ACADEMY
of PEER SERVICES

APS CATALOG

Available during Open Terms in 2024

Welcome to the Academy of Peer Services (APS)!

This catalog lists courses in the Academy of Peer Services that are available

during open terms. Check the Academy Calendar for term open and close dates.

We hope you enjoy your experience with us.

WE LEARN. WE SHARE. WE THRIVE

What's New in this Catalog?

A new required course has been added to the Academy: *APS Policies. This course must be completed with an attestation prior to registering for courses. More information on registering for and completing this course is available in the APS User Guide and Quick Reference.

2024 Calendar

The Academy of Peer Services Calendar for 2024:

Term 1 opens on January 15 and closes on April 12
Term 2 opens on May 13 and closes on August 9
Term 3 opens on September 9 and closes on December 6

Specialization Track

The APS Specialization Track includes six online modules designed specifically for Certified Peer Specialists interested in specialized training in one of five key areas:

- Peer Support for Health and Wellness Promotion
- Peer Support for Older Adults
- Peer Support for Individuals in Crisis
- Peer Support for Justice Involved Individuals
- Supervision of Peer Supporters

Each APS Specialization Track includes six online modules with in-depth coverage of the core knowledge and skills needed to provide peer support to specific populations, examples of lived experience, and practice activities to demonstrate knowledge. The five Tracks are designed to increase access to peer services for specialty populations, increase the capacity of agencies to provide peer services, and to support the retention of peer staff through quality peer-informed supervision. These Tracks and courses do not qualify for continuing education credit, but do qualify for NYPSCB designation. Check out the Specialization Track catalog for more details and course descriptions.

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ABOUT THE ACADEMY OF PEER SERVICES

The Academy of Peer Services (APS) is an online training, testing, and tracking platform developed for the peer support workforce in New York State. APS courses are free of charge and open to anyone with an interest in learning about peer support and peer-delivered services. To learn more about The Academy of Peer Services, **visit this link**.

The course catalog is published at the beginning of each term and updated throughout the term as new courses are added or revised. Courses are listed in alphabetical order under their respective categories (Core, Continuing Education, Developmental, Elective, Required, and Supervision). The table of contents has hyperlinks to the course descriptions.

An Overview of the *APS Policies Course (Required)

The *APS Policies course is a required course for all APS users to learn about the Terms of Use for using the Academy of Peer Services platform.

There are several actions that can lead to a suspension or termination of privileges to use the Academy of Peer Services.

This course was developed to ensure that all users understand their rights and responsibilities. Completion of the course and an attestation (and course evaluation) are required prior to registering for courses.

An Overview of the Core Courses

The core courses provide foundational knowledge about peer services for mental health care in New York State. Successful completion of the 13 core courses is the *first step* toward peer specialist certification in New York. Additional requirements must be fulfilled as defined in the application to become a New York Certified Peer Specialist (NY-CPS).

If you are seeking certification as a New York Certified Peer Specialist (NY-CPS), visit the New York Peer Specialist Certification Board website to learn how to become certified: http://nypeerspecialist.org/

If you plan to work with youth, families, those with HIV, or those working on recovery from addiction in NYS, separate organizations offer credentialing for peer support workers. For more: https://aps-community.org/about-peer-certification-in-new-york/

If you are seeking certification or continuing education, but are not located in New York, check with your state certification authority, professional association, or employer for how these courses can be counted for certification or professional development.

Next you will find an alphabetical listing of the 13 core courses, their seat times (estimated hours required to complete) and any prerequisites (*PR) that must be completed prior to registering for and starting a particular course. For example:

BEFORE YOU CAN TAKE THIS:	YOU NEED TO PASS THIS:
Introduction to Person Centered Principles (*PR)	The Goal is Recovery
Olmstead: The Continued Mandate for Deinstitutionalization (*PR)	The Rehabilitation Act and Americans with Disabilities Act (ADA)
Peer Delivered Service Models (*PR)	The Historical Roots of Peer Support Services

Courses with (*PR) have a prerequisite that must be taken first.

An Overview of the Elective Courses

These courses qualify for continuing education toward renewal (not initial certification) of the New York State Certified Peer Specialist NYCPS or NYCPS-P. 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 credit in your program and/or state. The following courses have recommended prerequisites that should be completed prior to taking the next course:

BEFORE YOU CAN TAKE THIS:	YOU NEED TO PASS THIS:
An Overview of Peer Wellness Coaching (*PR)	Introduction to Person Centered Principles
Community Organizing (*PR)	Development of Community Assets
Integrated Treatment (*PR)	Harm Reduction
Motivational Interviewing (*PR)	Essential Communication Skills
Peer Leadership (*PR)	Peer Delivered Service Models
Psychiatric Advance Directives (*PR)	Human and Patient Rights in New York

Courses with (*PR) in the title have a prerequisite that must be taken first.

An Overview of the 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!

An Overview of the Continuing Education (CE) Courses

This category of courses was introduced during the COVID pandemic to provide continuing education (CE) credit for webinars offered by the Academy of Peer Services and partner organizations. The New York Peer Specialist Certification Board granted approval for the APS team to convert recordings of relevant workshops and webinars into short credit bearing online courses. APS CE courses

follow the same high standards of instructional design as all other Academy courses, allowing you to earn a certificate as with all other courses by completing the content, post-test, and course evaluation.

A score of 80% or higher is required on the post-test to successfully complete the course. As with the Core and Elective courses, the course evaluation is required and feedback is regularly shared with the presenter/s (without names of those providing feedback) for the program. These courses do not close for scheduled maintenance between terms.

An Overview of the Developmental (Non-Credit) Courses

These non-credit learning opportunities are provided to increase your knowledge and opportunities for personal development. There are no prerequisites, no tests, and no certificates of completion. But they will enrich your understanding of all of these topics.

