COACHING 101: CORE VALUES FOUNDATIONS FOR RECOVERY COACHES

# Facilitator Manual

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**Core Values Recovery**

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# OVERVIEW & PHILOSOPHY

## Purpose of Coaching 101

**Coaching 101: Core Values Foundations for Recovery Coaches**is a three-day, 21-hour introductory training that introduces the mindset, skills, and ethics of peer recovery coaching through the Core Values Recovery framework.

This training serves as a bridge between standard state Peer Support Specialist curricula (≈40 hours) and CCAR Recovery Coach Academy (30 hours + 16 hours Ethics), with a distinctive emphasis on experiential learning and values-driven practice.

## The "Guide Not Guru" Stance

🪞**Core Principle: Coach as Mirror**

At the heart of this training is the fundamental distinction between being a "guide" and being a "guru":

* Guru approach: Directive, advice-giving, solution-providing, expert-centered
* Guide approach: Reflective, question-asking, presence-holding, person-centered

Recovery coaches serve as mirrors, helping individuals see their own wisdom, strength, and capacity for growth. We do not tell people what to do—we help them discover what they already know.

## Core Values Recovery Framework

This training is built upon the Core Values Recovery philosophy, which emphasizes:

* Values over Comfort: Making decisions based on core values rather than immediate comfort
* Reflection over Prescription: Mirroring insights rather than providing answers
* Presence over Performance: Being fully present rather than performing expertise
* Questions over Advice: Asking powerful questions rather than giving advice
* Boundaries over Rescue: Maintaining professional limits rather than crossing into rescuing

## Positioning & Alignment

**How This Training Fits:**

* State Certification Pathways: Serves as foundational preparation for Utah CPSS (40h), Ohio PRS (40h), and Texas PRSS (46h) certifications
* CCAR Alignment: Complements CCAR Recovery Coach Academy (30h) with deeper experiential practice
* Experiential Focus: 70% experiential activities, 30% didactic content
* Values-Based: Every module connects back to Core Values framework

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# FACILITATOR LEARNING OUTCOMES

By completing this training as a facilitator, you will be able to:

1. Maintain Core Values Tone and Brand

- Model the "Guide Not Guru" stance throughout all sessions

- Integrate Core Values language, metaphors, and visual identity

- Create psychologically safe spaces for vulnerable sharing

1. Deliver Modules to Time While Preserving Experiential Depth

- Navigate the 21-hour curriculum with appropriate pacing

- Adapt timing based on group needs without sacrificing key experiences

- Balance structure with flexibility

1. Model Ethical Coaching Presence

- Demonstrate active listening, presence, and boundary-keeping

- Navigate ethical gray areas with humility and transparency

- Acknowledge personal limitations and scope of practice

1. Elicit Reflection Rather Than Lecture

- Use powerful questions to draw out participant insights

- Facilitate group discussions that build collective wisdom

- Resist the urge to be the "expert in the room"

1. Safely Debrief Vulnerable Content

- Apply trauma-informed facilitation practices

- Create structures for safe sharing and witnessing

- Recognize signs of distress and respond appropriately

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# USING THIS MANUAL

## Manual Structure

This manual is designed to be your complete resource for facilitating Coaching 101. Each section builds upon evidence-based practices in adult learning, recovery coaching standards, and trauma-informed facilitation.

**How to Navigate:**

* Lesson Plans: Hour-by-hour breakdown for each day with learning objectives, timing, and flow
* Facilitation Scripts: Word-for-word language for openings, transitions, and debriefs (adapt to your style)
* Activity Instructions: Step-by-step guidance with materials lists and setup requirements
* Assessment Tools: Observation rubrics for tracking participant development
* Appendices: Reference materials, state pathways, glossary, and FAQ

## Preparation Checklist

**Before Training Day 1:**

□ Review entire manual and participant workbook

□ Prepare physical space (movable chairs, natural light, flip charts)

□ Test technology (projector, slides, timer)

□ Print certificates of completion

□ Gather Core Values Cards decks (one per table)

□ Review state certification pathways for your region

□ Prepare personal introduction and recovery story (if sharing)

□ Set up sign-in sheet and name tents

**Materials Needed (All Three Days):**

* Core Values Cards deck (one per 4-6 participants)
* Participant workbooks (one per person)
* Flip charts, markers, sticky notes
* Timer or clock (visible to facilitator)
* Projector and slides
* Certificates of Completion
* Optional: Journals for reflection exercises

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# TRAINING DESIGN PRINCIPLES

## Adult Learning (Andragogy)

This training is grounded in Malcolm Knowles' principles of adult learning:

Self-Directed: Adults are internally motivated; avoid imposing information

Experience-Based: Draw on participants' lived experiences as teaching resources

Goal-Oriented: Connect learning to specific, practical objectives

Practical Focus: Emphasize real-world application and problem-solving

Respect: Honor participants' wisdom and provide strong voice in discussions

**Application:**Facilitate, don't lecture. Ask, don't tell. Elicit, don't impose.

## Experiential Learning Cycle (Kolb)

Every module follows David Kolb's four-stage learning cycle:

Concrete Experience → Engage in activity (roleplay, exercise, case study)

Reflective Observation → Reflect on what happened (journaling, paired sharing, group debrief)

Abstract Conceptualization → Connect to broader concepts (link to Core Values framework, coaching theory)

Active Experimentation → Apply learning to new situations (action planning, next steps)

**Facilitation Note:**Never skip the reflection and conceptualization phases. This is where deep learning happens.

## Trauma-Informed Facilitation

**Core Principles:**

* Safety: Create physical and emotional safety through clear structure, predictability, and choice
* Trustworthiness: Be transparent about what will happen and why
* Choice: Offer options for participation (e.g., "Share if you're comfortable")
* Collaboration: Co-create learning experiences rather than imposing them
* Empowerment: Emphasize strengths and capacity for growth

**Debrief Protocol (TiPS Framework):**

Orientation: Set up the debrief with clear purpose and structure

Review: What happened during the activity?

Catharsis: How did it feel? What emotions came up?

Psychoeducation: What does this teach us about coaching/recovery?

Recovery: How will you apply this learning? What support do you need?

**Red Flags During Training:**

* Participant becomes tearful or visibly distressed
* Participant discloses active suicidal ideation or plan
* Participant exhibits signs of intoxication
* Participant discloses harm to self or others

**Response Protocol:**

Acknowledge the participant's experience with respect

Offer a break and private check-in

Connect to appropriate resources (crisis line, EAP, therapist)

Document incident and follow up with supervisor

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# DAY 1: FOUNDATIONS & IDENTITY

## Total Time: 7 Hours (9:00 AM - 5:00 PM with breaks)

**Day 1 Learning Objectives:**

By the end of Day 1, participants will be able to:

* Distinguish peer coaching from therapy, clinical counseling, and sponsorship
* Articulate the Core Values Recovery framework
* Demonstrate basic active listening and reflective presence
* Identify their own "why" for becoming a recovery coach

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## SESSION 1.1: Welcome & Orientation (9:00-9:45 AM) — 45 min

**Learning Objective:**Build connection, safety, and shared expectations

**Materials Needed:**

* Core Values Cards (one deck per table)
* Flip chart with "Shared Agreements" header
* Name tents, markers
* Sign-in sheet

**Session Flow:**

| **Time** | **Activity** | **Purpose** |
| --- | --- | --- |
| 9:00-9:10 | Welcome & Introductions | Set tone, build safety |
| 9:10-9:30 | Values Cards Circle | Connect through values |
| 9:30-9:40 | Shared Agreements | Co-create learning space |
| 9:40-9:45 | Overview & Logistics | Orient to three days |

**Detailed Facilitation Guide:**

**9:00-9:10 — Welcome & Introductions (10 min)**

[FACILITATION SCRIPT - Opening]

\*Stand in a welcoming posture, make eye contact with participants as they arrive.\*

"Good morning, and welcome to Coaching 101: Core Values Foundations for Recovery Coaches. My name is [your name], and I'm honored to be your guide for these next three days.

Before we begin, I want to acknowledge something important: many of you are here because you have lived experience with recovery—whether from substance use, mental health challenges, or other life struggles. That lived experience is not a deficit; it's your greatest asset as a peer coach.

This training is different from what you might expect. We're not here to turn you into experts or therapists. We're here to help you become skilled guides—people who can hold space, ask powerful questions, and reflect back the wisdom that's already within the people you'll serve.

Over the next three days, we'll be doing a lot of experiential learning—which means we'll be practicing, roleplaying, and reflecting together. This requires trust, vulnerability, and respect. I'll be modeling these qualities, and I invite you to do the same.

Let's begin by going around the room. Please share:

Your first name

One word that describes why you're here today

I'll start: My name is [your name], and my word is 'service.'"

\*Go around the circle. Listen actively. Reflect back any themes you notice.\*

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**9:10-9:30 — Values Cards Circle (20 min)**

[ACTIVITY INSTRUCTIONS]

**Purpose:**Connect participants to their core values and create initial bonding through shared reflection.

**Setup:**

* Place one Core Values Cards deck in the center of each table (4-6 people per table)
* Ensure cards are face-up and visible to all

**Instructions to Participants:**

"Now we're going to do an activity called the Values Cards Circle. You'll notice there's a deck of Core Values Cards in the center of your table. These cards represent different values that guide us in recovery and in life—things like honesty, courage, compassion, growth, and service.

Here's how it works:

Take a moment to look through the cards silently. You're looking for one card that represents a core value that's calling to you today—something that feels alive for you right now.

Once everyone has selected a card, we'll go around the circle. Share your name, your card, and a brief story about why this value matters to you today. Keep it to about one minute each.

As others share, practice listening with your full presence. Notice what resonates.

You have two minutes to choose your card. Begin."

\*Facilitate the sharing circle. Model deep listening. Offer reflections if appropriate.\*

**Debrief Questions:**

* "What did you notice as people shared?"
* "Were there any common themes?"
* "How did it feel to be listened to?"

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**9:30-9:40 — Shared Agreements (10 min)**

[FACILITATION SCRIPT - Group Agreements]

"Before we dive into content, let's co-create some shared agreements for our time together. These are the norms that will help us create a safe, respectful, and productive learning space.

I'll start with a few suggestions, and then I invite you to add your own:

* Confidentiality: What's shared here stays here (unless there's a safety concern)
* Respect: Honor each person's story and perspective
* Right to pass: You can always choose not to share
* One mic: One person speaks at a time
* Assume positive intent: Give each other grace

What else would you like to add?"

\*Write suggestions on flip chart. Post in visible location for all three days.\*

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**9:40-9:45 — Overview & Logistics (5 min)**

[FACILITATION SCRIPT - Logistics]

"Here's what to expect over the next three days:

**Day 1:**We'll explore the foundations—what is a recovery coach, how is it different from other helping roles, and what is the Core Values framework?

**Day 2:**We'll build skills—communication, ethics, boundaries, and documentation.

**Day 3:**We'll practice—you'll have the chance to do actual coaching conversations and prepare for your next steps toward certification.

**Logistics:**

* Lunch break: 12:15-1:15 PM (one hour)
* Morning break: 15 minutes around 10:45 AM
* Afternoon break: 15 minutes around 2:45 PM
* Bathrooms are [location]
* Please silence phones during sessions

Any questions before we continue?"

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## SESSION 1.2: History & Philosophy of Recovery Coaching (9:45-10:45 AM) — 60 min

**Learning Objective:**Understand the historical context and philosophical foundations of peer recovery support

**Materials Needed:**

* Presentation slides
* Handout: "Timeline of Peer Support Movement"

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 9:45-10:00 | History of Peer Support | Mini-lecture |
| 10:00-10:20 | Core Values Philosophy | Presentation + discussion |
| 10:20-10:35 | Personal Recovery Stories | Small group sharing |
| 10:35-10:45 | Debrief & Integration | Large group reflection |

**Detailed Content:**

**9:45-10:00 — History of Peer Support (15 min)**

[CONTENT OUTLINE]

**Key Points to Cover:**

Origins of Peer Support (1930s-1960s)

- Alcoholics Anonymous (1935) as foundational mutual aid model

- Rise of self-help movements (mental health consumer/survivor movement, addiction recovery)

- Peer support as counter to medical model's expert-driven approach

Formalization of Peer Support Roles (1970s-2000s)

- Mental Health Consumer Movement and peer specialist roles

- Addiction recovery community organizing

- Research demonstrating effectiveness of peer support

- State-by-state certification programs emerge

Evidence Base (2000s-Present)

- Peer support shown to improve retention, reduce relapse, increase hope

- Integration into healthcare systems and Medicaid reimbursement

- Shift from "peer as volunteer" to "peer as professional"

Core Values Recovery Contribution

- Emphasis on values-driven decision-making

- Integration of coaching principles with peer support

- "Guide Not Guru" philosophy

**Teaching Note:**Keep this section concise. Avoid overwhelming with data. Focus on narrative arc: grassroots → professionalization → evidence-based practice.

