Our Mission:

Empowering people to recover, succeed in accomplishing their goals, find meaning and purpose in life, and reconnect with themselves and others.

Our Vision:

Activating the next generation of frame-breaking healthcare innovation to support people beyond their behavioral health needs and succeed in the community where they live, work.
RI International, a d.b.a. for Recovery Innovations, Inc.
Recovery Education Center

School Catalog 2018-2019
Effective August 1, 2018

ADMINISTRATION

Aaron D. Foster, MA LAC CRC CRSS
Director of Education

CONTACT INFORMATION

2701 North 16th Street #106
Phoenix AZ  85006
Phone:   (602) 650-1212
Fax:        (602) 636-5222
RICC.Referrals@riinternational.com

RI INTERNATIONAL MISSION

Empowering people to recover, succeed in accomplishing their goals, find meaning and purpose in life, and reconnect with themselves and others.
Table of Contents

RI INTERNATIONAL MISSION .......................................................................................................... 1
BACKGROUND AND PURPOSE ................................................................................................. 4
REC MISSION STATEMENT ........................................................................................................ 5
REC VISION STATEMENT ........................................................................................................... 5
NOTICE OF DISCLAIMER ........................................................................................................... 5
REGISTRATION AND ADMISSION ............................................................................................ 6
TUITION ........................................................................................................................................ 6
TUITION ASSISTANCE ................................................................................................................ 6
CANCELLATION AND REFUND POLICY* .................................................................................. 7
REFUND AFTER THE COMMENCEMENT OF CLASSES: ............................................................... 7
EQUIPMENT AND/OR TECHNOLOGY REQUIREMENTS .............................................................. 9
REC POLICIES .......................................................................................................................... 10
STUDENT GRIEVANCE PROCEDURE ...................................................................................... 13
REC RECOVERY ENVIRONMENT STATEMENT ......................................................................... 14
CERTIFICATE PROGRAMS OF STUDY ........................................................................................ 15
PEER EMPLOYMENT TRAINING - 76-HOUR PROGRAM (SUGGESTED CREDIT HOURS 3) .......... 15
RECOVERY COACHING - 310-HOUR PROGRAM (SUGGESTED CREDIT HOURS 24) ................. 16
RECOVERY TEACHING - 310-HOUR PROGRAM (SUGGESTED CREDIT HOURS 24) ................. 18
COURSE DESCRIPTIONS ............................................................................................................. 19
REC 200 PEER EMPLOYMENT TRAINING ................................................................................. 19
REC 300 THE RECOVERY PATHWAYS ...................................................................................... 19
REC 400 COMMUNICATION SKILLS I IN COUNSELING & RECOVERY ........................................ 20
REC 401 RECOVERY COACHING ........................................................................................... 20
REC 403 RECOVERY COUNSELING IN MULTICULTURAL SETTINGS ....................................... 20
REC 405 SELF-DIRECTED DOCUMENTATION AND WRITING SKILLS ................................. 21
REC 406 GROUP DYNAMICS IN A RECOVERY ENVIRONMENT .............................................. 21
REC 500 SUBSTANCE ABUSE RECOVERY TRAINING .............................................................. 21
TABLE OF CONTENTS

RI INTERNATIONAL MISSION ................................................................. 1
BACKGROUND AND PURPOSE .......................................................... 4
REC MISSION STATEMENT .................................................................. 5
REC VISION STATEMENT .................................................................. 5
NOTICE OF DISCLAIMER .................................................................. 5
REGISTRATION AND ADMISSION ..................................................... 6
TUITION .............................................................................................. 6
TUITION ASSISTANCE ........................................................................ 6
CANCELLATION AND REFUND POLICY* ............................................ 7
REFUND AFTER THE COMMENCEMENT OF CLASSES .................... 7
EQUIPMENT AND/OR TECHNOLOGY REQUIREMENTS ................... 9
REC POLICIES .................................................................................. 10
STUDENT GRIEVANCE PROCEDURE ................................................ 13
REC RECOVERY ENVIRONMENT STATEMENT .............................. 14
CERTIFICATE PROGRAMS OF STUDY .............................................. 15
PEER EMPLOYMENT TRAINING - 76-HOUR PROGRAM (SUGGESTED CREDIT HOURS 3) 15
RECOVERY COACHING - 310-HOUR PROGRAM (SUGGESTED CREDIT HOURS 24) .................. 16
RECOVERY TEACHING - 310-HOUR PROGRAM (SUGGESTED CREDIT HOURS 24) ................... 18
COURSE DESCRIPTIONS .................................................................. 19
REC 200 PEER EMPLOYMENT TRAINING ......................................... 19
REC 300 THE RECOVERY PATHWAYS .............................................. 20
REC 400 COMMUNICATION SKILLS I IN COUNSELING & RECOVERY ......................................... 20
REC 401 RECOVERY COACHING ...................................................... 20
REC 403 RECOVERY COUNSELING IN MULTICULTURAL SETTINGS ........................................... 20
REC 405 SELF-DIRECTED DOCUMENTATION AND WRITING SKILLS ........................................ 21
REC 406 GROUP DYNAMICS IN A RECOVERY ENVIRONMENT ................................................................ 21
REC 500 SUBSTANCE ABUSE RECOVERY TRAINING .................................................. 21
REC 600 ETHICS IN RECOVERY EDUCATION ....................................... 21
REC 700 RECOVERY EDUCATION THEORY AND PRACTICE FOR TEACHERS & FACILITATORS .... 22
REC 800 REC INTERNSHIP .................................................................. 22
PROGRAM STRUCTURE ....................................................................... 23
NON-CREDIT WORKSHOPS ................................................................. 24
RECOVERY EDUCATION CENTER | 2018-2019 SCHOOL CALENDAR .................................................. 25
RECOVERY EDUCATION CENTER | 2018-2019 SCHEDULE OF CLASSES ........................................... 26
BEHAVIORAL HEALTH TECHNICIAN - DISCLAIMER .......................................................... 27
ABOUT YOUR CAMPUS ..................................................................... 28
THE REC PHILOSOPHY OF RECOVERY .............................................. 29
HERE ARE THE PATHWAYS WE HAVE DISCOVERED ON OUR JOURNEY OF RECOVERY ............ 30
THE EIGHT DIMENSIONS OF WELLNESS .......................................... 31
LEADERSHIP ..................................................................................... 32
Background and Purpose

The Recovery Education Center was founded by META Services, Inc. in October 2000 as part of a process of redefinition of its purpose and programs. In 2000, META Services, (now RI International, a d.b.a. of Recovery Innovations, Inc.), a behavioral health company serving Maricopa County since 1990, adopted a new mission: “to create opportunities and environments that empower people to recovery from psychiatric symptoms and addiction, succeed in accomplish their goals, and reconnect to themselves, others and meaning and purpose in life.” The vision was one of transforming the way mental health services were delivered. Education, in the new paradigm of recovery, was seen as the primary method for moving the mission forward.