An Overview of the Computer Basics (GCF Global) Courses

Do you need to learn computer skills or get a refresher? Or are you working with people who are just getting started with computer skills? Free tutorials and videos are available through Goodwill Community Foundation Global (GCFGlobal).

These user-friendly lessons and videos can be used for self-study or used in combination with the free Teacher's Guide for working with peers on developing fundamental computer skills. The Technology Teacher's Guide is a free lesson plan for using the tutorials with different audiences.

To access GCFGlobal:
https://edu.gcfglobal.org/en/gcfteacherguides/technology/1/

If you sign up for an account with GCFGlobal, you (or the people you are working with) can receive a certificate for each tutorial completed and this can be used to demonstrate to employers and other programs knowledge of these core skills.

These certificates will also be accepted for CE Credit through APS using the Request Credit feature. For more information on teaching guides you can adapt for your own use and how to receive credit for taking GCFGlobal Courses, visit the **GCF Global Learn** page on the APS Virtual Learning Community. To learn more about GCFGlobal, visit: https://edu.gcfglobal.org/en

An Overview of the Center for Practice Innovations

The Academy of Peer Services (APS) and the Center for Practice Innovations at

Columbia Psychiatry, New York State Psychiatric Institute (CPI) strengthen their collaboration to offer inter-professional training and education to the Behavioral Health workforces! APS and CPI share the mission to offer a wide array of training to increase the competencies of NYS behavioral health workers. View an announcement about the collaboration here.

The Center for Practice Innovations (CPI) supports the New York State Office of Mental Health's mission to promote the widespread availability of evidence-based practices to improve mental health services, ensure accountability, and promote recovery-oriented outcomes for consumers and families. The CPI serves as a key resource to OMH by spreading those practices identified by OMH as most critical to accomplish OMH's system-transformation initiatives. View a catalog of CPI courses curated for APS learners here.
Join the CPI News Brief here.

An Overview of Addiction Recovery Peer Support

Various courses offered through the Academy of Peer Services may be approved for continuing education (renewal hours only) for the Certified Addiction Recovery Coach (CARC) and Certified Recovery Peer Advocate (CRPA) certifications by the New York Certification Board, which is managed by *Alcoholism and Substance Abuse Providers of New York State (ASAP)*. The ASAP Certification Board posts a list of training approved for continuing education on their website. To learn more, visit the NYCB website.

An Overview of the Youth Peer Advocate Training

Youth Power offers online courses that qualify toward the Youth Peer Advocate (YPA) Credential, which is currently recognized in New York and available through Families Together in New York State. A Youth Peer Advocate is someone 18-30 years old who self-identifies as a person who has first-hand experience with social, emotional, medical, developmental, substance use, and/or behavioral challenges.

Brochure about the YPA Credential

Frequently Asked Questions (FAQ)

The code to access the Youth Peer Advocate online training is: *"YPATraining"*.

To learn more, visit: https://www.ftnys.org/yp-ypa-training/

*APS Policies

SEAT TIME: Anticipate 1 hour | This is a non-credit, required course

This course was developed to ensure all Academy of Peer Services users understand the policies that govern their use of the APS platform. This is a required course for all APS users to learn about the Terms of Use and the New York Peer Specialist Board's Code of Ethical Conduct. There are several actions that can lead to a suspension or termination of privileges to use the Academy of Peer Services and/or revoke the peer specialist certification. By taking the course and agreeing to the Terms of Use all users are attesting that they understand their rights and responsibilities.

Completion of the course, attestation, and course evaluation are now required prior to registering for any other 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.

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 (*PR)

SEAT TIME: 1 HOUR | PREREQUISITE: The Rehabilitation Act and 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.

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

SEAT TIME: 2 HOURS | PREREQUISITE: NONE

In this course, peers talk about why advocacy is important. You will access an abundance of advocacy resources and learn how to design, develop, and implement an advocacy plan. The course provides a working knowledge of the principles and types of advocacy and how to promote systemic change with confidence.

The Rehabilitation Act and 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.

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 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.

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 your locality using Google Maps.

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.

History of the 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 is 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 and identify the eight foundational principles of the IPS Model that support peers seeking employment.

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 Treatment

SEAT TIME: 2 HOURS | PREREQUISITE: Harm Reduction

Formerly known as Integrated Dual Disorders Treatment (IDDT), Integrated Treatment is an evidence-based practice that improves the quality of life for people with co-occurring severe mental illness and substance use disorders by offering combined behavioral health treatment. In this course, you will discuss the benefits and learn how integrated treatment leads to better outcomes than treating these disorders separately or in separate places.

Motivational Interviewing

SEAT TIME: 3 HOURS | PREREQUISITE: Essential Communication Skills

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 their motivation to change and increases their 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. 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, participants 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). Learners explore the various types of incentives and how their use would impact benefits in given peer cases.

Multicultural Interaction Skills for Peer Supporters

SEAT TIME: 4 HOURS | PREREQUISITE: NONE

In this course, you will learn how to be responsive to the unique cultural identities of people with whom you work. Being responsive to others requires an understanding of your own cultural identities. When you have completed this course, you will be able to describe successful multicultural interactions and explain why the topic is important to peer services.

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.

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 two benefit programs administered by the Social Security Administration (SSA): Title XVI: Supplemental Security Income (SSI) and Title II: Social Security Disability Insurance (SSDI). The course explains the differences between the two programs, the application process, and how to expedite a claim to assist qualified peers in recovery to obtain benefits. Finally, you will examine appeals rights, the appeals process, and the four levels of appeals.

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 their thoughts of 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.

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 reduce financial shame; 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. 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.

About the Peer Model (APM) Series

Courses in this series provide a basic introduction to peer support services including the values, practices, and the ways in which peer support and recovery benefit not only people who are being supported, but also co-workers, the organization and the peer support workers themselves.