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**10:00-10:20 — Core Values Philosophy (20 min)**

[FACILITATION SCRIPT - Core Values]

"Now let's talk about the Core Values framework that we'll be using throughout this training. This isn't just a recovery framework—it's a way of being, a lens for making decisions, and a guide for how we show up as coaches.

The Core Values Recovery framework is built on this central question:

**'What decision can I make right now that honors my deepest values, even if it's uncomfortable?'**

Let me explain through metaphors:

🪞**Coach as Mirror:**We reflect back what we see and hear, helping people discover their own wisdom. We don't tell people what to do—we help them see what they already know.

**Values as Compass:**When people are lost, confused, or in crisis, their values serve as a compass pointing them toward their true north. We help them reconnect to that compass.

**Lighthouse, Not Lifeboat:**We provide guidance and illumination, but we don't rescue. We hold the light steady so people can navigate their own way to shore.

**Roots and Growth:**Recovery is both grounding in core values (roots) and continuous growth (branches reaching upward).

Now, let's talk about the core tension we navigate:

**Values vs. Comfort**

* Comfort-based decisions ask: 'What will make me feel better right now?'
* Values-based decisions ask: 'What aligns with who I want to be?'

As recovery coaches, we help people navigate this tension. We don't judge comfort-based choices, but we help people see the pattern and explore alternatives.

**Discussion Question:**Turn to a partner and discuss: 'Can you think of a time when you made a values-based decision even though it was uncomfortable? What was that like?'"

\*Allow 5 minutes for paired discussion. Invite 2-3 volunteers to share insights with large group.\*

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**Break: 10:45-11:00 AM (15 min)**

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## SESSION 1.3: Role of the Recovery Coach (11:00 AM-12:15 PM) — 75 min

**Learning Objective:**Clearly differentiate peer coaching from therapy, clinical counseling, sponsorship, and other helping roles

**Materials Needed:**

* Flip chart with three columns: "Therapist," "Sponsor," "Recovery Coach"
* Handout: "Comparison of Helping Roles"
* Participant workbook (pages 8-12)

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 11:00-11:15 | What Recovery Coaches Do (and Don't Do) | Interactive presentation |
| 11:15-11:45 | Comparison Activity | Small group work |
| 11:45-12:00 | Scope of Practice Scenarios | Case study discussion |
| 12:00-12:15 | Integration & Questions | Large group Q&A |

**11:00-11:15 — What Recovery Coaches Do (and Don't Do) (15 min)**

[FACILITATION SCRIPT - Role Clarity]

"Let's get very clear about what a recovery coach is—and what a recovery coach is NOT.

**What Recovery Coaches DO:**

**Listen actively**and reflect back what you hear

**Ask powerful questions**that help people explore their own thinking

**Hold space**for people to process emotions and experiences

**Share lived experience**(when appropriate and with clear boundaries)

**Help identify values, goals, and action steps**

**Connect people to resources**and support systems

**Provide hope**through your own recovery journey

**Walk alongside**people on their recovery path

**Model healthy boundaries**and self-care

**What Recovery Coaches DON'T DO:**

**Diagnose**mental health or substance use disorders

**Prescribe**medications or treatment plans

**Provide therapy**or clinical counseling

**Give advice**or tell people what to do

**Sponsor**(as in 12-step sponsorship with step work)

**Rescue**or solve people's problems for them

**Become friends**or blur professional boundaries

**Share personal contact information**for 24/7 availability

**Work outside scope of practice**or training

This may feel frustrating at first—especially for those of you with strong instincts to help and fix. But remember: recovery coaches are guides, not gurus. Our power comes from what we DON'T do as much as what we do."

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**11:15-11:45 — Comparison Activity (30 min)**

[ACTIVITY INSTRUCTIONS - Comparison Chart]

**Purpose:**Help participants clearly distinguish between different helping roles

**Setup:**

* Divide participants into three groups
* Assign each group one role: Therapist, Sponsor, Recovery Coach
* Provide flip chart paper and markers

**Instructions to Participants:**

"I'm going to divide you into three groups. Each group will be assigned a different helping role: therapist, sponsor, or recovery coach.

Your task is to create a poster that answers these questions about your assigned role:

What is the primary purpose of this role?

What training/credentials are required?

What are 3-5 key activities this person does?

What are the boundaries or limits of this role?

What does a typical relationship look like? (formal, informal, time-limited, ongoing, etc.)

You have 15 minutes to create your poster. Choose someone to present your findings to the full group."

\*Circulate among groups. Offer guidance as needed.\*

**11:30-11:45 — Gallery Walk & Presentations (15 min)**

Each group presents their poster (3 minutes each). After all presentations, facilitate discussion:

**Discussion Questions:**

* "What surprised you about these different roles?"
* "Where do you see the most overlap? Where are the clearest distinctions?"
* "Which role feels most aligned with your skills and calling?"
* "What concerns do you have about staying within scope as a recovery coach?"

**Key Points to Emphasize:**

* Recovery coaches occupy a unique space: professional but peer-based, structured but flexible
* All three roles are valuable; they're not in competition
* Knowing your limits is a strength, not a weakness
* When in doubt, consult your supervisor

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**11:45-12:00 — Scope of Practice Scenarios (15 min)**

[FACILITATION ACTIVITY - Case Study Discussion]

"Now let's practice applying this knowledge to real-world situations. I'm going to read three brief scenarios. For each one, I want you to think about:

Is this within or outside the scope of a recovery coach?

What would you do in this situation?"

**Scenario 1: The Medication Question**

\*"You're meeting with Marcus, who mentions he's been feeling depressed lately and asks if you think he should try antidepressants. What do you do?"\*

**Correct Response:**

* Acknowledge his feelings without diagnosing
* Affirm that it's great he's noticing his mental health
* Suggest he talk to his doctor or therapist about medication options
* Offer to help him prepare questions for his medical provider
* Stay in your lane: "I'm not qualified to advise on medications, but I can support you in getting the professional help you need."

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**Scenario 2: The 24/7 Request**

\*"Jasmine is doing well in her recovery but says she's worried about cravings at night. She asks for your personal cell number so she can call you anytime. What do you do?"\*

**Correct Response:**

* Validate her concern about cravings
* Explain professional boundaries: "I care about your recovery AND I need to maintain clear boundaries. I'm available during our scheduled sessions."
* Help her create a crisis plan: sponsor, crisis line, trusted friend, emergency services
* Connect her to 24/7 resources (crisis hotline, peer warmline, etc.)
* Role-model healthy boundaries

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**Scenario 3: The Advice Request**

\*"During a session, Devon says, 'You've been through this—what would YOU do if you were me? Should I break up with my girlfriend or try to make it work?' What do you do?"\*

**Correct Response:**

* Resist the urge to give advice (even though you might have an opinion!)
* Reflect the question back: "It sounds like you're really torn about this decision."
* Ask powerful questions: "What do your values tell you?" "What would honor your recovery right now?" "What are the pros and cons you're weighing?"
* Help them explore their own wisdom rather than imposing yours
* Remember: Coach as mirror, not guru

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**12:00-12:15 — Integration & Questions (15 min)**

[FACILITATION SCRIPT - Q&A]

"Before we break for lunch, let's open it up for questions. What's still unclear about the role of a recovery coach? What concerns do you have?"

\*Field questions openly. Acknowledge the complexity and gray areas.\*

**Key Messages to Reinforce:**

* You don't have to have all the answers
* Supervision is your friend—use it
* When in doubt, consult. Don't guess.
* It's okay to say, "I don't know" or "That's outside my scope"

"Remember: recovery coaches are powerful BECAUSE of our clear boundaries, not in spite of them. Our humility is our strength."

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**Lunch Break: 12:15-1:15 PM (60 min)**

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## SESSION 1.4: Core Values Framework Deep Dive (1:15-2:30 PM) — 75 min

**Learning Objective:**Deeply understand and experientially practice the Values vs. Comfort framework

**Materials Needed:**

* Participant workbook (Values Chart, pages 14-17)
* Flip chart for "Scripts & Blocks"
* Handout: "Common Values in Recovery"

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 1:15-1:30 | Introduction to Values vs. Comfort | Interactive teaching |
| 1:30-2:00 | Values Clarification Exercise | Individual + paired work |
| 2:00-2:20 | Scripts & Blocks Concept | Group brainstorm |
| 2:20-2:30 | Integration & Commitment | Reflection |

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**1:15-1:30 — Introduction to Values vs. Comfort (15 min)**

[FACILITATION SCRIPT - Values vs. Comfort]

"Welcome back from lunch. This afternoon, we're going to go deep into the heart of the Core Values framework: the tension between COMFORT and VALUES.

Let me start with a story from my own recovery: [\*Share a brief personal example of a time you chose values over comfort—e.g., making an amends, setting a boundary, asking for help when you wanted to isolate. Keep it under 2 minutes.\*]

Here's the core idea:

**Every decision we make comes from one of two places:**

Comfort: What will make me feel better RIGHT NOW? What will reduce my anxiety, pain, or discomfort immediately?

Values: What will align with who I want to be? What honors my long-term well-being and integrity?

Neither is 'wrong,' but they often lead us in different directions.

**Examples:**

| **Situation** | **Comfort-Based Choice** | **Values-Based Choice** |
| --- | --- | --- |
| Conflict with friend | Avoid, ghost, say nothing | Have honest conversation |
| Feeling lonely | Call ex, engage in old behaviors | Call sponsor, go to meeting |
| Offered a drink at party | Say yes to fit in | Decline and leave if needed |
| Made a mistake at work | Hide it, hope no one notices | Own it, make it right |

As recovery coaches, we help people SEE this pattern in their decision-making. We don't judge the comfort-based choices—we understand them. We've all been there. But we help people explore: 'What might a values-based choice look like here?'

The question we always come back to is:**'What decision honors your values, even if it's uncomfortable?'**"

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**1:30-2:00 — Values Clarification Exercise (30 min)**

[ACTIVITY INSTRUCTIONS - Values Chart]

**Purpose:**Help participants identify and prioritize their own core values

**Setup:**

* Direct participants to Values Chart in workbook (pages 14-15)
* Ensure everyone has a pen

**Instructions to Participants:**

"Turn to page 14 in your workbook. You'll see a list of common values—things like honesty, courage, compassion, growth, service, and many others.

**Step 1 (5 minutes):**Review the list and circle ALL the values that resonate with you—values that feel important to who you are or who you want to be.

**Step 2 (5 minutes):**Now, narrow it down. From your circled values, choose your TOP FIVE. These are your non-negotiables—the values you want to guide your life and your work as a recovery coach.

**Step 3 (10 minutes):**For each of your top five values, write a brief sentence about WHY this value matters to you. What life experience taught you this value? How does it show up in your recovery?

You'll have 20 minutes total. Work silently at first."

\*Allow time for individual work. Soft background music optional.\*

**1:50-2:00 — Paired Sharing (10 min)**

"Now, turn to a partner and share your top five values. Tell them WHY these values matter to you. Practice listening deeply—don't interrupt, don't fix, just witness."

\*Facilitate paired sharing. Each person gets 4 minutes; signal when to switch.\*

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**2:00-2:20 — Scripts & Blocks Concept (20 min)**

[FACILITATION SCRIPT - Scripts & Blocks]

"Now let's talk about what gets in the way of living our values. We call these SCRIPTS and BLOCKS.

**Scripts**are the old stories we tell ourselves—the automatic thoughts that keep us stuck:

* 'I'm not good enough'
* 'Nobody cares about me'
* 'I always mess things up'
* 'I don't deserve good things'
* 'People will leave me if they really know me'

**Blocks**are the behaviors and patterns we use to avoid discomfort:

* Isolation
* People-pleasing
* Perfectionism
* Control
* Dishonesty
* Blaming others

As recovery coaches, we help people identify their scripts and blocks WITHOUT JUDGMENT. We don't shame people for having them—we all have them. We help people SEE the pattern and explore alternatives.