Recovery Education is a paradigm shift that offers an approach to wellness inherently different from traditional treatment. It is process initiated and carried out by each person. It offers a way for people to take control of their life, to move beyond the consequences of their mental illness and the effects of stigma and discrimination. The preferred method of encouraging and supporting this change is through an educational process available to those who are interested in recovery, their supporters, and staff and care givers.

In the context of recovery, the role of the person is significantly expanded beyond that of waiting to be cared for to that of learning how to take charge his or her own healing process. Each person is seen as the key informant in his or her quest for wellness. The focus is on each person’s inherent strengths, abilities, and capacity to learn new skills for living and for developing personal growth, mutuality, and recovery.

The endorsement of recovery principles by the Arizona Department of Health Services and the Regional Behavioral Health Authority in Maricopa County presents a unique opportunity for the Recovery Education Center to provide education, employment, and support that moves people beyond the expectations of symptom reduction and stabilization into personal growth and recovery. The Center is also a community resource for training families, supporters and professional staff that allows for infusions of recovery theory and practice into external entities that are synergistically partnering and networking thereby escalating the shift toward the use of recovery principles.
MISSION STATEMENT

To promote personal growth and recovery for people who experience psychiatric symptoms. Through educational and vocational opportunities, the Center will encourage the discovery and development of innate strengths and abilities and will promote personal choice and self-determination.

VISION STATEMENT

People, who experience psychiatric symptoms, their supporters, and care providers, will learn the skills and tools that promote recovery. Students will discover who they are, what they can be, and the unique contributions they have to offer.

NOTICE OF DISCLAIMER

The Recovery Education Center (REC) reserves the right to amend, add, or delete classes, programs, policies, tuition and/or facilities without prior notice. The REC also reserves the right to cancel or delay the start of scheduled classes due to insufficient numbers of students. Catalogs and bulletins of this institution are usually prepared for the purpose of furnishing prospective students and other interested persons with information about the institution. Announcements contained in such printed material are subject to change without notice and may not be regarded in the same nature of binding obligations.
REGISTRATION AND ADMISSION

The enrollment form can be completed and submitted for consideration for admission to REC. The registration office is open daily during school hours. Admission criteria are dependent on the requirements of each student’s funding source and vary by certificate program; please see each certificate program description for further detail.

TUITION

➤ Tuition Price of $1,295 for PET and a book charge of $75 for total of $1,370.
➤ Program Price of $6,000 for the Coaching or Teaching programs includes the following:
  • Tuition Cost - $5,600
  • Computer Training Access (IT) - $160
  • Books - $240 (approximate; see your instructor for listing)
➤ Program Price of $8,890 for both the Coaching and Teaching programs includes the following:
  Tuition Cost – Coaching - $5,600
  Computer Training Access (IT) - $160
  Books - $240 (approximate; see your instructor for listing)
  Tuition Cost – 2nd Program (two classes and internship) - $2,890
➤ Non-certificate workshops vary by subject content, speaker appearances and CEU credits; contact one of our intake specialists for more information.**

*Tuition includes certification test for Certified Peer/Recovery Support Specialist
**Tuition may vary according to contractual agreements with funding organizations and may depend on eligibility criteria.

TUITION ASSISTANCE

Prospective students may apply for tuition assistance for Peer Employment Training and REC Certificate Programs through the Arizona Department of Economic Security, Rehabilitation Services Administration, the Veteran’s Administration, and any AZ Workforce Innovation Opportunity Act program; other tuition assistance programs may be considered for enrollment.
Cash payments prorated throughout the length of the program with no interest paid directly to the school will also be accepted.
CANCELLATION AND REFUND POLICY*

An applicant denied admission by the school is entitled to a refund of all monies paid. If the applicant utilizes a funding entity other than themselves, refunds are distributed to that funding entity.

Three-Day Cancellation: An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% refund.

Other Cancellations: An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid.

REFUND AFTER THE COMMENCEMENT OF CLASSES:
1. Procedure for withdrawal/withdrawal date:
   a. A student choosing to withdraw from the school after the commencement of classes is to provide written notice to the Director of the school. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
   b. For a student who is on authorized Leave of Absence, the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.
   c. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 consecutive class days.
   d. All refunds will be issued within 30 days of the determination of the withdrawal date.

2. Tuition charges/refunds:
   a. Before the beginning of classes, the student is entitled to a refund of 100% of the tuition.
   b. After the commencement of classes, the tuition refund amount shall be determined as follows:

<table>
<thead>
<tr>
<th>% of the clock hours attempted:</th>
<th>Tuition refund amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% or less</td>
<td>90%</td>
</tr>
<tr>
<td>More than 10% and less than or equal to 20%</td>
<td>80%</td>
</tr>
<tr>
<td>More than 20% and less than or equal to 30%</td>
<td>70%</td>
</tr>
<tr>
<td>More than 30% and less than or equal to 40%</td>
<td>60%</td>
</tr>
<tr>
<td>More than 40% and less than or equal to 50%</td>
<td>50%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>No Refund is required</td>
</tr>
</tbody>
</table>
The percentage of the clock hours attempted is determined by dividing the total number of clock hours elapsed from the student’s start date to the student’s last day of attendance, by the total number of clock hours in the program.

**Books, supplies and fees:**
Tuition Price of $1,295 for PET and a book charge of $75 for total of $1,370.
Program Price of $6,000 for the Coaching or Teaching programs includes the following:
- Tuition Cost - $5,600
- Computer Training Access (IT) - $160
- Books - $240 (approximate; see your instructor for listing)
Program Price of $8,890 for both the Coaching and Teaching programs includes the following:
- Tuition Cost – Coaching - $5,600
- Computer Training Access (IT) - $160
- Books - $240 (approximate; see your instructor for listing)
- Tuition Cost – 2nd Program (two classes and internship) - $2,890

**Refunds** will be issued within 30 days of the date of student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

*Does not apply to students receiving tuition assistance through the local Regional Behavioral Health Authority (RBHA).*
Equipment and/or Technology Requirements

Students have access to a computer lab at scheduled times throughout the school week. Students needing technological assistance have access to workshops on a variety of technological skills (see workshop schedule). Any certificate program requirements regarding technology are outlined as classes within the respective certificate program.