APM00 About the Peer Model: Overview of Peer Services

SEAT TIME: 0.5 HOUR | PREREQUISITES: NONE

This course provides an overview of peer support and peer services as non-clinical emotional and practical support provided by a person who is trained to use their lived experience to offer hope and to help others. In this overview, Celia Brown and Carlton Whitmore, two respected leaders in the peer support field in New York offer their perspectives about the history and essential nature of peer support and the types of peer services that are available in New York. The 2017 videos are courtesy the Center for Practice Innovations (CPI) and the Research

Foundation for Mental Hygiene (RFMH).

APM01 About the Peer Model: Peer Values and Practices

SEAT TIME: 1.5 HOUR | PREREQUISITES: NONE

The purpose of this course is to describe the "Peer Model" by providing an overview of peer support values and practices. Part of a Rutgers University Dept. of Psychiatric Rehabilitation training for Northwest Essex Certified Community Behavioral Health Clinic (CCBHC). Presented by Rita Cronise, Martha Barbone, and Lori Ashcraft. Broadcast on March 5, 2021.

APM02 About the Peer Model: The Power of Peer Support

SEAT TIME: 1.5 HOUR | PREREQUISITES: NONE

In this course, you will explore the nature of the "Peer Model" including benefits, challenges, and strategies that peer support providers use to combat burnout. Part of a Rutgers University Dept. of Psychiatric Rehabilitation training for Northwest Essex Certified Community Behavioral Health Clinic (CCBHC). Presented by Rita Cronise, Martha Barbone, and Lori Ashcraft. Broadcast on March 5, 2021.

APM03 About the Peer Model: Understanding Peer Services

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

This webinar introduces you to the varied types of peer support and settings within a single peer-run organization. Presenter, Kirsten Vincent of Housing Options Made Easy. Broadcast on May 31, 2019.

Behavioral Health Equity (BHE) Series

Courses in this series describe disparities in behavioral health care, the factors that create these disparities, and the things that organizations and individuals, including peer support workers, can do to increase equity.

BHE01 Behavioral Health Equity: Introduction to Behavioral Health Equity

SEAT TIME: 1.5 HOUR | PREREQUISITES: NONE

The purpose of this course is to introduce learners to the concept of behavioral

health equity, its importance, and methods for increasing it in any organization.

Includes an overview of the National Culturally and Linguistically Appropriate Services (CLAS) Standards. Office of Mental Health. Presenter, Matthew Canuteson. Broadcast in December, 2019.

BHE02 Behavioral Health Equity: Practices/Approaches

SEAT TIME: 1.5 HOUR | PREREQUISITES: NONE

This course explores the use of Continuous Quality Improvement (CQI) as a tool for reducing health disparities in marginalized populations. Office of Mental Health. Presenter, Matthew Canuteson. Broadcast on July 28, 2020.

BHE03 Behavioral Health Equity: Strategic Planning

SEAT TIME: 1.5 HOUR | PREREQUISITES: NONE

This course discusses methods of implementing the CLAS Standards in behavioral health organizations and why this is important. Office of Mental Health. Presenter, Matthew Canuteson. Broadcast on July 28, 2020.

BHE04 Behavioral Health Equity: Role Organizational Self-Assessment

SEAT TIME: 1.0 HOUR | PREREQUISITES: NONE

This course discusses self-assessment criteria that help organizations decrease health inequities by adhering to the National Standards for Culturally and Linguistically Appropriate Services (CLAS). Office of Mental Health. Presenter, Matthew Canuteson. Broadcast on February 18, 2020.

Ethics (ETH) Series

ETH01 Ethics in Peer Support

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

This course will introduce you to the SAMHSA Core Competencies for Peer Workers in Behavioral Health Services and the New York Peer Specialist Certification Board (NYPSCB) Code of Ethical Conduct & Disciplinary Procedures.

Grief and Moral Injury (GMI) Series

GMI01 Grief and Moral Injury: When Grief Becomes Complicated

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

In this presentation, we describe varied forms of complicated grief, contrasting them with manifestations of typical grief - and noting factors that make individuals at-risk for complications in the grieving process. We also describe varied evidence-based interventive strategies that have been used with individuals struggling with complicated grief.

Finally, we note the ways complicated grief is acknowledged within the DSM-5 and the new diagnosis for Prolonged Grief Disorder that will be evident in the DSM-5-TR. Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC).
Presenter Kenneth J. Doka. Broadcast on April 6, 2021.

GMI02 Grief and Moral Injury: Moral Identity & Injury

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

In this presentation, we explore the varied manifestations that generate moral injury (often applied to frontline professionals), moral distress (usually used with healthcare professionals), and soul injury (often described in police or military combatants and referring to losses that are not mourned and guilt and shame that is associated with the loss). All of these situations arise from inner conflicts that arise from feelings that one's professional practice does not follow standards of professional practice or ethical principles.

Special attention is given to moral suffering in the current pandemic. In the presentation, we identify factors responsible for moral suffering as well as strategies for self-help as well as interventive strategies for clients designed to ease moral suffering. Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC). Presenter Kenneth J. Doka. Broadcast on April 13, 2021.

GMI03 Grief and Moral Injury: Alleviating Moral Suffering

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

This presentation will offer prevailing definitions of moral injury, both clinical and spiritual; discuss its relationship to trauma, such as PTSD; describe factors such as various religious and cultural meaning systems, professions, and life

circumstances that impact understandings and experiences of it; identify emotions and behaviors that indicate moral suffering; and suggest various strategies that can contribute to healing. Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC). Presenter Dr. Rita Brock. Broadcast on April 20, 2021.

Honest, Open, Proud (HOP) Series

HOP00: Introduction to the Honest, Open, Proud (HOP) Program

SEAT TIME: 10 MINUTES | PREREQUISITES: NONE

The purpose of the Honest, Open, Proud (HOP) program is to consider the costs and benefits of disclosing one's experiences with mental illness and discuss strategies for coming out most effectively should the person decide to do so. This module presents an overview of HOP.