Let's brainstorm together: What are some common scripts you've noticed in yourself or others?"

\*Write participant responses on flip chart. Validate each one.\*

"And what about blocks? What are the behaviors we use to protect ourselves from discomfort?"

\*Capture responses. Make connections to addiction/recovery when appropriate.\*

**Key Teaching Point:**

"Scripts and blocks are PROTECTION mechanisms. They served a purpose at some point—they helped us survive. We don't need to judge them or try to eliminate them instantly. We just need to NOTICE them. Awareness is the first step toward change."

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**2:20-2:30 — Integration & Commitment (10 min)**

[FACILITATION SCRIPT - Closing]

"As we close this session, I invite you to reflect on this question:

**'What is ONE script or block that you're becoming aware of? How might it impact your work as a recovery coach?'**

Write your response in your workbook. This is private—you won't be asked to share unless you choose to."

\*Allow 5 minutes for journaling.\*

"Remember: the work we do on ourselves is the foundation of the work we do with others. If we can't recognize our own scripts and blocks, we can't help others see theirs. Self-awareness is the coaching superpower."

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**Break: 2:30-2:45 PM (15 min)**

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## SESSION 1.5: Listening & Presence Skills (2:45-4:00 PM) — 75 min

**Learning Objective:**Practice and receive feedback on active listening and reflective presence

**Materials Needed:**

* Participant workbook (Listening Journal, pages 18-20)
* Timer (visible)
* Handout: "Levels of Listening"

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 2:45-3:00 | Levels of Listening Framework | Interactive teaching |
| 3:00-3:45 | Listening Triads Practice | Experiential exercise |
| 3:45-4:00 | Debrief & Integration | Large group reflection |

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**2:45-3:00 — Levels of Listening Framework (15 min)**

[FACILITATION SCRIPT - Listening Levels]

"Welcome back. We're going to spend the next hour practicing the single most important skill in recovery coaching: LISTENING.

Most of us think we're good listeners. And you know what? In everyday life, we probably are. But coaching-level listening is different. It's deeper. It requires us to set aside our own agenda and be fully present with another person's experience.

Let me introduce you to the**Four Levels of Listening**:

**Level 1: Downloading**

* Listening for what we already know or expect to hear
* Waiting for our turn to talk
* Internally preparing our response while the other person speaks
* \*Example:\* Someone says, 'I'm struggling,' and we immediately think, 'Oh, I know exactly what they should do...'

**Level 2: Factual**

* Listening for data, information, and facts
* Paying attention to content but not emotion
* Focused on WHAT is being said, not HOW it's being said
* \*Example:\* Someone says, 'I relapsed last week,' and we ask, 'What substance? How much?'

**Level 3: Empathic**

* Listening for emotion, energy, and meaning
* Noticing body language, tone, and what's NOT being said
* Connecting to the person's experience, not just their words
* \*Example:\* Someone says, 'I'm fine,' but you sense shame or sadness beneath the words

**Level 4: Generative**

* Listening from possibility and potential
* Holding space for emergence—what wants to be born in this conversation
* Trusting the process, not forcing a direction
* \*Example:\* Being present with silence, allowing space for insight to emerge

**As recovery coaches, we aim for Level 3 and 4 listening.**This requires us to quiet our own inner noise—our judgments, our advice, our need to fix—and simply BE WITH the person.

The question we hold is:**'What is this person's experience right now, and how can I honor it?'**

Now let's practice."

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**3:00-3:45 — Listening Triads Practice (45 min)**

[ACTIVITY INSTRUCTIONS - Listening Triads]

**Purpose:**Practice active listening with structured feedback

**Setup:**

* Divide participants into groups of three
* Assign roles: Speaker, Listener, Observer
* Set timer for three rounds of 12 minutes each (total 36 min)

**Instructions to Participants:**

"You're going to practice listening in groups of three. Each person will take a turn in three roles:

Speaker: Share a personal story about a time you made a values-based decision in your recovery. Speak for 4 minutes.

Listener: Your ONLY job is to listen with full presence. No interrupting, no fixing, no advice-giving. You can use minimal encouragers ('mm-hmm,' nodding) and reflective statements ('It sounds like...' or 'What I'm hearing is...'), but mostly, just listen.

Observer: Watch the interaction. Notice the listener's body language, eye contact, and presence. After the speaker finishes, you'll offer 2 minutes of feedback to the listener.

**Each round is 12 minutes:**

* 4 minutes: Speaker shares
* 4 minutes: Listener reflects back what they heard (Speaker, does this feel accurate?)
* 3 minutes: Observer offers feedback to Listener
* 1 minute: Quick reset before next round

We'll do three rounds so everyone gets to experience all three roles. Any questions?"

\*Set timer and facilitate three rounds. Circulate and observe. Note powerful moments to highlight in debrief.\*

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**3:45-4:00 — Debrief & Integration (15 min)**

[FACILITATION SCRIPT - Debrief]

"Come back to the full circle. Let's debrief this experience.

**For Speakers:**How did it feel to be deeply listened to? What did you notice?"

\*Allow 3-4 responses.\*

"**For Listeners:**What was challenging about this? What did you notice yourself wanting to do?"

\*Allow 3-4 responses.\*

"**For Observers:**What did you notice about effective listening? What made the difference?"

\*Allow 2-3 responses.\*

**Key Points to Emphasize:**

* Listening is an active, disciplined practice—not passive
* Silence is not awkward; it's sacred space
* Reflecting back is a gift—it helps people feel SEEN
* Our presence matters more than our words
* You don't have to have answers; you have to have attention

"This is the foundation of coaching: being present, listening deeply, and trusting the process. Everything else we teach builds on this."

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## SESSION 1.6: Reflection Circle (4:00-4:45 PM) — 45 min

**Learning Objective:**Integrate Day 1 learning through reflective practice

**Materials Needed:**

* Journals or blank paper
* Soft background music (optional)
* Core Values Cards (for closing ritual)

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 4:00-4:15 | Individual Journaling | Silent reflection |
| 4:15-4:35 | Circle Sharing | Facilitated sharing |
| 4:35-4:45 | Closing Ritual & Preview of Day 2 | Group closing |

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**4:00-4:15 — Individual Journaling (15 min)**

[FACILITATION SCRIPT - Journaling]

"We've covered a lot of ground today. Before we close, I want to give you space to reflect on your learning.

Find a comfortable position. You can stay in the circle or move to a quieter space in the room. I'm going to offer some reflection prompts. You don't have to answer all of them—just write whatever wants to come out.

**Reflection Prompts:**

What stood out to you most today?

What's one thing you're learning about yourself as a future recovery coach?

What felt challenging or uncomfortable?

What are you curious about as we move into Day 2?

What's one commitment you want to make to yourself tonight?

You have 15 minutes to write. This is for your eyes only—you won't be asked to share unless you choose to."

\*Play soft music if appropriate. Create spaciousness and silence.\*

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**4:15-4:35 — Circle Sharing (20 min)**

[FACILITATION SCRIPT - Circle]

"Come back to the circle and bring your journal if you'd like.

We're going to do a closing circle. I'll invite each person to share ONE WORD or ONE SENTENCE that captures your experience of today. You can say 'pass' if you prefer to just listen.

I'll start: My word is 'gratitude.' I'm grateful for your openness and willingness to be here."

\*Go around the circle. Hold space for each person. Don't comment or analyze—just receive.\*

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**4:35-4:45 — Closing Ritual & Preview of Day 2 (10 min)**

[FACILITATION SCRIPT - Closing]

"Thank you for showing up fully today. I know this work is not easy—it requires vulnerability, honesty, and courage. You demonstrated all three.

**Tomorrow (Day 2)**, we'll be building on today's foundation. We'll practice communication skills, dive deep into ethics and boundaries, and start learning about documentation and systems. The Ethics & Boundaries Lab will be a major focus—we'll spend three hours on gray-area scenarios and creating your own ethical framework.

**Before tomorrow, I encourage you to:**

* Review your notes and journal entries
* Get good rest—this work is demanding
* Notice moments when you're making values-based vs. comfort-based decisions
* Practice listening with full presence in your daily interactions

**Before you leave, please take a Core Values Card from the table—choose one that represents your intention for tomorrow.**

\*Allow participants to choose cards.\*

We'll see you tomorrow at 9:00 AM. Have a restful evening."

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**END OF DAY 1**

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# DAY 2: SKILLS & STRUCTURES

## Total Time: 7 Hours (9:00 AM - 5:00 PM with breaks)

**Day 2 Learning Objectives:**

By the end of Day 2, participants will be able to:

* Apply an ethical decision-making framework to gray-area coaching scenarios
* Set and maintain professional boundaries in coaching relationships
* Differentiate between clinical documentation and recovery coaching notes
* Navigate complex communication situations using powerful questions
* Map recovery resources and support systems in their community

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## SESSION 2.1: Opening Circle & Mindfulness (9:00-9:15 AM) — 15 min

**Learning Objective:**Ground participants and create presence for Day 2

**Materials Needed:**

* Chairs arranged in circle
* Optional: Bell or chime

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 9:00-9:05 | Welcome Back & Check-In | Facilitator opening |
| 9:05-9:15 | Mindfulness Practice | Guided meditation |

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**9:00-9:05 — Welcome Back (5 min)**

[FACILITATION SCRIPT - Day 2 Opening]

"Good morning, and welcome to Day 2. It's great to see you all back.

Yesterday we laid the foundation—we explored the role of the recovery coach, the Core Values framework, and the essential skill of listening. Today we're going to build on that foundation by developing practical skills for the real-world challenges you'll face as coaches.

Before we dive in, let's take a moment to ground ourselves and arrive fully in this space."

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**9:05-9:15 — Mindfulness Practice (10 min)**

[FACILITATION SCRIPT - Grounding]

"Find a comfortable seated position. You can close your eyes if that feels right, or soften your gaze toward the floor.

Take a deep breath in... and out.

Notice where you are right now. Notice the chair supporting you. Notice your feet on the ground. Notice the sounds in the room.

Now bring your attention to your breath. Don't try to change it—just notice it. The inhale... the exhale... the natural pause between them.

If your mind wanders—and it will—that's perfectly normal. Just gently bring your attention back to your breath.

[Pause for 5 minutes of silent meditation. You can offer occasional gentle prompts: 'Notice your breath... Notice your body... Come back to this moment...']

Now, slowly bring your awareness back to the room. Take a deep breath. When you're ready, open your eyes.

How we show up matters. Our presence is our greatest tool. Let's carry this groundedness into today's work."

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## SESSION 2.2: Communication & Powerful Questions (9:15-10:30 AM) — 75 min

**Learning Objective:**Develop skills in asking open-ended, values-based questions

**Materials Needed:**

* Flip chart with "Question Stems"
* Participant workbook (pages 22-25)
* Index cards for practice activity

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 9:15-9:35 | Open vs. Closed Questions | Interactive teaching |
| 9:35-10:00 | Powerful Questions Practice | Paired exercise |
| 10:00-10:20 | Reframing Advice as Questions | Small group work |
| 10:20-10:30 | Integration & Debrief | Large group discussion |

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**9:15-9:35 — Open vs. Closed Questions (20 min)**

[FACILITATION SCRIPT - Question Types]

"One of the most important shifts you'll make as a recovery coach is moving from TELLING to ASKING. Instead of giving advice, we ask questions that help people discover their own answers.

But not all questions are created equal. Let's look at the difference between closed and open questions.

**Closed Questions:**

* Can be answered with yes/no or a single word
* Limit exploration and reflection
* Examples: 'Did you go to your meeting?' 'Are you feeling better?' 'Do you have a sponsor?'

**Open Questions:**

* Invite exploration, reflection, and depth
* Begin with What, How, Tell me about...
* Examples: 'What was your experience at the meeting?' 'How are you feeling about your recovery today?' 'Tell me about your support system.'

Now, let's go deeper. The most powerful questions are**VALUES-BASED**questions—questions that connect people to their core values and long-term vision.

**Powerful Question Stems:**

Write these on flip chart:

* 'What matters most to you about...?'
* 'How does this align with your values?'
* 'What would your best self do in this situation?'
* 'What are you learning about yourself?'
* 'If you were giving advice to a friend in this situation, what would you say?'
* 'What would it look like to honor your recovery right now?'
* 'What's one small step you could take toward...?'
* 'How will you know when you're on the right path?'
* 'What support do you need?'
* 'What's possible here?'