Beginning this Fall Semester 2018, all new students will receive a Relias account. Materials from this platform will be incorporated into the current curriculum to advance the skillsets of our students.
REC POLICIES

**Equal Opportunity.** The Recovery Education Center is fully committed to equal opportunity in employment decisions and education programs and activities, in compliance with all individuals without regard to race, color, religion, gender, sexual preference, national origin, age, or disability. All students must be at least 18 years of age.

**Attendance.** The learning environment is an important part of each class, so attendance is critical to completing the course work successfully. If attendance requirements are not met, students will be asked to drop the class and take it over at a time when their attendance can be maintained. In order to satisfactorily complete the program, students must attend 80% of their classes unless the Director of Education approves an alternative attendance plan. Make-up work is at the discretion of each instructor.

**Leave of absence.** In the event of special circumstances, a student may be allowed to interrupt their training with a leave of absence (LOA) which will be granted for the following reasons: Military training, extended illness, or extreme hardship. Students are required to submit their request in writing to the Director of Education with the following information: Specific reason for the leave, and date of start and return from leave.

**Student Conduct.** Students are expected to conduct themselves honorably, being respectful of others at all times. If a student’s conduct becomes unsatisfactory, and is interfering with their own and others’ ability to benefit from classes, a written plan of correction will be agreed upon and signed by the student. If a student needs leave time to attend to issues that are contributing to unsatisfactory conduct, it will be granted and the student and the REC will agree to specific time frames for re-evaluation.

**Satisfactory Progress.** Students are evaluated at the mid-point of each class. At that time, if progress is insufficient and/or they have an attendance or tardiness problem or other conduct issues, the student will be notified by the instructor and/or education coordinator. The student may choose to retake the course at a later date or withdraw and receive a refund of tuition as discussed in Refund Policy above. A grade of incomplete may be given with approval of the Director of Education. Students carrying an incomplete grade may not begin new classes until the incomplete grade agreement has been completed.

**Text Books and Library.** REC will provide the required texts, workbook, or training materials as part of the total program cost (page 6). REC maintains a recovery-centered library and all material is available to students.
Educational Delivery System. The REC utilizes a blend of synchronous and asynchronous teaching modalities. Students are required to attend weekly classes and participate in group and individual activities as well as role-play. The REC is dedicated to meeting healthcare standards and principles; students will eventually enter the healthcare workforce and connect with their clients on a daily basis. Attendance and participation in discussion and role-play are an integral part of the students’ development of competent communication skills.

RELIAS Students will also be required to access the Relias training platform for discipline-specific materials, quizzes, tests and trainings. For more on the Relias platform, see page 9.

Safe Environment. REC provides a safe environment, free of sexual harassment, drug and alcohol use, and is a smoke-free, drug-free and weapons-free campus (designated outside smoking areas).

Grading/Transcripts. Grades are issued on a pass/incomplete basis for students in Peer Employment Training. Students enrolled in the Recovery Certificate and Recovery Teaching Certificate programs will receive a grade of A to E based on the rubric outlined in the course syllabus. Incompletes can be reversed by re-enrolling in the class or by special assignments from the instructor. Transcripts will be maintained in the student file. Students have the right to review their transcripts within 24 hours of request.

<table>
<thead>
<tr>
<th>Grading</th>
<th>REC credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90%-100%</td>
<td>Credit</td>
</tr>
<tr>
<td>B = 80%-89%</td>
<td>Credit</td>
</tr>
<tr>
<td>C = 70%- 79%</td>
<td>Credit</td>
</tr>
<tr>
<td>D = 60%- 69%</td>
<td>No credit</td>
</tr>
<tr>
<td>F = 0%- 59%</td>
<td>No credit</td>
</tr>
</tbody>
</table>

*First official transcript is free to student; subsequent official transcripts for student and official transcripts to educational institutions are $5.00 each.

Credit Transfers. The Director of Education can grant REC credits from other institutions based on syllabi (students must present syllabi from the transferring institution for credits to be considered); syllabi older than ten years at the time of registration may not be considered. Training and classes offered by other programs in the REC will be considered for credit toward graduation requirements. Transferrable credits cannot exceed 30% of the program and do not impact the tuition cost of the program.
Graduation. The REC values celebrations of success. After completion of each module a celebration ceremony is held to recognize this important achievement. Graduations are held for those completing the entire course work for any certificate program offered by RI International.

Email and preferred communication. Email is the preferred method of contact between the REC and students/applicants. Students are required to update REC staff of any phone and/or email changes that may affect this communication. Students are expected to review their email account, on file with the REC, daily for school communication.

Placement Service. While there is no guarantee of employment following graduation, the REC will assist and support each student to achieve his or her placement and vocational goal in alliance with RI Career Center program and/or Arizona Vocational Rehabilitation, pursuant to eligibility requirements. The RI Career Center can assign other services for individuals needing job placement assistance pursuant to eligibility requirements; see Employment Coordinator for further information.

Program or Course Cancellation. The School reserves the right to change or eliminate classes when: 1) the number of students scheduled to start class is too small, 2) at the sole discretion of the School, 3) to justify continuations of the class, or 4) when weather conditions are prohibitive. The School reserves the right to change class schedules, revise or withdraw programs or make any change in training-related matters at any time, with or without notice.

Student Support Services. The REC has a supportive and nurturing environment that provides a safe place for experimentation and practice for learning and personal growth. The REC, pursuant to eligibility requirements, can assign other services for those needing extra support during their enrollment. On site employment assistance is available through the RI Career Center for those meeting eligibility requirements.

Prerequisites: 1) High School Diploma, GED, or a copy of College transcripts, and 2) Having the reading and writing skills needed to complete the academic work in training or the ability to utilize reasonable accommodations to do the same.
STUDENT GRIEVANCE PROCEDURE

1. Complaints directed at an individual instructor or staff member must be discussed directly with the individual involved.

2. If one-on-one discussion fails to result in a satisfactory resolution, a written complaint must be submitted to the Director of Education.

3. If the Director of Education cannot resolve the complaint to the student’s satisfaction, in writing within thirty days, the student has the right to appeal their case with the independent advisory board. The student must submit a written appeal to the advisory board through the office of the Human Resources Department. The advisory board will have thirty days to provide the student with a written response to their appeal.