HOP01: Consider the Pros and Cons of Disclosing

SEAT TIME: 1.5 HOURS | PREREQUISITES: HOP00

Honest, Open, Proud (HOP) is the right decision for some people, but not for everyone. In this module, you will decide what the right decision is for you. We explain the idea of IDENTITY and mental illness, so you can decide how you frame your identity. You weigh the costs and benefits of coming out, so you can decide whether or not to disclose

HOP02: There Are Different Ways to Disclose

SEAT TIME: 1 HOUR | PREREQUISITES: HOP01

This module describes five ways to disclose and guides you through considering the costs and benefits associated with each strategy. We explain the process of selecting a person you are considering to disclose to, and you will recognize that others might respond to your disclosure--and how.

HOP03: Telling Your Story

SEAT TIME: 1 HOUR | PREREQUISITES: HOP02

In this module, we explain how to tell your story in a personally meaningful way. You review an example of how to tell a story of one's experience with mental illness. Using the provided guide, you will construct your experience with mental

illness and recognize the values and issues related to public speaking.

HOP04: HOP Follow-Up

SEAT TIME: 1.5 HOURS | PREREQUISITES: HOP03

Coming out is the right decision for some people, but not for everyone. This module is designed to help you review your decision to disclose since completing HOP Modules 1 through 3. This lesson assesses your experiences with peer support programs since completing the Honest, Open, Proud baseline program. You will reassess your experience with disclosure and evaluate your experiences in telling your story as completing HOP Modules 1 through 3 may have reshaped your thoughts about coming out.

Justice Peer Initiative (JPI) Series

The Justice Peer Initiative involves efforts to gain recognition for those who have had direct involvement in the criminal legal system (CLS) to be able to provide peer support services to others who have been impacted by the criminal legal system (CLS). This series documents the efforts of many dedicated individuals to establish a work force of justice involved peer support providers.

JPI01 Justice Peer Initiative: A Community Meeting in NYC

(JP-01: Justice Peers in NYC! A Community Meeting)

SEAT TIME: 1.0 HOUR | PREREQUISITES: NONE

This course on Community Organizing covers a 2020 community meeting to begin a conversation about moving forward with the work of integrating peers into the justice system in New York City. The goal was to gather input from the community to help guide the justice peer initiative and to see who is interested in joining the working group.

JPI02 Justice Peer Initiative: Justice Peer Center in NYC Kickoff!

(JP-02: Justice Peer Center Kickoff!)

SEAT TIME: 1.0 HOUR | PREREQUISITES: NONE

In this course on Community Organizing, you will learn about the establishment of

the New York City Justice Peer Center, a peer-led, peer-run center that is being developed by and for people who have been impacted by the criminal justice system. The Justice Peer Center is one component of the larger New York City Justice Peer Initiative (JPI), which is committed to creating demand for a necessary and emerging occupation--Justice Peers. Justice Peers use their lived experience with the criminal legal system (CLS) to support others ensnared in the system. Broadcast April 19, 2021.

JPI03 Justice Peer Initiative: Overview of Criminal Justice System

SEAT TIME: 2.0 HOURS | PREREQUISITES: NONE

In this course on Community Organizing, you will learn a brief history of the New York City Justice Peer Center, and why it is important for organizations providing services to justice-involved individuals to understand the structure of the NYC and NYS criminal justice systems. Presenters, LaVerne Miller and Garrett Smith. Broadcast on May 10, 2021.

JPI04 Justice Peer Initiative: Updates and Expansion

SEAT TIME: 2.0 HOURS | PREREQUISITES: NONE

This course on Community Organizing covers the next in a series of community meetings of the Justice Peer initiative and explains the goals of the JPI and latest updates including hiring an Executive Director and developing a new training curriculum. Presenters, Jeanette Toledo, Helen Skipper, Frank Barretto, Rita Cronise, Ann-Marie Louison, Joe Holliday, Kevin Cleare, and Curtis Dann-Messier. Broadcast on December 1, 2021.

JPI05 Justice Peer Initiative: Technical Assistance

SEAT TIME: 1.0 HOUR | PREREQUISITES: NONE

This course on Community Organizing covers the next in a series of community meetings for the development of a peer-run Justice Peer Center. Presenter: Helen Skipper with technical support from Rita Cronise, and Curtis Dann-Messier. Broadcast on April 11, 2022.

PTAC01: What Are Peer Support Services Across the Lifespan?

SEAT TIME: 1.5 CE | PREREQUISITES: NONE

What are Peer Support Services and what makes them effective? In this course you will learn about mutual support, experiential knowledge, the values of peer and family support, and the types of Peer Support Services that can be offered to people of all ages through MHOTRS (clinic) programs. The qualifications and credentials required for providing peer and family support are covered briefly.

PTAC02: Recruiting, Hiring, and Onboarding Peer Staff

SEAT TIME: 1.5 CE | PREREQUISITES: NONE

In this time of workforce shortages, recruiting is one of the keys to creating a successful program for Peer Support Services. In this course you will explore strategies for reaching qualified applicants, orienting new hires and other staff who will be interacting with youth, adult and family peer support providers. We also cover the option of MHOTRS (clinic) programs contracting with peer-run and peer led organizations. Resources to support recruitment and hiring will be previewed.

PTAC03: Creating a Culture of Success

SEAT TIME: 1.5 CE | PREREQUISITES: NONE

Research shows that Peer Support Services thrive in recovery-oriented cultures. Embedding Peer Support Services into traditional mental health settings requires deliberate attention to organizational culture with a focus on moving from solely diagnosis and treatment (what's wrong), toward wellness, recovery, and resilience (what's possible in a person's healing and wellness).