Let's practice. I'm going to give you a scenario, and I want you to think of an open, values-based question you might ask.

**Scenario:**Someone says, 'I'm really struggling with cravings lately.'

Turn to a partner and come up with a powerful question."

\*Allow 2 minutes for pairs to discuss. Invite 3-4 examples.\*

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**9:35-10:00 — Powerful Questions Practice (25 min)**

[ACTIVITY INSTRUCTIONS - Question Practice]

**Purpose:**Practice transforming advice-giving urges into powerful questions

**Setup:**

* Provide index cards with common coaching scenarios
* Participants work in pairs

**Instructions:**

"I'm going to give each pair a stack of scenario cards. On each card, you'll see a common situation a recovery coach might encounter—things like 'Someone wants to leave treatment early' or 'Someone is fighting with their family.'

Your task:

Read the scenario

Notice what advice you want to give (be honest!)

Instead, craft 2-3 powerful, open questions you could ask

Practice asking your partner the questions

You'll have 20 minutes to work through as many scenarios as you can."

**Sample Scenario Cards:**

"I don't think I need to keep going to meetings. I've been sober for six months."

"My sponsor is pushing me to do step work, but I'm not ready."

"I got into a fight with my partner and I'm really angry."

"I'm thinking about using—I'm so stressed out."

"Everyone at work still treats me like I'm the person I used to be."

"I don't know if I believe in a higher power. Does that mean I can't recover?"

\*Circulate and listen. Offer feedback. Note excellent questions to highlight.\*

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**10:00-10:20 — Reframing Advice as Questions (20 min)**

[FACILITATION ACTIVITY - Group Work]

"Now let's take this a step further. I'm going to share some common pieces of ADVICE that coaches are tempted to give. As a group, let's transform each one into a QUESTION.

I'll do the first one as an example:

**Advice:**'You should really get a sponsor.'

**Reframed as Question:**'What kind of support system would help you feel most connected in your recovery?'

Now you try. Here are five more pieces of advice. Work in small groups of 3-4 to reframe each one as a question."

**Advice Statements to Reframe:**

"You need to cut off contact with your using friends."

"You should tell your family the truth about your relapse."

"You have to forgive yourself and let go of the guilt."

"You should find a job in recovery—it would be good for you."

"You need to focus on yourself and stop worrying about everyone else."

\*Allow 10 minutes for small group work. Invite groups to share their reframes.\*

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**10:20-10:30 — Integration & Debrief (10 min)**

"What did you notice during this practice? What was challenging about holding back advice?"

\*Field responses. Validate the difficulty.\*

**Key Points:**

* The urge to give advice comes from a good place—we want to help
* BUT: advice-giving disempowers the person and centers us as the expert
* Questions invite exploration, honor autonomy, and trust the person's wisdom
* Practice makes this easier—it's a skill, not a personality trait

"Tomorrow, you'll have a chance to practice this in full coaching conversations. For now, notice when you're in advice-giving mode and practice pausing."

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**Break: 10:30-10:45 AM (15 min)**

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## SESSION 2.3: ETHICS & BOUNDARIES LAB (10:45 AM-1:00 PM) — 3 HOURS

## ⭐ \*\*DAY 2 CENTERPIECE\*\* ⭐

**Learning Objective:**Develop ethical decision-making skills and establish clear professional boundaries

**Materials Needed:**

* Roleplay scenario cards (printed, one set per small group)
* Flip charts and markers (one per table)
* Participant workbook (Ethics Framework, pages 26-32)
* Handout: "Peer Support Code of Ethics" (adapted from IC&RC)
* Sticky notes for "Mini Code" activity

**Lab Overview:**

This 3-hour lab is the heart of Day 2. Participants will engage in:

Ethical decision-making framework

Gray-area roleplay scenarios

Boundary-setting practice

Creation of personal ethical code

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 10:45-11:00 | Introduction to Ethics in Recovery Coaching | Interactive presentation |
| 11:00-11:30 | Ethical Decision-Making Framework | Teaching + application |
| 11:30-12:15 | Gray-Area Roleplay Scenarios (Part 1) | Small group roleplays |
| 12:15-1:00 | Lunch Break | — |
| 1:00-1:30 | Gray-Area Roleplay Scenarios (Part 2) | Continued roleplays |
| 1:30-1:45 | Break | — |
| 1:45-2:15 | Boundaries Deep Dive | Teaching + practice |
| 2:15-2:45 | Mini Code of Ethics Creation | Individual + group work |
| 2:45-3:00 | Lab Integration & Commitments | Reflection |

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**10:45-11:00 — Introduction to Ethics in Recovery Coaching (15 min)**

[FACILITATION SCRIPT - Ethics Introduction]

"Welcome to the Ethics & Boundaries Lab. Over the next three hours, we're going to tackle some of the hardest situations you'll face as recovery coaches—situations where there's no clear 'right' answer.

Ethics isn't about memorizing rules. Ethics is about having a FRAMEWORK for making decisions when you're in gray areas. It's about knowing your values, understanding your limits, and being willing to ask for help.

Let me start with a hard truth:**You WILL make ethical mistakes as a coach.**You'll cross a boundary you didn't realize was there. You'll say something that lands wrong. You'll wonder if you did the right thing.

That doesn't make you a bad coach. It makes you human.

What matters is:

Do you have a framework for navigating ethical dilemmas?

Do you have supervision and support to process complex situations?

Are you willing to acknowledge mistakes and make repairs?

Are you committed to ongoing learning?

**Core Ethical Principles in Recovery Coaching**(adapted from IC&RC Code of Ethics):

Do No Harm: Act in the best interest of the people you serve

Respect Autonomy: Honor self-determination and informed consent

Maintain Boundaries: Keep clear professional limits

Ensure Confidentiality: Protect privacy within legal/safety limits

Practice Cultural Humility: Respect diverse backgrounds and identities

Acknowledge Limitations: Know your scope and seek consultation

Avoid Dual Relationships: Don't mix professional and personal roles

Be Accountable: Take responsibility for your actions and their impact

These principles guide us, but they don't always give us clear answers. That's where the hard work begins."

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**11:00-11:30 — Ethical Decision-Making Framework (30 min)**

[FACILITATION SCRIPT - Decision Framework]

"When you're facing an ethical dilemma, it helps to have a structured way to think it through. I'm going to teach you a six-step framework you can use.

**The ETHICS Framework:**

Write on flip chart:

**E - Examine the situation**

* What are the facts? What's actually happening?
* Who is involved? What are their perspectives?

**T - Think about principles**

* Which ethical principles are in play?
* Are there conflicts between principles? (e.g., autonomy vs. safety)

**H - Hear multiple perspectives**

* What would your supervisor say?
* What would the person you're serving want?
* What do your values tell you?

**I - Identify options**

* What are ALL the possible courses of action?
* What are the consequences of each?

**C - Consult and collaborate**

* Who can you talk to? (supervisor, peers, ethics committee)
* What do policies/guidelines say?

**S - Select and act**

* Choose the best option given the circumstances
* Document your decision and reasoning
* Be prepared to explain your choice

Let's practice this framework with a real scenario."

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**Practice Scenario:**

"You're coaching Malik, who's been in recovery for eight months. During a session, he mentions that he's been selling small amounts of marijuana to make ends meet while he looks for work. He says, 'It's not a big deal—it's legal now, and I'm not using.' He specifically asks you not to tell his probation officer.

What do you do?"

\*Present the scenario. Walk through the ETHICS framework as a large group.\*

**Facilitation Guide for Walking Through Framework:**

**E - Examine:**

* Malik is selling marijuana (legal in some states, illegal federally/in some states)
* He's on probation (likely violates probation terms)
* He's asking you to keep a secret
* He doesn't see it as problematic for his recovery

**T - Think about principles:**

* Confidentiality (he asked you not to tell)
* Do no harm (is this harmful to his recovery? his legal situation?)
* Respect autonomy (he's making his own choice)
* Legal/safety concerns (probation violation could mean jail time)

**H - Hear perspectives:**

* Malik's view: "It's not a big deal, I'm not using"
* Legal view: Probation violation
* Recovery view: Engaging in illegal activity, proximity to substances
* Your values: Honesty? Safety? Respect for autonomy?

**I - Identify options:**

Keep his confidence completely

Encourage him to talk to probation officer himself

Explore his thinking about the decision without reporting

Consult supervisor before deciding

Report to probation officer (breaking confidentiality)

**C - Consult:**

* What do your agency policies say about confidentiality?
* What are the limits of confidentiality? (imminent harm, mandated reporting)
* Consult supervisor BEFORE taking action

**S - Select:**

* Most appropriate: Consult supervisor, explore Malik's values around honesty and risk, help him think through consequences, clarify limits of confidentiality

**Key Point:**"You don't have to make this decision alone. When in doubt, consult your supervisor BEFORE taking action."

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**11:30-12:15 — Gray-Area Roleplay Scenarios, Part 1 (45 min)**

[ACTIVITY INSTRUCTIONS - Ethics Roleplays]

**Purpose:**Practice applying ethical framework to complex, realistic scenarios

**Setup:**

* Divide into small groups of 4-5 people
* Each group receives 2 scenario cards
* Groups will roleplay and discuss each scenario

**Instructions to Participants:**

"You're going to practice navigating ethical gray areas. Each small group will receive two scenario cards. For each scenario:

One person plays the COACH

One person plays the PERSON BEING COACHED

Others observe and take notes using the ETHICS framework

After each roleplay (5-7 minutes), debrief as a group:

* What did the coach do well?
* What ethical principles were at play?
* What would you have done differently?
* When would you consult a supervisor?

We'll do two scenarios before lunch."

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**GRAY-AREA SCENARIO CARDS:**

**Scenario 1: The Dual Relationship**

\*You're coaching Sarah, who's been in recovery for two years. She's thriving, and you've built a strong coaching relationship. One day, she invites you to her birthday party at a local restaurant. She says, 'You've been such an important part of my recovery—I'd love for you to celebrate with me.' How do you respond?\*

**Ethical Issues:**

* Dual relationships (professional vs. personal)
* Boundaries and reciprocity
* Power dynamics
* Connection vs. professional distance

**Possible Approaches:**

* Decline graciously and explain boundary
* Attend briefly in professional capacity only
* Suggest alternative way to celebrate achievement

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**Scenario 2: The Gift**

\*You've been working with James for six months. It's the holiday season, and he brings you a $50 gift card to thank you for your support. He says, 'You've changed my life. Please accept this.' Your agency policy says you can accept gifts under $25. How do you handle this?\*

**Ethical Issues:**

* Gift policies and boundaries
* Gratitude vs. power imbalance
* Agency policy compliance
* Honoring the gesture while maintaining professionalism

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**Scenario 3: The Relapse Disclosure**

\*You're coaching Tanya, who's court-mandated to meet with you monthly. During your session, she casually mentions that she 'slipped up' and used cocaine last weekend but says she's back on track. You're required to report to her probation officer monthly, and your next report is due this week. She begs you, 'Please don't put this in the report—I'll lose my kids.' What do you do?\*

**Ethical Issues:**

* Mandated reporting vs. confidentiality
* Harm to client vs. legal obligation
* Trust in coaching relationship
* Transparency about role and limits

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**Scenario 4: The Friendship Request**

\*You've been coaching Marcus for several months, and he's doing really well. He sends you a Facebook friend request. You notice he's very active on social media. How do you respond?\*

**Ethical Issues:**

* Social media boundaries
* Access to personal information
* Dual relationships
* Professional vs. personal connection

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**Scenario 5: The Romantic Interest**

\*You're coaching Jordan, who's been in recovery for a year. Jordan mentions being attracted to you and asks if, once coaching ends, you'd be interested in going on a date. How do you respond?\*

**Ethical Issues:**

* Power dynamics and vulnerability
* Post-termination relationships
* Transference and professional boundaries
* Respect for person's feelings while maintaining limits

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**Scenario 6: The Family Request**

\*You're coaching Angela. Her mother calls you and says, 'I'm so worried about Angela. Can you tell me if she's really staying sober? I'm her mother—I have a right to know.' How do you respond?\*

**Ethical Issues:**

* Confidentiality
* Family involvement vs. client autonomy
* Information sharing boundaries
* Supporting family without violating trust

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**12:15-1:00 PM — Lunch Break**

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**1:00-1:30 PM — Gray-Area Roleplay Scenarios, Part 2 (30 min)**

\*Groups continue with two more scenarios using the same format.\*

**Scenario 7: The Sponsorship Question**

\*You're coaching Devon, who asks, 'Can you be my sponsor too? You understand me better than anyone in my home group.' How do you respond?\*

**Ethical Issues:**

* Dual relationships (coach + sponsor)
* Scope of practice
* Role clarity
* Connection to 12-step supports

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**Scenario 8: The Crisis Text**

\*It's 11:00 PM on a Saturday. You receive a text from someone you coach: 'I'm struggling. Really want to use. Can you talk?' How do you respond?\*

**Ethical Issues:**

* Availability and boundaries
* Crisis response
* 24/7 expectations
* Self-care vs. duty to help

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**Scenario 9: The Job Reference**

\*You've been coaching Keisha for a year. She's doing amazing and has a job interview next week. She asks, 'Can you be a professional reference? They want to call you.' How do you respond?\*

**Ethical Issues:**

* Confidentiality (disclosing coaching relationship)
* Supporting recovery vs. professional boundaries
* Dual roles
* Agency policy

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**Scenario 10: The Shared Struggle**

\*You're in a coaching session with Tyler, who says, 'You've been in recovery too, right? How did YOU handle [specific situation]?' How much do you share?\*

**Ethical Issues:**

* Self-disclosure boundaries
* Lived experience as tool vs. oversharing
* Keeping focus on person being coached
* Modeling vs. advice-giving

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**1:30-1:45 PM — Break (15 min)**

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**1:45-2:15 PM — Boundaries Deep Dive (30 min)**

[FACILITATION SCRIPT - Boundaries]

"Let's talk explicitly about BOUNDARIES. This is one of the hardest aspects of recovery coaching—especially for those of us who have big hearts and strong helping instincts.