4. If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 West Adams, Phoenix, AZ  85007, Phone# 602-542-5709, website address: www.azppse.gov

5. Any dispute between the student and the School (other than those regarding grades or other academic evaluations) not resolved with the School or regulatory officials shall be submitted to binding arbitration in the city of Phoenix pursuant to the rules of the American Arbitration Association. Any award entered shall be final and binding.
REC RECOVERY ENVIRONMENT STATEMENT

Recovery Education Center (REC) classes are designed to empower the individual to rediscover and reconnect with that individual’s true self. This is accomplished through rediscovering how to take care of ourselves and reconnecting with our strengths to assist us in moving forward in our personal recovery. Therefore, we agree that we will conduct ourselves during REC classes as we would in a recovery environment as laid out in the Recovery Pathways:

**HOPE**: When we share our personal stories we share the strengths, hopes and experiences that assisted us in our recovery, focusing on the positive ways we have overcome life challenges. We share what has helped us as it pertains to the material being presented and we share only the part of our story that demonstrates our resilience.

**CHOICE**: We have chosen to be a member of this program to empower ourselves to create a life plan that will work for our unique, never to be repeated again, selves. We have chosen to be part of a group of people on a similar path and thus act in a manner of mutual respect. We will participate in the activities of the class without withdrawing from, or dominating, the class discussions.

**EMPOWERMENT**: Having chosen to be a student, we realize that there are certain responsibilities we embrace:
- a. We will arrive on time and return from breaks, so we do not disrupt the learning process which happens in these rooms.
- b. At all times, we will treat others with dignity and respect
- c. We will stay focused on the topic, exercise or what is being covered in our classes.

**RECOVERY ENVIRONMENT**: We will stay on the path of recovery, utilize recovery language and demonstrate a recovery environment. We will avoid gossip and negativity while developing relationships based on kindness and mutual respect. We will maintain a “level of consciousness” of love.

**SPIRITUALITY; MEANING AND PURPOSE**: We will explore ways to connect within and beyond the self. We will respect all spiritual pathways and celebrate diversity. We will develop and embrace our individual spiritual pathways without forcing these values upon others.

**LET’S SHARE THIS EXPERIENCE WITH ENTHUSIASM AND LOVE**
CERTIFICATE PROGRAMS OF STUDY

Successful completion of any one of these programs meets the requirements for students to apply for positions requesting skills defined under Section 9.2 – Peer Support/Recovery Support Training, Certification and Supervision Requirements in the Arizona Health Care Cost Containment System (AHCCCS) provider manual.

PEER EMPLOYMENT TRAINING - 76-HOUR PROGRAM (SUGGESTED CREDIT HOURS 3)
This course is designed to provide the participant with peer support skills, learning about recovery from mental illness, making recovery plans for substance abuse and co-occurring disorders, serving a diverse population, communication skills, ethics and boundaries, conflict resolution, and job preparation. The graduate of this class will then use these same tools to help others with their recovery.

Our Certified Peer Support Specialist Training (CPSS) is recognized around the world. To date, we have trained over 6,000 individuals worldwide. Our CPSS training is certified curriculum in several states, including Arizona, Pennsylvania, Minnesota, and California – and is a preferred curriculum of the Veterans’ Administration in certifying Peer Support Specialists. CPSS Training has been developed and updated through the years, to support individuals in developing a unique set of skills needed to work as a Peer Support Specialist.

Certified Peer Support Specialist Training has been adapted and delivered to meet the needs of growing peer support communities throughout the United States and in several countries, including: England, Scotland, Canada and New Zealand.

Course Offerings:
1. Two-week (PET): Monday through Friday, from 8:30 a.m. to 4:30 p.m. (see Class Schedules in this catalog for training dates and paperwork deadlines)
2. Ten-week (PS101): Tuesday and Thursday, from 9:30 to 2:30 a.m. (see Class Schedules in this catalog for training dates and paperwork deadlines; class days and times may vary)

Passing grade on exit test is required before a certificate of completion will be released.
RECOVERY COACHING - 310-HOUR PROGRAM (SUGGESTED CREDIT HOURS 24)

This course is designed to build upon the skills attained in lived experience and/or Peer Employment Training and to provide a platform for career advancement for the behavioral health student. The recovery certificate program draws from the knowledge, skills and attitudes necessary to provide competent, quality services within the behavioral health field as a Recovery Coach.

Focus is placed on meeting the competencies of the International Coach Federation:

**Setting the Foundation:** 1) *Meeting Ethical Guidelines & Professional Standards*
Understanding coaching ethics and standards and applying them appropriately in all coaching situations; 2) *Establishing the Coaching Agreement*
Understanding what is required in the specific coaching interaction and coming to agreement with the prospective and new client about the coaching process and relationship.

**Co-Creating the Relationship:** 3) *Establishing Trust & Intimacy with the Client*
Creating a safe, supportive environment that produces ongoing mutual respect and trust; 4) *Coaching Presence*
Being fully conscious and creating spontaneous relationships with clients, employing a style that is open, flexible and confident.

**Communicating Effectively:** 5) *Active Listening*
Focusing completely on what the client is saying and is not saying, understanding the meaning of what is said in the context of the client’s desires, and supporting client self-expression; 6) *Powerful Questioning*
Asking questions that reveal the information needed for maximum benefit to the coaching relationship and the client. 7) *Direct Communication*
Communicating effectively during coaching sessions, and using language that has the greatest positive impact on the client.

**Facilitating Learning and Results:** 8) *Creating Awareness*
Integrating and accurately evaluating multiple sources of information, and making interpretations that help the client to gain awareness and thereby achieve agreed-upon results; 9) *Designing Actions*
Creating with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results; 10) *Planning & Goal Setting*
Developing and maintaining an effective coaching plan with the client; 11) *Managing Progress & Accountability*
Holding attention on what is important for the client, and leaving responsibility with the client to take action.
Students are encouraged, through the internship process, to focus on their strengths: group work, behavioral change, health & wellness services, employment services, housing services, advocacy skills and case management skills. Students choosing this path will be workforce ready to deliver peer-oriented recovery coaching services in the behavioral health field.

**Required Classes**

- REC 300 (30) - Recovery Pathways
- REC 400 (30) - Communication Skills I in Counseling and Recovery
- REC 401 (30) - Recovery Coaching
- REC 403 (30) - Recovery Coaching in Multicultural Settings
- REC 405 (30) - Self-Directed Documentation and Writing Skills (includes “Computers in Recovery”)
- REC 406 (30) - Group Dynamics in a Recovery Environment
- REC 500 (30) - Substance Abuse Recovery Training (Formerly REC 404 - Resilience with Substance Abuse & Other Life Challenges)
- REC 800 (100) - Recovery Education Center Internship (includes 100 hours of field placement; formerly “Supervised Practice Seminar”)

Students receiving a grade of “C” or better in this program will receive a certificate of completion upon graduation. This certificate qualifies graduates to apply for Recovery Coach, Group Facilitator and, with provider-defined eligibility, Behavioral Health Technician or Behavioral Health Professional positions within the behavioral health system.
RECOVERY TEACHING - 310-HOUR PROGRAM (SUGGESTED CREDIT HOURS 24)

Students will be able to demonstrate communication, education, and recovery coaching skills in the performance of their job as facilitators in group and classroom settings. The course objectives are cross-walked with the blueprint of the Certified Psychiatric Rehabilitation Practitioner (CPRP) credential.