PTAC04: Supervision of Peer Staff

SEAT TIME: 1.5 CE | PREREQUISITES: NONE

Effective supervision is critical for supporting Peer Support Workers in maximizing their contributions to the overall culture and work of the agency. A "peer-informed" supervisor provides the kind of guidance for Peer Specialists/Advocates to make the best use of their lived experience and ability to offer hope and

support to people who are receiving services. In this course, you will learn about the role of the supervisor in providing quality, consistent, and supportive supervision to assist Peers in providing person-centered, recovery and resilience oriented services.

PTAC05: Adult Peer Support Inspirations

SEAT TIME: 1.5 CE | PREREQUISITES: NONE

This course is based on the first webinar in the PeerTAC Inspiration Series. Topics include peer specialist contributions to clinic teams, ways in which supervisors can support peer staff, and the benefits of professional organizations to peer specialists and providers.

Psychiatric Rehabilitation (PsyR) Series

PsyR01 Choosing the Life One Wants

SEAT TIME: 1.0 HOUR | PREREQUISITES: NONE

This course is an introduction to the field of Psychiatric Rehabilitation (PsyR). Topics of discussion include recovery and PsyR, two models of provider to person interaction, the importance of Bill Anthony in the development of PsyR, and a framework for understanding how skills interact with supports to yield success and satisfaction.

Peer Workforce Integration (PWI) Series

In the summer of 2019, the Academy of Peer Services hosted the start of what would become a five-part webinar series beginning with the launch of the Needs-Based Organizational Readiness Toolkit and continuing in the spring and summer of 2020 with four-sessions on Action Planning and Implementation to help organizations integrate peer support services in their workforce.

PWI00 Peer Workforce Integration: Toolkit Overview

SEAT TIME: 1.0 HOURS | PREREQUISITES: NONE

This course introduces the Needs-Based Self-Assessment and Toolkit to Advance Organizational Readiness for peer support services. The course provides the evidence about the range of organizational needs that led to the creation of the

customized toolkit based on an organizational readiness self-assessment, which is the first step toward action planning and implementation as described in the rest of this series. Presenter: Aviva Cohen, Coordinator for the NYC Peer and Community Health Worker Workforce Consortium. Broadcast on July 26, 2019.

PWI01 Peer Workforce Integration: Getting the Conversation Started

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

This session introduces key concepts of implementation, organizational readiness for change, collective efficacy, and commitment to change. Aviva Cohen, Consortium Coordinator presents resources and tools that can guide this process and discusses the critical role of collaboration in producing outcomes and reaching organizational goals. She is joined by Leila Clark, NYS Office of Mental Health (OMH), Office of Consumer Affairs, Regional Advocacy Specialist, and Curtis Dann-Messier. Broadcast on May 20, 2020.

PWI02 Peer Workforce Integration: Building a Plan

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

In this session, Aviva Cohen presents strategies for collaborative planning efforts, including ways of increasing the comfort and engagement of those who join in the organization's planning process. It emphasizes a strengths-based approach and ways in which an organization-specific action plan can be inclusive of those who are impacted by the plan while including specific, measurable goals to meet within an agreed upon time frame. Broadcast on May 27, 2020.

PWI03 Peer Workforce Integration: Keeping the Action Active

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

This session focuses on strategies to address barriers related to engagement of employees and the sustainability of efforts over time. Curtis Dann-Messier and Aviva Cohen discuss ways to re-evaluate and address needs that shift over time and offer organizational and communication strategies to support sustained engagement. They are joined by Ivanna Bond, Chair of the New York City Peer Workforce Coalition and former Coalition Executive Director, Helen (Skip) Skipper. Broadcast on June 3, 2020.

PWI04 Peer Workforce Integration: Evaluating the Implementation

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

This session discusses methods for evaluating progress towards organizational goals by applying concepts of Continuous Quality Improvement in the implementation process. It defines and differentiates between measurement of implementation processes and measurement of implementation outcomes. Presenters: Curtis Dann-Messier, Director of the Consortium, Jeanette Toledo, Helen Skipper, Todd French, Gita Enders, and Ivanna Bond. Broadcast on June 10, 2020.

Racism: A Public Mental Health Crisis (RPM) Series

The courses in this series are based on a six-part series of webinars by the New York State Office of Mental Health moderated by Matthew Canuteson, Diversity & Inclusion Office, Director of the Bureau of Cultural Competence, NYS Office of Mental Health (OMH).

RPM01 Racism: Public Mental Health Crisis

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

This course encourages participants to recognize racial inequities in mental health outcomes and access to services. We advocate having potentially uncomfortable conversations about racism & how it impacts the mental health of BIPOC (Black and Indigenous People of Color). We also hope people will recognize that the time is now to take action to uproot racism and there is an urgent need for racial equity & anti-racist work in the field of mental health. Office of Mental Health. Presenter, Matthew Canuteson. Broadcast on August 26, 2020.

RPM02 Racism: Racism In Mental Health in NYC

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

This course discusses historical racism in mental health, the interactions between racial and health inequities, and methods by which DOHMH is eliminating racism in their organization. New York City Dept. of Health and Mental Hygiene. Presenters: Myla Harrison, Nannette Blaize, Darren Hoke, Nicole Palumbo, and Pamela Clipper. Broadcast on September 30, 2020.

RPM03 Racism: Structural Racism & Children/Families

SEAT TIME: 1.5 HOUR | PREREQUISITES: NONE

This course explores intergenerational trauma and its effects on children and families. Strategies for ending intergenerational and racial trauma are discussed, as well as methods for reducing bias, prejudice, and racism. Office of Mental Health and New York City Dept. of Health and Mental Hygiene. Presenters: Sharon Content, Dana E. Crawford, Habeebah Rasheed Grimes, Fatima Kadik, Sara l. Taylor. Broadcast on December 2, 2020.