**What Are Boundaries?**

Boundaries are the limits we set to protect:

* Our own well-being and energy
* The coaching relationship
* Professional integrity
* The person's autonomy and growth

**Boundaries are NOT:**

* Walls that keep people out
* Rejection or lack of caring
* Rigidity that ignores human connection

**Boundaries ARE:**

* Container for safe, productive work
* Clarity about roles and limits
* Protection against burnout and resentment
* Modeling of healthy relationships

**Common Boundary Challenges for Recovery Coaches:**

Time Boundaries

- Staying late in sessions

- Responding to texts/calls outside work hours

- Not taking breaks or vacation

Emotional Boundaries

- Taking on others' pain as your own

- Feeling responsible for their outcomes

- Losing sleep worrying about clients

Physical Boundaries

- Hugs, touch, personal space

- Meeting in inappropriate locations

- Giving rides or lending money

Information Boundaries

- Oversharing personal details

- Disclosing too much about your recovery

- Asking intrusive questions

Role Boundaries

- Becoming friends

- Mixing professional/personal relationships

- Doing things outside your job description

**Boundary-Setting Language:**

Let's practice some clear, compassionate language for setting boundaries.

Write on flip chart:

* 'I care about you AND I need to maintain professional boundaries.'
* 'My role is to support you during our scheduled sessions. For crisis support, here are some 24/7 resources...'
* 'I appreciate you sharing that, and I want to keep our focus on YOUR experience.'
* 'That's outside my scope as a recovery coach. Let me help connect you to someone who can assist with that.'
* 'I hear that you're asking for [X]. I'm not able to do that, AND here's what I CAN offer...'

The key is**clear + compassionate**. We're not being mean; we're being professional."

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**Boundary Practice Activity (10 min):**

"Turn to a partner. I'll give you a boundary-crossing request. Practice responding with clear, compassionate language.

**Practice Prompts:**

'Can I have your cell number so I can text you when I'm struggling?'

'Can you lend me $20 until my check comes in?'

'Why don't you tell me more about YOUR recovery? I want to know your story.'

'Can you give me a ride home after our session?'

'I added you on Instagram—I want to see what you post about recovery!'

\*Allow 8 minutes for paired practice. Invite 2-3 examples of effective responses.\*

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**2:15-2:45 PM — Mini Code of Ethics Creation (30 min)**

[ACTIVITY INSTRUCTIONS - Personal Code]

**Purpose:**Create a personal ethical framework and commitments

**Setup:**

* Provide sticky notes (different colors if possible)
* Flip chart for each table
* Participant workbook (page 30-32)

**Instructions:**

"You've now worked through complex scenarios and explored boundaries. Now I want you to create your own MINI CODE OF ETHICS—a set of personal principles and commitments that will guide your work as a recovery coach.

**Step 1 (Individual, 10 min):**In your workbook, complete these prompts:

The core values I will bring to my coaching work are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The boundaries I commit to maintaining are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When I face an ethical dilemma, I will: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I will seek supervision/consultation when: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One ethical commitment I make to myself: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 2 (Small Group, 15 min):**Share your personal code with your table group. As a group, identify 5-7 shared commitments you all agree on. Write each commitment on a sticky note.

**Step 3 (Large Group, 5 min):**Each table will share one commitment with the full group. We'll create a collective code."

\*Facilitate activity. Post sticky notes on wall to create collective code.\*

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**2:45-3:00 PM — Lab Integration & Commitments (15 min)**

[FACILITATION SCRIPT - Lab Closing]

"We've done deep, challenging work in this lab. Before we move on, let's take a moment to integrate.

**Reflection Questions:**

Turn to page 32 in your workbook and journal briefly:

What was the most challenging scenario for you? Why?

What did you learn about your own boundaries?

What ethical principle do you need to strengthen?

How will you handle ethical uncertainty going forward?

[Allow 5 minutes for journaling]

**Final Thoughts:**

Ethics is not about perfection. It's about:

* Having a framework
* Being willing to consult
* Acknowledging mistakes
* Continuous learning

Remember:**When in doubt, consult.**Your supervisor, your colleagues, your ethics committee—you don't have to figure this out alone.

The fact that you're thinking about ethics THIS deeply means you're already on the right path. Keep asking the hard questions. Keep examining your motives. Keep putting the people you serve at the center.

That's what ethical coaching looks like."

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**END OF ETHICS & BOUNDARIES LAB**

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## SESSION 2.4: Documentation & Scope (2:00-2:45 PM) — 45 min

[PLACEHOLDER: To be developed - covering appropriate documentation practices, HIPAA basics, and scope of practice]

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## SESSION 2.5: Recovery Pathways & Systems (3:00-4:00 PM) — 60 min

[PLACEHOLDER: To be developed - covering continuum of care, community resources, and systems navigation]

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## SESSION 2.6: Resource Mapping Exercise (4:00-5:00 PM) — 60 min

[PLACEHOLDER: To be developed - hands-on activity mapping local recovery resources]

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**END OF DAY 2**

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# DAY 3: PRACTICE & INTEGRATION

## Total Time: 7 Hours (9:00 AM - 5:00 PM with breaks)

**Day 3 Learning Objectives:**

By the end of Day 3, participants will be able to:

* Conduct a complete coaching conversation using the GROW model
* Navigate cultural differences and use recovery-affirming language
* Give and receive constructive feedback on coaching skills
* Articulate next steps toward certification and supervision
* Create a personal action plan for continuing development

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## SESSION 3.1: Opening Circle & Check-In (9:00-9:30 AM) — 30 min

**Learning Objective:**Integrate learning from Days 1-2 and prepare for practice

**Materials Needed:**

* Chairs in circle
* Flip chart

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 9:00-9:10 | Welcome to Day 3 | Facilitator opening |
| 9:10-9:25 | Integration Circle | Structured sharing |
| 9:25-9:30 | Preview of Day 3 | Overview |

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**9:00-9:10 — Welcome to Day 3 (10 min)**

[FACILITATION SCRIPT - Day 3 Opening]

"Good morning, and welcome to Day 3—our final day together.

Over the past two days, you've learned a tremendous amount. You've explored the role of the recovery coach, practiced deep listening, wrestled with ethical dilemmas, and clarified your values. Today is about putting it all together.

By the end of today, you will have practiced a full coaching conversation using a proven framework, received feedback from your peers, mapped out your path toward certification, and created an action plan for your ongoing development.

This is the day where everything comes alive. You're going to COACH—not just talk about coaching, but actually do it."

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**9:10-9:25 — Integration Circle (15 min)**

[FACILITATION SCRIPT]

"We're going to do a quick circle check-in.

**Question:**'What's one thing from Days 1 or 2 that's still sitting with you—something that challenged you, surprised you, or shifted your thinking?'"

\*Facilitate circle. Reflect back themes.\*

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**9:25-9:30 — Preview of Day 3 (5 min)**

Brief overview of the day's schedule and activities.

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## SESSION 3.2: Cultural Humility & Language (9:30-10:30 AM) — 60 min

**Learning Objective:**Develop awareness of cultural differences and use person-first, recovery-affirming language

**Materials Needed:**

* Handout: "Person-First Language Guide"
* Flip chart
* Participant workbook (pages 34-37)

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 9:30-9:50 | Cultural Humility Framework | Interactive teaching |
| 9:50-10:10 | Language Matters Exercise | Group exploration |
| 10:10-10:30 | Practice & Integration | Discussion |

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**9:30-9:50 — Cultural Humility Framework (20 min)**

[Content covering cultural humility principles, asking vs. assuming, centering person's experience]

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**9:50-10:10 — Language Matters Exercise (20 min)**

[Activity exploring stigmatizing vs. recovery-affirming language]

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**Break: 10:30-10:45 AM (15 min)**

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## SESSION 3.3: GROW Model & Coaching Frameworks (10:45 AM-12:15 PM) — 90 min

**Learning Objective:**Learn and practice the GROW coaching model

**Materials Needed:**

* Handout: "GROW Model Quick Reference"
* Flip chart
* Participant workbook (pages 38-42)

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 10:45-11:15 | Introduction to GROW Model | Interactive teaching |
| 11:15-11:45 | GROW Model Demonstration | Live coaching demo |
| 11:45-12:05 | GROW Practice in Pairs | Paired practice |
| 12:05-12:15 | Debrief & Integration | Large group |

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**10:45-11:15 — Introduction to GROW Model (30 min)**

[FACILITATION SCRIPT - GROW Model]

"The GROW Model is a coaching framework created by Sir John Whitmore in the 1980s.

**G - GOAL**(What do you want?)

**R - REALITY**(Where are you now?)

**O - OPTIONS**(What could you do?)

**W - WILL / WAY FORWARD**(What will you do?)

[Detailed explanation of each phase with sample questions provided in full content]

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**11:15-11:45 — GROW Model Demonstration (30 min)**

[Live coaching demonstration with volunteer from group]

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**11:45-12:05 — GROW Practice in Pairs (20 min)**

[Paired practice with coaching scenarios]

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**Lunch Break: 12:15-1:15 PM (60 min)**

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## SESSION 3.4: COACHING TRIADS PRACTICUM (1:15-3:15 PM) — 2 HOURS

## ⭐ \*\*DAY 3 CENTERPIECE\*\* ⭐

**Learning Objective:**Practice complete coaching conversations with structured peer feedback

**Materials Needed:**

* Triad observation forms (workbook pages 44-47)
* Timers
* Coaching Conversation Rubric

**Practicum Overview:**

Participants rotate through three roles—Coach, Coachee, and Observer—conducting full 15-minute coaching conversations using the GROW model.

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 1:15-1:30 | Practicum Setup & Instructions | Large group |
| 1:30-2:30 | Coaching Rotations | Triad practice (3 rounds) |
| 2:30-2:45 | Break | — |
| 2:45-3:15 | Final Integration | Reflection |

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**1:15-1:30 — Practicum Setup (15 min)**

[FACILITATION SCRIPT]

"Welcome to the Coaching Triads Practicum. You're going to rotate through three roles:

**COACH**- Guide a 15-minute coaching conversation using GROW

**COACHEE**- Bring a real goal to work on

**OBSERVER**- Watch and provide feedback

**Structure of Each Round (20 minutes):**

* 15 min: Coaching conversation
* 5 min: Feedback circle (Coachee → Observer → Coach reflects)

Form groups of three and begin."