Participants will gain an appreciation and comprehensive understanding of adult learning styles, and ways to involve students in dynamic discussions and educational activities. Students will learn the value of evidence-based practices, how to identify evidence-based practices and how to incorporate evidence-based practices in the delivery of behavioral health programs. Students graduating from this program will have the opportunity of using the education skills as Recovery Educators and Facilitators in the field of behavioral health.

The Benefit of adding the Teaching classes to your Job Coaching program: Increased employability and career advancement by utilizing transferrable skills in a wide variety of Behavioral Health positions including group leadership and training facilitation.

Required Classes

- REC 300 (30) - Recovery Pathways
- REC 400 (30) - Communication Skills I in Counseling and Recovery
- REC 403 (30) - Recovery Coaching in Multicultural Settings
- REC 405 (30) - Self-Directed Documentation and Writing Skills (includes “Computers in Recovery”)
- REC 500 (30) - Substance Abuse Recovery Training
  (Formerly REC 404 - Resilience with Substance Abuse & Other Life Challenges)
- REC 600 (30) - Ethics in Recovery Education
- REC 700 (30) - Recovery Education Theory and Practice for Teachers & Facilitators
  (a.k.a. Methods Class)
- REC 800 (100) - Recovery Education Center Internship
  (includes 100 hours of field placement)

Students receiving a grade of “C” or better in this program will receive a certificate of completion upon graduation. This certificate qualifies graduates to apply for Recovery Educator, Recovery Coach, Group Facilitator and, with provider-defined eligibility, Behavioral Health Technician or Behavioral Health Professional positions within the behavioral health system.
COURSE DESCRIPTIONS

REC 200 PEER EMPLOYMENT TRAINING
Class Hours: 72

This class is delivered as a training

Personal Development – Knowing Yourself
1. Module One – Recovery
3. Module Three – Developing Self-Esteem and Managing Self Talk
4. Module Four – Community, Culture and Environment
5. Module Five – Meaning and Purpose
6. Module Six – Emotional Intelligence

Turning Point – Preparing Yourself for Work
7. Module Seven – Telling Your Personal Story
8. Module Eight – Employment as a Path to Recovery and Ethical Values

Skill Development
9. Module Nine – Communication Skills
10. Module Ten – Conflict Resolution
   a. Recognizing the importance of resolving conflicts
   b. Understanding the five conflict styles
   c. Learning the guidelines for conflict resolution
11. Module Eleven – Understanding Trauma
12. Module Twelve – Substance Use Challenges and Co-Occurring Recovery
13. Module Thirteen – Integrated Care and the Role of Peer Support
14. Module Fourteen – Being with People in Challenging Situations
15. Module Fifteen – Peer Support in Action, Partnering with Other Professionals

Additional Materials-Arizona Specifics
16. Arizona Department of Health Services-Accessing/Paying for Behavioral Health Services
17. Understanding the process for Serious Incident Reporting in Arizona
18. Medicaid billing codes approved in Arizona

Appendices
19. Federal ADA Regulations; Information and Resources
20. New Freedom Commission on Mental Health-Executive Summary
REC 300 THE RECOVERY PATHWAYS  
*Class Hours: 30*  
Participants will leave with a solid foundation of how the many Recovery Pathways can strengthen the wellness of self and others. Students will learn the Substance Abuse and Mental Health Administration (SAMHSA), as well as the Arizona Department of Health Services (DHS), recovery principles and practices. Students will explore the eight Dimensions of Wellness as defined by SAMHSA. This course allows the student to develop a way of being which has the potential to transform any behavioral health setting to a space of Recovery and Wellness.

REC 400 COMMUNICATION SKILLS I IN COUNSELING & RECOVERY  
*Class Hours: 30*  
This course is designed to introduce students to the essential skills that they will need to assist people who are in the process of recovery. Through didactic and experiential learning students will demonstrate understanding and proficiency with the instrumental skills of _attending, observing, listening, and responding_. They will also apply skills in assisting individuals to plan and initiate work on their personal goals and solution-based planning. Additionally, the students will be provided an overview of group intervention and working with people through different modalities. An emphasis is placed on rapport building, effective listening skills, appropriate feedback and providing support.

REC 401 RECOVERY COACHING  
*Class Hours: 30*  
Students will learn methods and practice the techniques for recovery coaching as applied in a variety of settings. Recovery Coaching assists people strengthen their personal resilience, so they may set and achieve healthy life choices. Upon the conclusion of the course students will demonstrate an understanding of recovery coaching practices, principles and competencies as outlined by the International Coaching Federation and the Psychiatric Rehabilitation Association.

REC 403 RECOVERY COACHING IN MULTICULTURAL SETTINGS  
*Class Hours: 30*  
Over the course of the semester students will examine multiple cultures and subcultures within the United States. This course is designed to assist students to explore their personal values, perceptions, attitudes, and behaviors to increase their understanding of, and to embrace diversity. The course will explore techniques for establishing rapport and interpersonal skills in a multicultural context.
REC 405 SELF-DIRECTED DOCUMENTATION AND WRITING SKILLS
Class Hours: 30
Students will explore writing and documenting in a format, which uses the Recovery Principles and creates a self-directed way of documenting recovery planning and progress. Students will develop skills that support documentation that will pass an audit. Students will learn the DAP model of health care documentation and develop the skills necessary to complete mental health assessments and treatment plans according to Arizona Medicaid standards. Additionally, through the completion of an individually selected essay, students will demonstrate the essentials of writing from basic grammar and punctuation to researching a topic, developing an outline, preparing and editing a draft, and producing a final paper.

REC 406 GROUP DYNAMICS IN A RECOVERY ENVIRONMENT
Class Hours: 30
Students will gain an understanding of basic group dynamics including the various stages of group development, leadership roles, and various group counseling approaches and techniques. Students will experience a variety of group types and forms through their participation in simulated group experiences.

REC 500 SUBSTANCE ABUSE RECOVERY TRAINING
Class Hours: 30
This course is designed to introduce students to the essential skills that they will need to assist people who are in the process of recovery from chemical addictions. Through didactic and experiential learning students will demonstrate understanding and proficiency with the instrumental skills of attending, observing, listening, and responding. They will also apply skills in assisting individuals to plan and initiate work on their personal goals and solution planning. Additionally, the students will be provided an overview of group intervention and working with people through different modalities. An emphasis is placed on motivational interviewing, rapport building, effective listening skills, appropriate feedback and providing support.