RPM04 Racism: LGBTQIA+

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

This webinar-based CE course discusses the intersectionality of race and LGBTQIA+ identities. Drawing on their experiences, panelists discuss identity constructs and how these impact their interactions and lives. Moderator: Antoine Craigwell, founder and president/CEO of DBGM. New York State Office of Mental Health and New York City Dept. of Health and Mental Hygiene. Presenters: Antoine B. Craigwell, Kevin Nathaniel, Pratima Kushridevi Doobay, Adjoa Osei, Yash Bhambhani. Broadcast on January 6, 2021.

RPM05 Racism: Becoming an Anti-Racist Organization

SEAT TIME: 1.5 HOUR | PREREQUISITES: NONE

This course discusses the results of a racial equity survey conducted with racism webinar series participants in 2020. Several health- and human services-related organizations discuss their anti-racist strategies, challenges, and lessons learned. Office of Mental Health and New York City Dept. of Health and Mental Hygiene.

Presenters: Ann Marie T. Sullivan, Matthew Canuteson, Dana E. Crawford, and Myla Harrison. Broadcast on October 28, 2020.

RPM06 Racism: Leading Anti-Racist Change

SEAT TIME: 1.5 HOUR | PREREQUISITES: NONE

Using data from attendee survey responses, this session engaged participants in a dynamic conversation on specific challenges participants face in implementing an anti-racist culture at their workplace. This session provided an overview of key takeaways discussed in previous series sessions and focused on what's needed to advance an anti-racist work culture. Key Takeaways: Attendees will have a deeper understanding of the work needed to foster an anti-racist culture; thus, feeling

motivated and equipped to move forward with action steps to implement anti-racist work. New York State Office of Mental Health and New York City Dept. of Health and Mental Hygiene. Presenters: Ann Marie T. Sullivan, Matthew Canuteson, Dana E. Crawford, Myla Harrison. Broadcast on February 3, 2021.

Supervising Peer Specialists (SPS) Series

Courses in this series cover some of the basic knowledge about peer support values and practices that are needed by supervisors, particularly those who are new in their role.

SPS01 An Introduction to Supervising Peer Specialists Part 1

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!

SPS02 An Introduction to Supervising Peer Specialists Part 2

SEAT TIME: 2 HOURS | PREREQUISITE: SPS100 - Supervising Peer Specialists Course 1

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.

SPS03 What is Peer Support – for New Supervisors

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

This module discusses the origins and evolution of peer support and the benefits of supervisors who incorporate best practices into their supervision. The module covers mutual support and the core values of peer support, the National Practice Guidelines for Peer Specialists and Supervisors, the differences between clinical and non-clinical practice, the benefits of supervisors who also have working experience as peer specialists, and best practices in the supervision of peer support workers.

SPS04 National Practice Guidelines for Peer Specialists and Supervisors

SEAT TIME: 1.0 HOUR | PREREQUISITES: NONE

This workshop explains the core values of peer services as described by the National Association of Peer Supporters (N.A.P.S.) and their practical application. The workshop covers the following practice domains: Enhances knowledge and skills; management, administration, or social policy; and ethics.

SPS05 Five Critical Functions of Supervision in Practice

SEAT TIME: 1.0 HOUR | PREREQUISITES: NONE

The goal of this webinar is to discuss what peer support supervision is and why it is important. Presenters discuss the Five Critical Functions of Supervision and provide examples of how to use them in practice. How the Five Critical Functions of Supervision and the National Practice Guidelines can be used as a supervisory self-assessment to enhance interactions with peer specialists is also discussed.

SPS06 Supervising from Home Part 1

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

This webinar discusses challenges to remote supervision, strategies in remote supervision, and techniques to manage work output and productivity. The presenters explain elements of supervision. NYAPRS and CPI. Presenters: Ruth Colón-Wagner, Paul Margolies, and Helle Thorning. Original broadcast: May 1, 2020.

SPS07 Supervising from Home Part 2

SEAT TIME: 1.0 HOUR | PREREQUISITES: NONE

After an opening discussion about continued challenges to remote supervision faced during COVID-19, the presenters discuss difficult conversations. They

elaborate on the steps necessary for successful outcomes when facing difficult conversations with supervisees, e. g., meeting preparation, interpersonal communication, and arriving at a corrective action plan. The transactional analysis approach to effective conversations is explained. NYAPRS. Presenters: Ruth Colón-Wagner and Robert Statham. Original broadcast: June 25, 2020.

Supporting Older Adults (SOA) Series

Before COVID, a team at The Coalition for Behavioral Health Center for Rehabilitation and Recovery had been developing a series on supporting older adults. As the COVID stay at home orders hit, and along with the confusion, isolation, and fears that older people were experiencing, the series captured in real time and in real plays some of the challenges and ways in which peer support can address emotional distress in ways that are different from any other supporter or provider. (Series was broadcast March-May 2020.)

SOA01 Supporting Older Adults: 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.

Presenters: Gayle Bluebird, Liz Breier, Clinton Green, Deb Trueheart, Shanti Vani, and Michelle Zechner. Created in partnership with The Coalition for Behavioral Health. Broadcast on March 30, 2020.

SOA02 Supporting Older Adults: 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. 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. Broadcast on April 20, 2020.

SOA03 Supporting Older Adults: 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 the 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. 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. Broadcast on May 14, 2020.

Talking About Tobacco (TAT) Series

Courses in this section are part of an ongoing series to encourage those providing peer support services to engage people in conversations about tobacco use. These conversations can be especially effective if the peer supporter has also had experience with using tobacco and has engaged in a process of reducing or eliminating tobacco as a part of their own wellness strategies.

TAT01 Talking About Tobacco: A New Conversation

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

In this first webinar, we discuss why a peer support-oriented discussion is so important and the need for those with tobacco use experience to step forward as champions for themselves and others. We describe how people with mental

health conditions, people of color, and people in other marginalized communities have been targeted by the tobacco industry, marketers, and retailers, and the disparities that exist in reaching these communities with public health programs related to tobacco use.