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**1:30-2:30 — Coaching Rotations (60 min)**

[Three full 20-minute rounds]

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**2:30-2:45 PM — Break**

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**2:45-3:15 — Practicum Integration (30 min)**

[Large group debrief of coaching experience]

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## SESSION 3.5: Certification & Supervision Pathways (3:15-4:00 PM) — 45 min

**Learning Objective:**Understand next steps toward certification

**Materials Needed:**

* Handout: "State Certification Pathways"
* Participant workbook (pages 48-50)

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 3:15-3:35 | State Certification Overview | Presentation |
| 3:35-3:50 | Supervision & CE | Discussion |
| 3:50-4:00 | Q&A | Open forum |

[Content covering UT/OH/TX certification requirements, CCAR pathways, supervision importance]

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## SESSION 3.6: Integration, Action Planning & Closing (4:00-5:00 PM) — 60 min

**Learning Objective:**Create personal action plan and ceremonially close

**Materials Needed:**

* Participant workbook (pages 51-52)
* Certificates of Completion
* Core Values Cards

**Session Flow:**

| **Time** | **Activity** | **Format** |
| --- | --- | --- |
| 4:00-4:20 | Personal Action Plan | Individual work |
| 4:20-4:40 | Accountability Partnerships | Paired commitment |
| 4:40-4:55 | Closing Circle | Group sharing |
| 4:55-5:00 | Certificates & Benediction | Ceremony |

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**4:00-4:20 — Personal Action Plan (20 min)**

[Participants complete 30-Day Action Plan with certification steps, skill development, boundaries, support system]

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**4:20-4:40 — Accountability Partnerships (20 min)**

[Pairs share action plans and commit to ongoing support]

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**4:40-4:55 — Closing Circle (15 min)**

[FACILITATION SCRIPT]

"Each person will share ONE WORD or ONE SENTENCE that captures what you're taking with you from these three days."

\*Facilitate final circle. Allow every person to speak.\*

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**4:55-5:00 — Certificates & Benediction (5 min)**

[FACILITATION SCRIPT - Closing]

"When I call your name, come forward and receive your Certificate of Completion..."

**Final Words:**

"You are now part of a lineage—peer supporting peer, lighting the way for others.

🪞 You are a mirror—you help people see their own light.

You are a compass—you point toward values.

You are a lighthouse—you hold steady.

You are rooted and growing.

Thank you for being here. Now go. Be the guide you needed when you were finding your way."

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**END OF TRAINING**

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# FACILITATION SCRIPTS LIBRARY

[PLACEHOLDER: Additional facilitation scripts to be developed]

## Opening Scripts

## Transition Scripts

## Debrief Scripts

## Closing Scripts

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# ACTIVITY INSTRUCTIONS

[PLACEHOLDER: Detailed activity instructions to be developed]

## Values Cards Circle

## Comparison of Helping Roles Activity

## Values vs. Comfort Exercise

## Listening Triads

## Ethics Roleplay Scenarios

## GROW Model Practice

## Coaching Triads Practicum

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# ASSESSMENT RUBRICS

These rubrics are designed for formative assessment—helping participants grow, not evaluating for pass/fail. Use these tools to:

* Provide specific, actionable feedback
* Track participant development across the three days
* Guide coaching conversations during practice sessions
* Support self-assessment and peer feedback

**How to Use These Rubrics:**

Observation-Based: Focus on observable behaviors, not assumptions

Developmental: Most participants will be in "Developing" at the start; movement toward "Proficient" shows growth

Strengths-Based: Always start feedback with what's working

Growth-Oriented: Offer one specific area for development

Non-Judgmental: Use descriptive language, not evaluative labels

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## Listening Skills Rubric

**Competency:**Demonstrates active listening and reflective presence

| **Level** | **Indicators** | **Observable Behaviors** |
| --- | --- | --- |
| Beginning | Limited attention to speaker; frequent interruptions or distractions | • Interrupts speaker mid-sentence<br>• Checks phone or looks away frequently<br>• Jumps to advice before person finishes<br>• Misses or ignores emotional content<br>• Focuses on own response rather than speaker |
| Developing | Listens with some presence; occasional reflection; may miss nuances | • Maintains eye contact most of the time<br>• Waits for pauses to respond<br>• Reflects back some content accurately<br>• Notices some emotions but may not name them<br>• Occasionally gets distracted or prepares response |
| Proficient | Listens deeply; reflects accurately; notices verbal and non-verbal cues | • Maintains steady, respectful eye contact<br>• Uses minimal encouragers ("mm-hmm," nodding)<br>• Reflects back both content and emotion<br>• Notices body language, tone, energy shifts<br>• Comfortable with silence; doesn't rush<br>• Asks clarifying questions when needed |
| Advanced | Exemplary presence; listens for what's unsaid; creates space for emergence | • Fully present; no visible distraction<br>• Reflects deeper meaning and patterns<br>• Names emotions and validates experience<br>• Notices and explores what's NOT being said<br>• Uses silence strategically for reflection<br>• Holds space without agenda or judgment |

**Feedback Prompts:**

* "I noticed you reflected back [specific content/emotion]. That helped the person feel heard."
* "One area to develop: Try pausing longer before responding. Silence creates space for insight."
* "You seemed to get distracted when [X happened]. What would help you stay present?"

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## Presence & Engagement Rubric

**Competency:**Shows up authentically; engages with curiosity and respect

| **Level** | **Indicators** | **Observable Behaviors** |
| --- | --- | --- |
| Beginning | Appears disengaged or uncomfortable; minimal participation | • Avoids eye contact or looks down frequently<br>• Rarely speaks or asks questions<br>• Body language appears closed or withdrawn<br>• Seems distracted or checked out<br>• Doesn't engage in activities or exercises |
| Developing | Participates when prompted; shows some engagement; may hold back | • Makes eye contact when speaking<br>• Participates in some activities<br>• Asks occasional questions<br>• Body language mostly open<br>• Shares surface-level reflections<br>• May hesitate to go deeper |
| Proficient | Fully engaged; participates authentically; supports group learning | • Consistent eye contact and open body language<br>• Actively participates in discussions and activities<br>• Asks thoughtful, curious questions<br>• Shares personal reflections appropriately<br>• Listens to and builds on others' ideas<br>• Takes appropriate risks in learning |
| Advanced | Models deep engagement; creates safety for others; enriches group learning | • Radiates presence and authenticity<br>• Offers vulnerable, appropriate self-disclosure<br>• Asks questions that deepen group inquiry<br>• Creates space for quieter participants<br>• Models non-defensive receiving of feedback<br>• Elevates collective learning through contributions |

**Feedback Prompts:**

* "Your question about [X] really deepened the conversation. Thank you for that."
* "I notice you hold back sometimes. What would help you feel safer to share?"
* "Your body language and attention show real presence. That's powerful."

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## Boundary-Keeping Rubric

**Competency:**Maintains appropriate professional boundaries in coaching relationships

| **Level** | **Indicators** | **Observable Behaviors** |
| --- | --- | --- |
| Beginning | Unclear or inconsistent boundaries; may overshare or cross professional lines | • Shares excessive personal details inappropriately<br>• Offers advice or tries to "fix" problems<br>• Expresses desire to be friends with coachees<br>• Takes on responsibility for others' outcomes<br>• Doesn't recognize boundary crossings<br>• May promise availability beyond professional role |
| Developing | Aware of boundaries; sometimes struggles to maintain them; seeks guidance | • Recognizes some boundary issues when pointed out<br>• Shares personal experience with some restraint<br>• Occasionally slips into advice-giving<br>• Asks supervisor about boundary questions<br>• Sets some limits but may feel guilty<br>• Understands professional vs. personal roles |
| Proficient | Maintains clear boundaries; uses self-disclosure appropriately; explains limits clearly | • Sets and maintains time boundaries<br>• Uses self-disclosure strategically and briefly<br>• Redirects advice requests to questions<br>• Explains role limits with compassion<br>• Refers to supervisor when uncertain<br>• Comfortable saying "no" or "that's outside my scope"<br>• Models healthy professional relationship |
| Advanced | Exemplary boundary-keeping; addresses violations skillfully; teaches boundaries to others | • Proactively clarifies boundaries at start<br>• Addresses boundary crossings immediately and kindly<br>• Uses boundary moments as teaching opportunities<br>• Balances warmth with professionalism seamlessly<br>• Models self-care and limits without apologizing<br>• Helps others understand importance of boundaries<br>• Navigates complex situations with ethical clarity |

**Feedback Prompts:**

* "You set a clear boundary when [X asked for Y]. That was well done."
* "I noticed you started to give advice about [topic]. What question could you have asked instead?"
* "How comfortable are you saying 'no' or 'that's outside my role'? What would help?"

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## Coaching Conversation Rubric (GROW Model)

**Competency:**Conducts effective coaching conversations using structured framework

| **GOAL Phase** | **Beginning** | **Developing** | **Proficient** | **Advanced** |
| --- | --- | --- | --- | --- |
| Helps person clarify desired outcome | Unclear or facilitator-imposed goals | Some goal clarity; may be vague or broad | Clear, person-centered goals; specific and measurable | Powerful goal clarity; connects to values and deeper purpose |
| Sample behaviors | • Tells person what goal should be<br>• Skips goal-setting<br>• Accepts first statement without exploring | • Asks about goals generally<br>• Allows some vagueness<br>• Doesn't check for alignment with values | • Asks specific goal questions<br>• Helps person get specific<br>• Checks: "What would make this conversation valuable?" | • Explores goal with depth<br>• Connects goal to values<br>• Ensures goal is person's, not coach's |

| **REALITY Phase** | **Beginning** | **Developing** | **Proficient** | **Advanced** |
| --- | --- | --- | --- | --- |
| Explores current situation without judgment | Skips reality check or judges situation | Some exploration; may rush or problem-solve prematurely | Thorough, non-judgmental reality exploration | Deep inquiry; notices patterns and strengths |
| Sample behaviors | • Jumps to solutions<br>• Judges person's choices<br>• Minimizes or dismisses situation | • Asks few reality questions<br>• Rushes through to options<br>• Misses strengths or resources | • Asks open reality questions<br>• Explores obstacles and resources<br>• Maintains curiosity without fixing | • Explores patterns and context<br>• Names strengths explicitly<br>• Helps person see situation clearly |

| **OPTIONS Phase** | **Beginning** | **Developing** | **Proficient** | **Advanced** |
| --- | --- | --- | --- | --- |
| Generates multiple possibilities without imposing solutions | Gives advice; few options explored | Some brainstorming; may suggest own ideas | Facilitates multiple options; resists advice-giving | Creative, expansive options; helps person access wisdom |
| Sample behaviors | • Tells person what to do<br>• Offers only one or two ideas<br>• Evaluates options negatively | • Asks "What could you do?"<br>• Suggests some options<br>• Allows limited brainstorming | • Asks "What else?" repeatedly<br>• Facilitates brainstorming without imposing<br>• Explores creative possibilities | • Asks powerful generative questions<br>• Helps person think unconventionally<br>• Trusts person's wisdom completely |

| **WILL/WAY FORWARD Phase** | **Beginning** | **Developing** | **Proficient** | **Advanced** |
| --- | --- | --- | --- | --- |
| Supports concrete action planning and commitment | Vague next steps or no follow-through plan | Some action planning; may lack specificity or confidence check | Clear, specific action plan with accountability | Powerful commitments; addresses obstacles proactively |
| Sample behaviors | • No clear next steps<br>• Doesn't check confidence<br>• Leaves person uncertain | • Some action steps identified<br>• Limited accountability<br>• Doesn't explore obstacles | • Specific actions with timeline<br>• Checks confidence (1-10 scale)<br>• Identifies support needed | • Clear commitments owned by person<br>• Proactively addresses obstacles<br>• High confidence (8+/10) in plan |

**Overall Coaching Conversation Assessment:**

| **Level** | **Quality of Conversation** | **Observable Indicators** |
| --- | --- | --- |
| Beginning | Advice-focused; limited structure; coach-centered | • Coach does most of the talking<br>• Gives advice or tells person what to do<br>• Doesn't follow GROW structure<br>• Conversation feels directive or controlling |
| Developing | Some structure; occasional powerful questions; improvement needed | • Uses GROW loosely<br>• Mixes advice with questions<br>• Some powerful moments<br>• Person gets some clarity |
| Proficient | Well-structured; person-centered; effective use of GROW | • Follows GROW clearly<br>• Asks mostly questions (vs. giving advice)<br>• Person discovers own answers<br>• Clear next steps emerge |
| Advanced | Transformative; deep inquiry; person experiences insight and ownership | • GROW flows naturally<br>• Powerful silence and reflection<br>• Person has "aha" moments<br>• Deep ownership of actions<br>• Feels collaborative and empowering |

**Feedback Prompts:**

* "You helped the person get clear on their goal by asking [specific question]. Well done."
* "In the OPTIONS phase, I noticed you started to give advice about [X]. How could you have explored more options with questions?"
* "The person seemed to have a real insight when you asked [question]. That's the power of coaching."
* "On a scale of 1-10, how confident do you think the person is about their action plan? What might strengthen that?"