REC 600 ETHICS IN RECOVERY EDUCATION
Class Hours: 30
Students in this course will master important concepts related to maintaining ethical relationships in an educational setting. They will learn to identify reputable sources of information to share with their future students, and strategies for navigating conflict in the classroom that meet ethical standards. Students will be presented with clear boundaries and guides for decision making, and will practice application through working with potential real-life scenarios. Learners will gain competence in making ethical decisions as Recovery Educators.
REC 700 RECOVERY EDUCATION THEORY AND PRACTICE FOR TEACHERS & FACILITATORS

*Class Hours: 30*

This course will prepare learners to research, organize, and present recovery oriented information to students in an engaging and compelling manner. Participants will gain an appreciation and comprehensive understanding of adult learning styles, and ways to involve students in dynamic discussions and educational activities. Students will learn the value of evidence-based practices, how to identify evidence-based practices and how to incorporate evidence-based practices in the delivery of behavioral health programs. Participants will practice teaching and facilitation skills in vivo in order to receive personalized constructive feedback on style and method of delivery.

REC 800 REC INTERNSHIP

*100 hours hands-on supervised practice and clinical supervision*

Through individual supervision and/or group supervisory seminars students will share work or individual experiences to improve their practice competencies and understandings of recovery. Seminar will be used to supplement and build upon experiences students share from their practice. In addition to rehabilitation and recovery models, students will discuss and review ethical guidelines and practices, and how to gain the most from any work or volunteer experience in a behavioral health setting. Performance will be evaluated by the student’s REC faculty advisor.
### PROGRAM STRUCTURE

<table>
<thead>
<tr>
<th><strong>Semester Class Structure (Recovery Coaching and Recovery Teaching)</strong></th>
<th>Classroom hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Classroom</td>
<td>Review of materials outlined in the course syllabus for this unit.</td>
<td>3 hours (8 weeks)</td>
</tr>
<tr>
<td>Weekly Group Instruction</td>
<td>Students from all courses meet to process experiential learning for course material</td>
<td>1 hours (8 weeks): must attend six in person to receive credit</td>
</tr>
<tr>
<td>Out of class additional work</td>
<td>Readings and activities/projects</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

**Internship will meet two hours each week and will count toward total of 100**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Classroom Hours</td>
<td>30</td>
</tr>
<tr>
<td>Total Suggested Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PET Class Structure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Classroom Instruction</td>
<td>Review of materials outlined in the course syllabus for this unit.</td>
</tr>
<tr>
<td>Out of class additional work</td>
<td>Readings and activities/projects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Suggested Credit Hours</td>
<td>2</td>
</tr>
</tbody>
</table>

*Credit hours reflect suggested transfer credits; actual credit transfer to other educational institutions is at the discretion of the receiving institution.*
NON-CREDIT WORKSHOPS

The following is not a full listing. Life-skills, employment and wellness workshops vary throughout the year according to student request, industry need and space availability; please contact the REC for list of current workshops. Workshops taught by subject matter experts in their field of study.

**Cost by the Hour:** Group $52.50 | Individual $75.00

Art in Journaling  
*Basic Computer Skills  
*Computer Opportunity Lab  
Dimensions of Wellness  
Eliminating Self-Defeating Behaviors  
Exploring our Artistic Mind  
Facing Up  
**Family Psychoeducation  
Finding Your Voice  
 Forgiveness  
**Gentle Yoga  
Home is Where the Heart Is  
How to Deal with Difficult Situations  
**Illness Management and Recovery  
Intermediate Computing  
Medication for Success  
**Meditation  
*MOSAIC  
*MOSAIC Computer Lab  
*MOSAIC Employment Workshop  
**Moving Beyond Anger  
Nutrition, Exercise & Wellness in Recovery  
Overcoming Co-Dependency  
Pathways from Addiction to Recovery  
Photo Voice (Occupational Therapy)  
Recovery Gardening  
Recovery in the Media  
**Relapse Prevention  
Remembering Who You Are  
**Seeking Safety (A Women’s Group)  
**Stages of Change  
**Stress Management  
The Importance of Self Care  
Trusting You’re Loved  
Understanding Mental Health and Substance  
Wellness: The Journey (limited space)  
WHAM!  
Who Moved My Cheese?  
**WRAP©  
Writing for Wellness  
**Yoga  
**You Are What You Eat

*Denotes an employment related service/class  
**Denotes an evidence-based program service/class
RECOVERY EDUCATION CENTER | 2018-2019 SCHOOL CALENDAR

Peer Employment Training (10 week), Recovery Coaching and Recovery Teaching Certificates

<table>
<thead>
<tr>
<th>Session</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>June 1st</td>
<td>August 31st</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>September 1st</td>
<td>November 30th</td>
</tr>
<tr>
<td>Winter 2018</td>
<td>December 1st</td>
<td>February 28th</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>March 1st</td>
<td>May 31st</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>June 1st</td>
<td>August 31st</td>
</tr>
</tbody>
</table>

See the Calendar on next page for class schedules.

Enrollment in the Recovery Education Center certificate programs can occur on any of the start dates shown above. Students may also complete the programs as an Independent Study; class start times depend on the student’s needs and restrictions. Completion of the program occurs when all required courses have been completed. Enrollment in non-certificate workshops can occur anytime; please see the Director of Education for list of current workshops and enrollment procedures.

Class times

Class times vary according to class hour requirements. Please check with the Education Coordinator for exact dates and times.

Student Holidays

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Monday - September 3, 2018</td>
</tr>
<tr>
<td>Thanksgiving Day</td>
<td>Thursday - November 22, 2018</td>
</tr>
<tr>
<td>Christmas Day</td>
<td>Tuesday - December 25, 2018</td>
</tr>
<tr>
<td>New Year’s Day</td>
<td>Tuesday - January 1, 2019</td>
</tr>
<tr>
<td>MLK Day</td>
<td>Monday - January 21, 2019</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday - May 27, 2019</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Thursday - July 4, 2019</td>
</tr>
</tbody>
</table>
### RECOVERY EDUCATION CENTER | 2018-2019 SCHEDULE OF CLASSES