Presenters offer personal stories related to their own tobacco use, some common misconceptions about tobacco, vaping, and nicotine and ways in which peer support can offer a nonjudgmental space for talking about and exploring changes related to tobacco use. Academy of Peer Services Virtual Learning Community Faces and Places of Peer Support Series. Presenters: Amanda Saake, Susan Friedlander, LaVerne Daisy Miller, Regina Shoen, and Gina Calhoun. Moderated by Rita Cronise. Broadcast on February 18, 2021.

TAT02 Talking About Tobacco: An Orientation to WRAP®

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

In this second webinar in the Talking About Tobacco series, presenters Gina Calhoun, Chacku Mathai, and Rita Cronise provide an orientation to the Wellness Recovery Action Plan (WRAP®) and discuss how WRAP® can be used for exploring options for wellness, including the use of tobacco and the impacts that use might have on one's life.

The presenters share elements of their own stories related to tobacco use, and audience members will be able to contribute their own ideas about wellness tools and action plans throughout the orientation to WRAP®. Academy of Peer Services Virtual Learning Community Faces and Places of Peer Support Series.

 Presenters: Gina Calhoun, Chacku Mathai, and Rita Cronise. Broadcast on March 18, 2021.

TAT03 Talking About Tobacco: Building Motivation for Change

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

This third webinar in the Talking About Tobacco Series draws upon questions and comments from the previous webinars and stories shared by the presenters to explore different motivations to change, particularly in relation to tobacco use.

The webinar includes personal stories by the presenters related to their own tobacco use, their motivations for change at different stages and some of the methods they used for regaining control over tobacco use and introduce

discussion about the ways in which peer support can offer a non-judgmental space for talking about and exploring changes related to tobacco use. Presenters: Amanda Saake, Susan Friedlander, Regina Shoen, Tony Trahan, and Gita Enders. Moderator: Rita Cronise. Broadcast on August 16, 2021.

TAT04 Talking About Tobacco: CHOICES and Peer Support

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

The CHOICES program was created in 2005 to address the serious healthcare problem of smoking among individuals with mental illness. Tobacco use among individuals with a mental illness or addiction is a significant health problem, with numerous studies showing higher rates of smoking and lower rates of smoking cessation in this population. The CHOICES program uses a unique consumer-driven perspective for addressing tobacco among people with mental illness. CHOICES stands for "Consumers Helping Others Improve their Condition by Ending Smoking" and is an important name, symbolizing empowerment and personal choice in recovery.

CHOICES is based in the department of psychiatry at Robert Wood Johnson Medical School and partnered with the Mental Health Association of New Jersey, a consumer-driven mental health advocacy organization, and the New Jersey State Division of Mental Health and Addiction Services, a primary source of funding for the program. Presenters: Trish Dooley Badcock, Azeem S., Deidre S., and Lisa E. Moderators: Susan Friedlander and Rita Cronise with Technical Support by Maryam Husamudeen. Broadcast on October 25, 2021.

TAT05 Talking About Tobacco: Sharing Strategies and Treatments

SEAT TIME: 1.5 HOURS | PREREQUISITES: NONE

In this webinar in the Talking About Tobacco Series, the presenters provided education and stories about effective strategies and treatments that can lead to long-term success. Facts about nicotine addiction and treatments that are free of charge (covered by insurance) to eliminate or manage cravings were covered.

Presenters: Susan Friedlander, Amanda Saake, Gita Enders, Tony Trahan, Regina Shoen, Oscar Jiménez-Solomon, and Liz Brier. Moderator: Rita Cronise. Broadcast on December 9, 2021.

Telehealth Peer Support (ThPS) Series

This series is based on a study of Telehealth Peer Support among working peer specialists and supervisors during and following the COVID pandemic, to determine the most frequent, most important, and most critical competencies that were required to deliver peer support through technology. This series involves leading peer specialist practitioners and supervisors.

ThPS00 Telehealth Peer Support Series: Overview

SEAT TIME: 1.0 HOUR | PREREQUISITES: NONE

This course introduces you to Telehealth Peer Support (ThPS) and the 6-part ThPS Training Series offered through the Academy of Peer Services. Presenters, Amanda Saake, Amy Smith, Tony Trahan, and Regina Shoen. Broadcast on September 9, 2021.

ThPS01 Telehealth Peer Support Series: Competencies

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

This course introduces you to courses you can take through the Goodwill Community Foundation for APS CE credits and explains the ThPS Competencies. Presenters, Celia Brown, Amy Spagnolo, Rita Cronise, Ruth Colón-Wagner, and Maryam Husamudeen. Broadcast on September 23, 2021.

ThPS02 Telehealth Peer Support Series: Outreach and Engagement

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

This course covers the Outreach & Engagement category, including small group break-out sessions and a large group processing session. Presenters: Celia Brown, Luis Lopez, Maura Kelley, Abaigeal Duke, and Maryam Husamudeen. Broadcast on October 7, 2021.

ThPS03 Telehealth Peer Support Series: Communication

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

This course discusses the Communication Techniques category, including preparing, conducting, and closing a successful ThPS meeting. Presenters: Celia Brown, Shannon Higbee, Forrest (Rusty) Foster, and Maryam Husamudeen. Broadcast on October 21, 2021.

ThPS04 Telehealth Peer Support Series: Linking to Services and Supports

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

This course reviews the Providing and/or Linking to Needed Supports & Services category. Presenters, Celia Brown: Carlton Whitmore, Lee Rivers, and Maryam Husamudeen. Broadcast on November 4, 2021.

ThPS05 Telehealth Peer Support Series: Documentation and Technology

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

This course covers the Documentation and Technology category of competencies. Presenters: Celia Brown, Amy Smith, Margaret Varga, and Maryam Husamudeen. Broadcast on November 18, 2021.