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## Using Rubrics for Self-Assessment

**For Participants:**

After each coaching practice session, reflect:

Which level best describes my performance in each area?

What's one strength I demonstrated?

What's one area I want to develop?

What support or practice do I need?

**For Facilitators:**

* Use rubrics during observation of Coaching Triads
* Provide specific behavioral feedback, not just ratings
* Focus on growth, not perfection
* Celebrate movement from one level to the next
* Use rubrics to guide supervision conversations after training

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## Peer Feedback Template (for use during Coaching Triads)

**Observer Instructions:**Complete this form while watching the coaching conversation. Share feedback in the 5-minute debrief after each round.

**What I noticed the Coach do well:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**One area for growth (be specific and kind):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Most powerful moment in the conversation:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How the GROW model was used:**

* Goal: \_\_\_ Clear \_\_\_ Somewhat clear \_\_\_ Unclear
* Reality: \_\_\_ Explored well \_\_\_ Some exploration \_\_\_ Rushed
* Options: \_\_\_ Multiple options \_\_\_ Few options \_\_\_ Advice-giving
* Will: \_\_\_ Specific actions \_\_\_ Vague actions \_\_\_ No clear plan

**Overall, this coaching conversation felt:**

\_\_\_ Empowering \_\_\_ Helpful \_\_\_ Okay \_\_\_ Directive \_\_\_ Confusing

**One question for the Coach:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# FACILITATOR REFLECTION JOURNAL

Use these prompts at the end of each training day to reflect on your facilitation, track what's working, and identify areas for growth. Reflective practice strengthens your facilitation skills and helps you continuously improve.

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## End of Day 1 Reflection

**Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Training Location:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What went well today?**

* Which session or activity felt most successful? Why?
* What moments of connection or insight did you witness?
* Which participants seemed particularly engaged?

**What was challenging?**

* Where did you struggle with timing, content, or group dynamics?
* Were there any difficult moments or unexpected situations?
* Did any participants seem disengaged or uncomfortable?

**Facilitation Skills:**

* How well did you model the "Guide Not Guru" stance?
* Were you able to elicit reflection rather than lecture?
* How comfortable were you with silence and not having all the answers?

**Group Dynamics:**

* How was the energy and engagement level of the group?
* Were there any conflicts, tensions, or concerns that need attention?
* Who might need individual check-in or support tomorrow?

**Adjustments for Day 2:**

* What will you do differently tomorrow based on today's experience?
* Do you need to adjust timing, activities, or content?
* Are there any participants who need special attention or accommodation?

**Personal Reflection:**

* How are you feeling physically and emotionally after Day 1?
* What self-care do you need tonight to show up fully tomorrow?
* What are you learning about yourself as a facilitator?

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## End of Day 2 Reflection

**Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Training Location:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ethics & Boundaries Lab:**

* How did participants engage with the gray-area scenarios?
* Were there any particularly powerful or challenging moments?
* Do participants seem to understand the ETHICS framework?
* Are they demonstrating boundary awareness?

**What went well today?**

* Which activities or discussions were most impactful?
* Where did you see significant growth or insight in participants?
* What feedback are you hearing (formal or informal)?

**What was challenging?**

* Were there any ethical dilemmas or boundary situations that arose in the training itself?
* How did you handle any resistance, confusion, or difficult questions?
* Were you able to stay on time while preserving depth?

**Facilitation Skills:**

* How well did you facilitate the roleplay scenarios?
* Were you able to create psychological safety for vulnerable sharing?
* Did you apply trauma-informed debriefing protocols effectively?

**Group Dynamics:**

* How is the group cohesion developing?
* Are there any participants who seem to be struggling?
* Have any conflicts or tensions emerged that need addressing?

**Preparation for Day 3:**

* The Coaching Triads Practicum is tomorrow—do you feel prepared?
* Are participants ready to coach, or do they need more support?
* What reminders or encouragement do they need as they approach the practicum?

**Personal Reflection:**

* How are you managing the emotional weight of this work?
* Are you maintaining your own boundaries and energy?
* What support do you need before Day 3?

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## End of Day 3 Reflection

**Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Training Location:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Coaching Triads Practicum:**

* How did participants perform in their coaching conversations?
* What evidence of skill development did you observe?
* Were participants able to use the GROW model effectively?
* What feedback themes emerged during the practicum?

**Closing Ceremony:**

* How did the closing circle feel?
* Were participants able to articulate what they're taking with them?
* Did the training feel complete, or are there loose ends?

**What went well over the three days?**

* What are you most proud of in this training?
* Which participants showed the most growth?
* What moments will you remember?

**What could be improved?**

* If you could redo any session, what would you change?
* What content, activities, or timing needs adjustment for next time?
* What materials or resources would strengthen the training?

**Learning Outcomes Assessment:**

Review the five facilitator learning outcomes (Section 2). To what extent did you:

Maintain Core Values tone and brand? \_\_\_/10

Deliver modules to time while preserving depth? \_\_\_/10

Model ethical coaching presence? \_\_\_/10

Elicit reflection rather than lecture? \_\_\_/10

Safely debrief vulnerable content? \_\_\_/10

**What would you do differently next time?**

* Content adjustments:
* Activity modifications:
* Timing changes:
* Facilitation approach:

**Personal Growth:**

* What did you learn about facilitation through this training?
* How did you grow as a facilitator over these three days?
* What areas of your facilitation need continued development?

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## Post-Training Reflection (1-2 weeks after training)

**Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Days Since Training:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Follow-Up:**

* Have you received any follow-up questions or requests from participants?
* Have any participants started their certification processes?
* What feedback have you heard about the training (formal surveys, informal comments)?

**Long-Term Impact:**

* Looking back, what aspects of the training seem to have had the most lasting impact?
* If you've heard from participants, what are they saying about their experience?
* Would you facilitate this training again? Why or why not?

**Professional Development:**

* What supervision or support have you sought since the training?
* What additional training or skills would help you become a better facilitator?
* How has this experience influenced your own coaching or recovery work?

**Continuous Improvement:**

* Based on the full training experience, what are your top 3 recommendations for improving this curriculum?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* What resources, tools, or support would make you a more effective facilitator of this training?

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## Facilitator Self-Care Reflection

**Use this checklist throughout the training:**

Physical Well-Being:

* □ Getting adequate sleep (7-8 hours)
* □ Eating nutritious meals
* □ Staying hydrated
* □ Taking breaks between sessions
* □ Moving body/stretching

Emotional Well-Being:

* □ Processing difficult emotions from the training
* □ Maintaining boundaries with participants
* □ Seeking support from co-facilitator or supervisor
* □ Practicing self-compassion
* □ Celebrating successes

Professional Boundaries:

* □ Not over-identifying with participant struggles
* □ Avoiding rescuing or fixing participants
* □ Maintaining facilitator role (not therapist or sponsor)
* □ Referring participants to appropriate resources when needed
* □ Knowing my limits and asking for help

Post-Training Self-Care Plan:

* What will you do in the first 24 hours after training to rest and restore?
* Who will you debrief with about the training experience?
* What boundaries do you need to set with participants post-training?

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# APPENDICES

## Appendix A: State Certification Pathways

**UTAH — Certified Peer Support Specialist (CPSS)**

**Overview:**

The CPSS credential is for individuals who use their lived experience in recovery from mental health and/or substance use disorders to support others in their recovery journey.

**Training Requirements:**

* 40 hours of approved training over 5 days
* This "Coaching 101" training (21 hours) counts toward the 40-hour requirement
* Additional 19 hours needed through Utah-approved providers

**Eligibility Requirements:**

* Lived experience in recovery (mental health and/or substance use)
* Written recovery journey (personal essay)
* Two letters of reference (one professional, one personal)
* No formal education requirement beyond high school/GED recommended

**Application Process:**

Complete 40-hour training requirement

Write recovery journey essay

Obtain letters of reference

Submit application to Utah Division of Substance Abuse and Mental Health (DSAMH)

No initial exam required

**Recertification (Every 2 Years):**

* 20 hours continuing education

- 2 hours ethics training

- 6 hours peer support-specific training

- 1 hour suicide prevention training

- 11 hours general mental health/substance use training

**Supervision:**

* Not required for initial certification
* Highly recommended for professional development
* May be required by employer

**Contact Information:**

* Utah Department of Human Services - Division of Substance Abuse and Mental Health
* Website: dsamh.utah.gov
* Email: dsamhtraining@utah.gov
* Phone: 801-538-4171

**Utah Peer Support Network:**

* Website: utahpeernetwork.org
* Offers peer connections, resources, and support

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**OHIO — Peer Recovery Supporter (PRS)**

**Overview:**

Ohio's PRS certification recognizes individuals with lived experience who provide peer recovery support services.

**Training Requirements:**

* Complete 11 eBased Academy courses (online, self-paced)
* Complete 40-hour in-person or virtual training
* Total: Approximately 50-55 hours including eBased courses

**Eligibility Requirements:**

* High school diploma or GED (no exceptions/waivers)
* Direct lived experience of mental health and/or substance use recovery
* Comfortable with being publicly identified as person in recovery
* Background checks (BCI and FBI) completed within one year of application

**Application Process:**

Complete 11 eBased Academy courses through Ohio MHAS portal

Complete 40-hour training (this training may qualify if Ohio-approved)

Pass Ohio Peer Recovery Supporter Certification Exam (70% or higher)

Submit background check results

Complete application through Ohio MHAS

**Recent Update (December 2024):**

* Incarcerated individuals, those on probation, and those on parole can now be certified as peer supporters

**Recertification (Every 2 Years):**

* 30 hours continuing education

- 3 hours ethics minimum

- Remaining hours in peer support, mental health, or substance use topics

**Supervision:**

* Not required for initial certification
* Recommended for professional growth
* May be required by specific employers

**Contact Information:**

* Ohio Department of Mental Health & Addiction Services (OhioMHAS)
* Website: mha.ohio.gov
* Certification Portal: mha.ohio.gov/for-clinicians-and-partners/peer-recovery-certification
* Email: peer.support@mha.ohio.gov

**Ohio Peer Resources:**

* The P.E.E.R. Center (Columbus): thepeercenter.org
* Mental Health America of Ohio: mhaohio.org

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**TEXAS — Peer Recovery Support Specialist (PRSS)**

**Overview:**

Texas offers multiple peer specialist certifications. The PRSS is certified through the Texas Certification Board (TCB) and focuses on substance use recovery support.

**Training Requirements:**

* 46 hours of training approved by Texas Certification Board (TCB)
* This training may count toward the 46-hour requirement if TCB-approved

**Eligibility Requirements:**

* Age 18 or older
* High school diploma or GED
* Lived experience with substance use and recovery
* Comfortable with being publicly identified as person in recovery
* Desire to help others in their recovery journey

**Two-Phase Certification Process:**

**Phase 1: Initial Certification (6 months)**

* Complete 46-hour training
* Submit application to TCB
* Begin working in peer support role
* Receive 6-month temporary certification while completing supervision

**Phase 2: Full Certification (2 years)**

* Complete 250 hours of supervised work experience
* Supervision must be provided by a Peer Specialist Supervisor
* Typically completed through employment in peer support role
* Supervision occurs weekly (approximately 1 hour/week)

**Recertification (Every 2 Years):**

* 20 hours continuing education

- 6 hours ethics minimum

- Remaining hours in peer recovery support topics

**Alternative: Medicaid-Billable Peer Specialist**

Texas also offers a different certification for Peer Specialists whose services can be billed to Medicaid. Requirements differ and typically require CORE training + additional hours.

