helps people to know their lives matter and they are not alone.

Broadcast on April 20, 2020. Presenters: Gayle Bluebird, Celia Brown, Richard Laudor, Deb Trueheart, Shanti Vani, and Michelle Zechner; Moderators: Clinton Green and Liz Breier with The Coalition for Behavioral Health

### Supporting Older Adults Part 3: Our Elders Speak

**SEAT TIME:** 2.0 HOURS  
**PREREQUISITES:** NONE

This panel presentation and group discussion included some of New York State’s strongest advocates and leaders who raised awareness about the way people with psychiatric labels were being treated, helped people to find their own choice and voice, and through years of system change created opportunities for peer support in New York State and beyond. The program focused on their most memorable moments, the accomplishments they felt were most meaningful, and what they would say to advocates of today following in their footsteps in the new world that we now face.

The course includes a recording of a 90-minute webinar and an addition 30-minute pre-recorded segment on the history and thoughts for the future by Carole Hayes-Collier, founder of the Mental Patients’ Liberation Project in Syracuse.

Broadcast on May 14, 2020. Presenters: Gayle Bluebird, Harvey Rosenthal, Peter Ashenden, Angela Cerio, George Ebert, and Carole Hayes-Collier  
Moderators: Harvey Rosenthal and Pat Feinberg with The Coalition for Behavioral Health
APS DEVELOPMENT (NON-CREDIT)

These non-credit learning opportunities are provided to further your personal and professional development. There are no prerequisites, no tests, and no certificate of completion. But they will immeasurably enrich your understanding of all of these topics.

The New York Peer Specialist Certification Board (NYPSCB):
The Peer Specialist Certification Process in New York State

SEAT TIME: 1 HOUR
No prerequisites, no post-test, no certificate

This module explores the history behind the New York Peer Specialist Certification Board and the overall certification process. It reviews the national landscape when the peer certification process was formed. The module outlines the certification process, including standards and requirements for certification. It explains the relationship between the Academy of Peer Services (APS) and the New York Peer Specialist Certification Board (NYPSCB), examines the requirements for each level of certification—the NYCPS and NYCPS-Provisional, and discusses the basics of the Renewal and Upgrade Process.

Making a Success of Online Learning

SEAT TIME: 5 HOURS
No prerequisites, no post-test, no certificate

This module will explore current trends in online education, the ways in which the Academy of Peer Services (APS) designs courses to help peer support specialists succeed, and strategies for overcoming common online learning challenges. A special COVID-19 section addresses the potential online learning challenges as a result of the pandemic.

Learning is like traveling down a road that is sometimes winding and difficult, and at other times smooth and carefree. APS is your partner on your lifelong learning journey.

Tips for Facilitating Online Peer Support Groups

SEAT TIME: 30 MINUTES

This “best practice” guide was developed by a group of facilitators attending the Academy of Peer Services Virtual Learning Community networking meetings who recognized that there was a lot of technical information for holding meetings online, but not a lot of useful information (at the start of the outbreak) about how to hold support groups online. The guide continues to be updated as new tips are shared and lessons learned. To access this helpful resource, go to: https://aps-community.org/tips-for-facilitating-online-groups/

Visit the Virtual Learning Community for more resources: https://aps-community.org/