ThPS06 Telehealth Peer Support Series: Wellness Promotion & Health Literacy

SEAT TIME: 2 HOURS | PREREQUISITES: NONE

This course covers the Wellness Promotion & Health Literacy category of competencies: providing health information, teaching others how to access health information, and teaching health promotion skills. Presenters: Celia Brown, Peggy Swarbrick, Clinton Green, and Maryam Husamudeen. Broadcast on January 20, 2022.

Trauma Responsiveness (TRR) Series

This series is dedicated to peers providing trauma responsive and inclusive supports and services.

TRR01 The Trauma of it All: How Race, Oppression, and COVID-19 Intersect

SEAT TIME: 2.5 HOURS | PREREQUISITES: NONE

The goal of this course is to discuss the interactions among race, oppression, and COVID-19, and how they affect the peer support. We discuss trauma and self-care strategies, and how to encourage self-care in those we serve.

We also talk about how people from minority groups are less likely to be tested

and treated appropriately for COVID-19. Viewers are encouraged to consider how they can foster justice in their role as peer supporters. Training provided through The Coalition for Behavioral Health, The Center for Rehabilitation and Recovery. Presenter: Clinton Green. Broadcast on June 15, 2020.

Trauma In the Workplace (TRW) Series

TRW01 Trauma In the Workplace Session 1: Trauma and its Impacts

SEAT TIME: 2.0 HOURS | PREREQUISITES: NONE

In this first webinar we define trauma, sources of trauma, trauma responses, and the impact trauma has on those in the workplace. We explore key concepts such as individual, interpersonal, community, climate, and cultural trauma experiences as described in the four realms of ACE and resilience. We discuss how working in human services requires us to be especially sensitive to the impact of trauma on service users and their families. Peer specialists may experience trauma due to the frequent retelling of traumatic life events, however, everyone is vulnerable to trauma, and workplace practices can affect the well-being of every employee.

TRW02 Trauma In the Workplace Session 2: Creating a Trauma-Informed Workplace

SEAT TIME: 2.0 HOURS | PREREQUISITES: NONE

In this second session, we review sources of trauma and ways in which workplace practices can lead to trauma responses. Employees that identify as members of marginalized groups are frequently vulnerable to sometimes invisible and inequitable harms such as hierarchical reporting structures that can make them feel "less than," and interpersonal, institutional, and structural forms of discrimination such as racism, ageism, sexism, mentalism, and ableism. People who have been incarcerated or involved in the criminal justice system are especially vulnerable to discrimination and rarely given equal opportunity to enter, let alone succeed in the workplace.
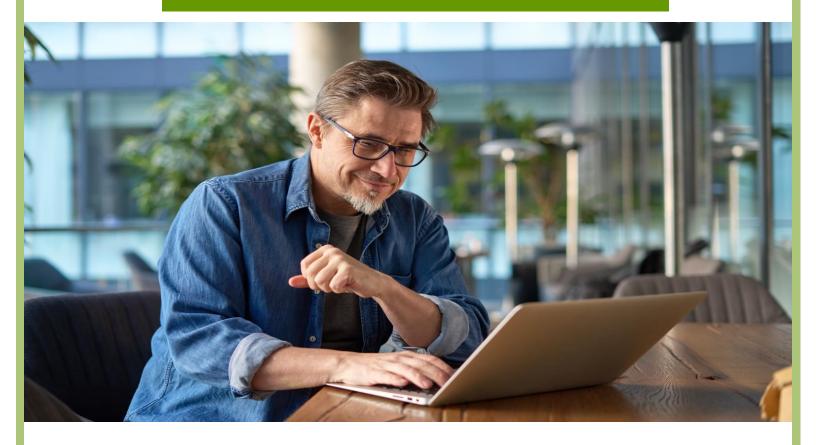
Trauma In the Workplace Session 3: Transforming Trauma

SEAT TIME: 2.0 HOURS | PREREQUISITES: NONE

Do you recognize traumatizing practices in your own workplace? In this third session in the series, we acknowledge common causes of trauma in the workplace

and consider strategies for transformation. We explore a variety of individual, interpersonal, and systemic workplace practices that cause trauma responses and offer concrete strategies for creating accessible, culturally responsive, and trauma-informed (NCDVTMH, 2018) workplaces that are comfortable, safe, inclusive, and welcoming.

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.

Peer Credentialing & Training 101 for OMH Providers

SEAT TIME: 2 HOURS | No prerequisites, no post-test, no certificate

This course is an overview of peer credentialing and training requirements for OMH providers. This in an information only course. There is no certificate or posttest for this course.

The New York Peer Specialist Certification Board

SEAT TIME: 1 HOUR | No prerequisites, no posttest, 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.

Tips for Facilitating Online Peer Support Groups

SEAT TIME: 30 MINUTES | No prerequisites, no post-test, no certificate

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, go to: https://aps-community.org/tips-for-facilitating-online-groups.

THE APS VIRTUAL LEARNING COMMUNITY

The Virtual Learning Community is a project of the Academy of Peer Services and offers a clearinghouse of information and announcements for the peer support workforce in New York State (and beyond) to connect, communicate, and collaborate! Visit the Virtual Learning Community website resources to enhance your knowledge and opportunities for career and personal development: https://aps-community.org/ To sign up for the free Virtual Learning Community email list, visit this link.

GETTING HELP: APS USER SUPPORT

If you have a question about the Academy or the online courses, first check the Frequently Asked Questions (FAQ) page to see if your question has already been answered: https://aps-community.org/ui-faq/

Maryam Husamudeen, APS User Support / NYAPRS

For assistance with the APS system that are not covered in the FAQ, send email to Maryam, our user support specialist: academyofpeerservicesnyomh@gmail.com

For assistance with the certification or renewal process, visit the New York Peer Specialist Certification Board: http://nypeerspecialist.org