**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>Recovery Pathways</td>
</tr>
<tr>
<td>400</td>
<td>Communication Skills I in Counseling and Recovery</td>
</tr>
<tr>
<td>401</td>
<td>Recovery Coaching</td>
</tr>
<tr>
<td>403</td>
<td>Recovery Coaching in Multicultural Settings</td>
</tr>
<tr>
<td>405</td>
<td>Self-Directed Documentation and Writing Skills</td>
</tr>
<tr>
<td>600</td>
<td>Ethics in Recovery Education</td>
</tr>
<tr>
<td>200 Peer Employment Training (PS101) – 10 week PET</td>
<td></td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>Recovery Pathways</td>
</tr>
<tr>
<td>400</td>
<td>Communication Skills I in Counseling and Recovery</td>
</tr>
<tr>
<td>406</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>401</td>
<td>Recovery Coaching</td>
</tr>
<tr>
<td>700</td>
<td>Recovery Education Theory and Practice for Teachers &amp; Facilitators</td>
</tr>
<tr>
<td>500</td>
<td>Substance Abuse Recovery Training</td>
</tr>
<tr>
<td>200 Peer Employment Training (PS101) – 10 week PET</td>
<td></td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>Recovery Pathways</td>
</tr>
<tr>
<td>400</td>
<td>Communication Skills I in Counseling and Recovery</td>
</tr>
<tr>
<td>401</td>
<td>Recovery Coaching</td>
</tr>
<tr>
<td>403</td>
<td>Recovery Coaching in Multicultural Settings</td>
</tr>
<tr>
<td>405</td>
<td>Self-Directed Documentation and Writing Skills</td>
</tr>
<tr>
<td>600</td>
<td>Ethics in Recovery Education</td>
</tr>
<tr>
<td>200 Peer Employment Training (PS101) – 10 week PET</td>
<td></td>
</tr>
</tbody>
</table>

**Summer**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>Recovery Pathways</td>
</tr>
<tr>
<td>400</td>
<td>Communication Skills I in Counseling and Recovery</td>
</tr>
<tr>
<td>406</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>401</td>
<td>Recovery Coaching</td>
</tr>
<tr>
<td>700</td>
<td>Recovery Education Theory and Practice for Teachers &amp; Facilitators</td>
</tr>
<tr>
<td>500</td>
<td>Substance Abuse Recovery Training</td>
</tr>
<tr>
<td>200 Peer Employment Training (PS101) – 10 week PET</td>
<td></td>
</tr>
</tbody>
</table>

REC 800 - Recovery Education Center Internship offered throughout the year according to the student’s Plan of Study.
REC 200 - PEER EMPLOYMENT TRAINING SCHEDULE

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Completed Paperwork Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>10-21, 2018</td>
<td>by September 5, 2018</td>
</tr>
<tr>
<td>October</td>
<td>8-19, 2018</td>
<td>by October 3, 2018</td>
</tr>
<tr>
<td>November</td>
<td>5-16, 2018</td>
<td>by November 1, 2018</td>
</tr>
<tr>
<td>December</td>
<td>3-14, 2018</td>
<td>by November 28, 2018</td>
</tr>
<tr>
<td>January</td>
<td>7-18, 2019</td>
<td>by January 2, 2019</td>
</tr>
<tr>
<td>February</td>
<td>4-15, 2019</td>
<td>by January 30, 2019</td>
</tr>
<tr>
<td>March</td>
<td>11-22, 2019</td>
<td>by March 6, 2019</td>
</tr>
<tr>
<td>April</td>
<td>15-26, 2019</td>
<td>by April 10, 2019</td>
</tr>
<tr>
<td>May</td>
<td>13-24, 2019</td>
<td>by May 8, 2019</td>
</tr>
<tr>
<td>June</td>
<td>10-21, 2019</td>
<td>by June 5, 2019</td>
</tr>
<tr>
<td>July</td>
<td>8-19, 2019</td>
<td>by July 3, 2019</td>
</tr>
<tr>
<td>August</td>
<td>12-23, 2019</td>
<td>by August 7, 2019</td>
</tr>
<tr>
<td>September</td>
<td>9-20, 2019</td>
<td>by September 4, 2019</td>
</tr>
<tr>
<td>October</td>
<td>7-18, 2019</td>
<td>by October 2, 2019</td>
</tr>
<tr>
<td>November</td>
<td>11-22, 2019</td>
<td>by November 6, 2019</td>
</tr>
<tr>
<td>December</td>
<td>9-20, 2019</td>
<td>by December 4, 2019</td>
</tr>
</tbody>
</table>

BEHavioral HEALTH TECHNICIAN - DISCLAIMER

NOTE: There is currently no certification process for Behavioral Health Technicians in the State of Arizona and some provider agencies may have internal requirements that must be met.
ABOUT YOUR CAMPUS

The Recovery Education Center is located in Phoenix, Arizona on the RI International, Wellness City Campus. RI International, formerly known as META Services and Recovery Innovations, was founded in 1990 with programs throughout Maricopa County, an area with a population of over 3.4 million people. RI International provides services to over 10,000 adults with serious mental illness and substance use issues. Annual revenues of $12 million come from the State of Arizona Department of Health Services through a contract with the Regional Behavioral Health Authority for Maricopa County, and the Arizona Rehabilitation Services Administration. With headquarters in Phoenix, AZ at 2701 N. 16th Street, RI International programs are accredited by the Joint Commission on Accreditation of Healthcare Organizations.

During the past several years, RI International has undergone an organizational transformation. The key ingredients in this transformation include:

- Implementing a recovery mission in all our programs. Our recovery pathways have been the benchmark for transformation.
  - Hope
  - Choice
  - Empowerment
  - Recovery culture
  - Spirituality; meaning and purpose
- Extensive recovery training for all staff.
- Rewriting policies to support the mission of recovery and the recovery pathways.
- Integrating peers on all our service teams. The new discipline of Peer Support Specialist was created and today 42% percent of staff on our 988 person workforce is Peer Support Specialists working in dedicated peer positions.
- Reconfiguring traditional services to educational interventions.
- Developing programs of self-help and mutual support.
THE REC PHILOSOPHY OF RECOVERY

Recovery is “remembering who you are and using your strengths to be all you were meant to be.” We are not a diagnosis, a disorder, or a disease. Each of us is a complete, wonderful person with assets, abilities, and accomplishments. Our focus is what’s strong, not what’s wrong. Regardless of our differences, our common goal of recovery and wellness unites us with a common purpose ever reminding us that giving the gift of recovery to others is the way our recovery grows.

Remembering who we are isn’t as easy as it might sound. For most of us, when we received a diagnosis, it became our primary identity; the lens that we saw ourselves through. The label overshadowed the depth and breadth of who we were as people. To make matters worse, most of those around us started relating to us as though we’d turned into a diagnosis. They asked us about our medication and if we’re taking it; how we’re taking it; how we feel about taking it; how long we’ve taken it. They asked us what other medications we’ve taken; how long we’ve been ill; how many times we’ve been hospitalized, homeless, in jail, on drugs, and so on. In other words, those around us started seeing only the parts of us that aren’t working too well. Guess what? This often caused us to only see that part of ourselves too, and pretty soon we had trouble remembering who we were as a person. The more we settled into that identity, the more we forgot who we really are.

Now the good news is this person, the one that’s really us, was still inside us all along. As we take closer looks, we catch glimpses of ourselves. The longer we can hold this image of who we really are in focus, the sooner are able to step back in to our “whole person” identity. We bounce back and are even stronger and have more to contribute than we did before.

Love is the key to the “Recovery Pathways.” Treating each other with love and compassion creates the energy to start our recovery journey. As we gain the courage to begin traveling the path to recovery, we find that using our emotions, intelligence, and spirit reawakens our capacity to give and receive love; sometimes even more strongly than before, because now, having overcome many of our difficulties, we have come to a new appreciation of the power of love.
HERE ARE THE PATHWAYS WE HAVE DISCOVERED
ON OUR JOURNEY OF RECOVERY

1. **Hope.** Sometimes it is just little glimmer, a little spark, a whisper, not a neon light in the sky. Hope is the “moment,” that “turning point” when we find that “knowing” that things can get better. And, our job as citizens in recovery is to hold the hope for others who can’t yet hold it for themselves.

2. **Choice.** As we have the courage to make choices, we begin to get glimpses of who we are; the remembering who I am in recovery. The more we choose, the more we recover. Each of us is the expert in what works for our recovery. As we chose recovery we also take personal responsibility by owning, sometimes celebrating and other times learning from what comes as the result of the choices we make.

3. **Empowerment.** In recovery, we have reclaimed our power; the power to think for ourselves, to have feelings, to express our opinions, to succeed and to fail, and to have fun. When we take our power back we move from that old helpless, entitlement position of disability to the recovery empowerment position of ability. “Yes I can.”

4. **Recovery Culture.** Recovery happens together. In our recovery culture, everyone is valued. All that we bring, our uniqueness, our diversity, our experience, enriches our recovery. Recovery grows when everyone shares their gifts and contributions. Because we maintain a high, positive level of consciousness we have the power to recover and fulfill our hopes and dreams.

5. **Spirituality.** Through that connection to the spirit within us and outside of us we find courage, acceptance, and peace of mind. By pursuing spiritual competence our life takes on new meaning and purpose and we find the joy of giving to others.
THE EIGHT DIMENSIONS OF WELLNESS

**Physical Wellness**

- Living in harmony and awareness of your body’s needs.
- A practice of eating well, exercising, and making healthy lifestyle choices.
- Physical health that maintains good health, self-management of chronic physical health challenges to minimize health risk, and reduces in-patient hospital stays.

**Emotional Wellness**

- Acceptance of one’s feelings and the ability to manage them in healthy ways.
- Emotional wellness is feeling positive and enthusiastic about oneself and life.

**Intellectual Wellness**

- Ongoing curiosity and learning which enhances one’s understanding of life.
- Exploring issues relating to problem solving, creativity and learning.
- Expanding knowledge and skills while discovering the potential for sharing one’s gifts with others.

**Social Wellness**

- Developing active and mutually respectful interactions with others.
- Relationships are the building blocks of social wellness
- Sharing Good times with others

**Spiritual Wellness**

- Finding meaning and purpose in life.
- Integrating one’s spiritual beliefs and values with one’s actions and enhancing the connection between the mind, body and spirit.

**Occupational Wellness**

- Contributing one’s unique gifts in unique ways.
- Being involved in paid and/or unpaid activities that are personally rewarding and make a contribution to the well-being of the community.

**Financial Wellness**

- Using one’s resources to most effectively support one’s life style
- Managing one’s financial resources including credit, budgeting, financial planning, and insurance.

**Environmental**

- Choosing and creating a home of your choice in the neighborhood and community of your choice.
- Maintaining a home and managing home finances.
- Having a playful spirit.
- Participating in enjoyable and meaningful activities.
RECOVERY INNOVATIONS, INC. DBA RI INTERNATIONAL LEADERSHIP

Shannon Jaccard, MBA
CHAIRPERSON OF THE BOARD
Board Member Since 07/28/12
Executive Committee Chair
Nominating Committee
Program Committee Chair
Compensation Committee
CFO and Co-founder, Ballast Health
Member of the Aspen Global Leadership Network
Former CEO, San Diego Chapter of NAMI
(858)361-3632
shannon@ballasthealth.com

Kenneth Thompson, M.D.
DIRECTOR
Board Member Since 01/01/2016
Program Committee
Principal Psychiatrist for Visible Hands Consulting
Clinical Associate Professor of Psychiatry, University of Pittsburgh
(412)760-8483
visiblheands@mac.com

Michael Cason
VICE CHAIRPERSON OF THE BOARD
Board Member Since 10/18/95
Executive Committee Vice Chair
Finance Committee
Audit Committee
President & Founder, Enterprise Integrators, Inc.
(480)297-6100
mike@astro.net

John Santopietro, M.D., DFAPA
DIRECTOR
Board Member Since 02/16/2017
Program Committee
President & Medical Director, Silver Hill Hospital
Former Chief Clinical Officer, Carolinas HealthCare System
(704)574-7818
santopetro@silverhillhospital.org

Brian D. Karr, CPA
TREASURER
Board Member Since 02/24/2016
Executive Committee Treasurer
Finance Committee Chair
Compensation Committee
Audit Committee
Chief Financial Officer, Alarica
Former Chief Financial Officer, Magellan Health Services
(720)308-7445
brian.karr@cpa.com

Dennis Morrison, Ph.D.
DIRECTOR
Board Member Since 08/23/2017
Program Committee
Private Behavioral Health Consultant
Former Chief Clinical Officer at Netsmart Technologies
(813)577-6116
dmorrisonphd@gmail.com

Steven Fasick
SECRETARY
Board Member Since 07/28/2012
Executive Committee Secretary
Finance Committee
Audit Committee Chair
Founder and Managing Member, Ross Capital Partners, LLC Lending Expert, Office of the DE State Bank Commissioner
(302)301-3774
steven@rosscapitalpartners.com

Victor Armstrong, MSW
DIRECTOR
Board Member Since 6/28/2018
Vice President-Behavioral Health, Atrium Health
Facility Executive of Behavioral Health - Charlotte
(704)330-9372
victor.armstrong@atriumhealth.org

David Covington, LPC, MBA
CEO & PRESIDENT
CEO Since 2015
Partner at Behavioral Health Link
Former Vice President at Magellan Health Services
(404)415-8103
david.covington@riinternational.com