**Contact Information:**

* Texas Certification Board of Addiction Professionals (TCBAP/TCB)
* Website: www.tcbap.org
* Email: info@tcbap.org
* Phone: 512-476-7005

**Texas Peer Resources:**

* Recovery Resource Council: recoverycouncil.org
* Communities for Recovery: communitiesforrecovery.org
* PeerForce Texas: peerforce.org

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**NATIONAL PATHWAYS**

**CCAR Recovery Coach Professional (RCP)**

* Training: 60 hours total

- 30-hour CCAR Recovery Coach Academy

- 16-hour Ethical Considerations for Recovery Coaches

- 14 hours additional CCAR-approved training

* Recognition: Nationally recognized credential
* States: Accepted or recognized in many states
* Cost: Varies by training provider (typically $300-600 total)
* Website: addictionrecoverytraining.org

**NAADAC National Certified Peer Recovery Support Specialist (NCPRSS)**

* Requirements: Complete NAADAC-approved peer support training
* Exam: Must pass NCPRSS exam
* Recognition: National credential
* Continuing Education: Required for recertification
* Website: www.naadac.org

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## Appendix B: Core Values Cards Guide

**What Are Core Values Cards?**

Core Values Cards are a deck of cards, each featuring a single value (e.g., honesty, courage, compassion, service, growth, integrity). They serve as a tangible tool for helping people identify and articulate their core values.

**How to Use Core Values Cards in This Training:**

**Day 1, Session 1.1 — Values Cards Circle (Opening Activity):**

* Spread one deck of cards face-up in the center of each table (4-6 participants per deck)
* Invite participants to silently choose one card that represents a value calling to them today
* Go around the circle; each person shares their card and why they chose it
* This builds connection and introduces the values-based approach

**Day 1, Session 1.4 — Values Clarification Exercise:**

* Use cards as a supplement to the printed values list in workbooks
* Participants can lay out cards and physically sort them into "resonates/doesn't resonate"
* Kinesthetic learners especially benefit from this hands-on approach

**Day 1, Session 1.6 — Closing Ritual:**

* Invite participants to choose a Core Values Card that represents their intention for Day 2
* They can keep the card overnight as a physical reminder
* Return cards at the start of Day 2

**Day 3, Session 3.6 — Closing Ceremony:**

* Participants choose a final card representing their commitment as they leave the training
* Optional: Participants can keep this card, or you can photograph them holding their card

**Facilitator Tips:**

* How Many Decks? One deck per 4-6 participants (for a training of 20 people, you need 4-5 decks)
* Where to Get Them? Core Values Recovery should provide branded decks. Alternatively, create your own using index cards with values written on them.
* Values to Include (if creating your own):

- Honesty, Integrity, Courage, Compassion, Service, Growth, Humility, Gratitude, Responsibility, Connection, Respect, Trust, Authenticity, Love, Forgiveness, Acceptance, Patience, Perseverance, Joy, Peace, Freedom, Dignity, Justice, Wisdom, Hope

**Alternative: Digital or Paper Lists**

If Core Values Cards are unavailable, use the values list printed in participant workbooks. While less tactile, it serves the same purpose.

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## Appendix C: Glossary of Terms

**12-Step Program:**Mutual support fellowships based on the Twelve Steps of Alcoholics Anonymous (AA), including AA, Narcotics Anonymous (NA), Al-Anon, and others.

**Abstinence:**Complete avoidance of mood-altering substances. Some use this term; others prefer "substance-free" or "not using."

**Active Listening:**Fully concentrating on, comprehending, and responding to what is being said, including verbal and non-verbal communication.

**Andragogy:**The practice of teaching adult learners; contrasted with pedagogy (teaching children).

**Boundary:**A limit or guideline that defines acceptable and safe ways to interact in relationships, especially professional relationships.

**CCAR (Connecticut Community for Addiction Recovery):**Leading organization providing recovery coach training and the Recovery Coach Academy.

**Certified Peer Support Specialist (CPSS):**State-specific certification for peer supporters; terminology varies by state (e.g., PRS, PRSS, CPS, CPRS).

**Coaching Conversation:**Structured dialogue using a framework (like GROW) to help someone explore goals, reality, options, and actions.

**Co-Occurring Disorders:**When a person has both a substance use disorder and a mental health disorder simultaneously.

**Core Values Recovery:**The philosophical framework underlying this training, emphasizing values-based decision-making and the "Guide Not Guru" approach.

**Cultural Humility:**An ongoing process of self-reflection and learning about other cultures, acknowledging power imbalances and avoiding assumptions of cultural competence.

**Dual Relationship:**When a professional has more than one type of relationship with a person (e.g., coach + friend, coach + sponsor), which can create ethical conflicts.

**Empathic Listening (Level 3 Listening):**Listening for emotion, energy, and meaning beyond just the words being said.

**ETHICS Framework:**Six-step decision-making model: Examine, Think, Hear, Identify, Consult, Select.

**Experiential Learning:**Learning through direct experience and reflection (e.g., Kolb's learning cycle).

**Generative Listening (Level 4 Listening):**Listening from possibility and potential; creating space for emergence.

**GROW Model:**Coaching framework with four phases: Goal, Reality, Options, Will/Way Forward.

**Guide Not Guru:**Core Values Recovery philosophy emphasizing that coaches facilitate discovery rather than provide answers or advice.

**Harm Reduction:**Approach to substance use that meets people where they are and reduces negative consequences, without requiring abstinence.

**IC&RC (International Certification & Reciprocity Consortium):**Organization that sets standards for addiction professionals and peer support specialists.

**Lived Experience:**Direct, personal experience with a condition (e.g., mental health challenges, substance use, recovery).

**Motivational Interviewing (MI):**Counseling approach that helps people explore and resolve ambivalence about behavior change.

**NAADAC:**Association for Addiction Professionals; offers national certifications including peer support credentials.

**Peer Recovery Support:**Services provided by people with lived experience in recovery to support others on their recovery journeys.

**Person-First Language:**Language that emphasizes the person before the condition (e.g., "person with substance use disorder" rather than "addict").

**Recovery:**A process of change through which individuals improve their health and wellness, live self-directed lives, and strive to reach their full potential (SAMHSA definition).

**Recovery Capital:**The internal and external resources a person can draw upon to initiate and sustain recovery (e.g., skills, relationships, housing, employment).

**Relapse/Return to Use/Recurrence:**Return to substance use after a period of abstinence; terminology preference varies by individual.

**Scope of Practice:**The boundaries of what a professional is qualified and authorized to do in their role.

**Scripts & Blocks:**Core Values concept referring to automatic negative thoughts (scripts) and behavioral patterns (blocks) that keep people stuck.

**Self-Disclosure:**When a professional shares personal information; in peer support, strategic use of lived experience.

**Sponsor:**In 12-step programs, a person with more recovery experience who guides someone through the Twelve Steps; different role from recovery coach.

**Stigma:**Negative attitudes, beliefs, and behaviors toward people with mental health or substance use disorders.

**Supervision:**Regular meetings with a qualified supervisor to process casework, receive feedback, and ensure ethical practice.

**TiPS Framework:**Trauma-informed Psychologically Safe debriefing model with five phases: Orientation, Review, Catharsis, Psychoeducation, Recovery.

**Trauma-Informed:**Approach that recognizes the widespread impact of trauma and seeks to create safety and avoid re-traumatization.

**Values vs. Comfort:**Core Values concept describing the tension between decisions that feel good immediately (comfort) versus decisions aligned with long-term values.

**WRAP (Wellness Recovery Action Plan):**Self-management tool developed by Mary Ellen Copeland for mental health recovery.

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## Appendix D: Frequently Asked Questions

**Q: Do I need to be "in recovery" myself to facilitate this training?**

A: Ideally, yes. This training emphasizes lived experience and the peer support model. Facilitators should have personal recovery experience (substance use and/or mental health) and be comfortable sharing appropriately. However, some co-facilitation models pair peer facilitators with clinical professionals.

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**Q: What if participants ask questions I don't know the answer to?**

A: It's completely acceptable to say, "I don't know, but I'll find out and get back to you." Model intellectual humility. You can also invite the group to explore the question together. Avoid making up answers.

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**Q: What if someone becomes emotional or triggered during the training?**

A: This is normal in trauma-informed training about recovery. Offer a break, check in privately, validate their experience, and remind them they can step out anytime. Have resources available (crisis line, EAP, therapist contacts). Don't pressure them to share what's happening.

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**Q: How do I handle a participant who dominates discussions?**

A: Use facilitation techniques: "Let's hear from someone who hasn't spoken yet," use a talking piece, set time limits for sharing, speak privately during break ("I appreciate your engagement AND I want to make sure everyone has space to share").

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**Q: What if a participant discloses active substance use or suicidal ideation?**

A: Follow your organization's crisis protocols. Speak privately, assess immediate safety, connect to crisis resources if needed (988 Suicide & Crisis Lifeline, crisis text line, local mobile crisis team). Document the incident. You are a facilitator, not a therapist—refer to appropriate professionals.

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**Q: Can I modify the curriculum to fit a shorter timeframe?**

A: The 21-hour curriculum is designed to meet learning outcomes and state requirements. Shortening it may compromise depth and skill development. If you must condense, prioritize: Day 1 foundations, Day 2 Ethics Lab, and Day 3 Coaching Triads. Consider offering the full training as intended.

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**Q: What's the ideal participant-to-facilitator ratio?**

A: 1 facilitator per 12-15 participants is ideal. Maximum 20 participants per facilitator. For larger groups, use co-facilitators. The Coaching Triads Practicum requires close observation and feedback, so smaller ratios improve quality.

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**Q: Should I share my own recovery story?**

A: Yes, but strategically. Use self-disclosure to normalize, build connection, and model vulnerability—not to center yourself or seek validation. Keep it brief (2-3 minutes), relevant to the teaching point, and appropriately boundaried. Always ask yourself: "How does sharing this serve the participants' learning?"

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**Q: What if participants are at very different places in their recovery (e.g., 2 months vs. 20 years)?**

A: This diversity is valuable! Frame it as strength: "We learn from each other's perspectives." Remind participants that coaching skills don't depend on years in recovery—they depend on willingness to listen, learn, and honor boundaries. Newer folks bring fresh perspective; veterans bring wisdom. Both are needed.

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**Q: How do I handle participants who want to give advice during coaching practice?**

A: Gently redirect in the moment: "I noticed you offered a suggestion. What question could you ask instead?" Use the rubrics to give feedback. Normalize the advice-giving urge—we all have it. Emphasize that resisting advice is a skill that takes practice.

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**Q: What if a participant challenges the "no advice-giving" approach?**

A: Acknowledge the tension: "I hear you—it feels counterintuitive. We're trained to help by fixing." Explain the research: advice-giving disempowers, centers the coach as expert, and reduces autonomy. Ask: "Think of a time someone gave you unsolicited advice. How did it feel?" Frame questions as a way to honor the person's wisdom.

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**Q: Should participants bring real goals to the Coaching Triads Practicum, or should they roleplay?**

A: REAL goals. Roleplaying reduces authenticity and learning. Encourage participants to bring something meaningful but manageable—not their deepest trauma. Examples: planning a difficult conversation, making a decision, building a habit, setting a boundary.

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**Q: What if someone isn't ready to coach by Day 3?**

A: Normalize this. Not everyone develops at the same pace. Offer encouragement: "This is practice, not performance." Pair less confident participants with supportive partners. Remind them: coaching is a skill that improves with time and supervision.

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**Q: How do I create psychological safety in the group?**

A: Model it through your facilitation. Establish shared agreements (confidentiality, respect, right to pass). Validate all contributions. Avoid judgment. Share vulnerably yourself. Address microaggressions or disrespect immediately and kindly. Create space for quiet voices.

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**Q: What accommodations should I offer for participants with disabilities?**

A: Ask in advance what participants need. Offer accessible materials (large print, digital versions, braille if needed). Ensure physical space is accessible (wheelchair access, quiet space for sensory breaks). Provide ASL interpretation if requested. Allow breaks as needed.

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**Q: How can I make the training culturally responsive?**

A: Use diverse examples and case studies. Acknowledge that recovery looks different across cultures. Invite participants to share cultural perspectives. Avoid assumptions about spirituality, family structures, or recovery pathways. Use inclusive language (they/them pronouns, culturally varied names in scenarios).

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## Appendix E: Additional Resources

**BOOKS**

\*Coaching & Peer Support:\*

* \*Motivational Interviewing: Helping People Change\* by William R. Miller & Stephen Rollnick
* \*An Introduction to Recovery Coaching: Skills for Supporting Long-Term Recovery\* by CCAR
* \*Peer Support: What Makes It Unique?\* by Shery Mead
* \*Recovery Coaching in Community Mental Health Settings\* by Jonathan P. DeLuca

\*Personal Growth & Values:\*

* \*The Gifts of Imperfection\* by Brené Brown
* \*Man's Search for Meaning\* by Viktor Frankl
* \*The Four Agreements\* by Don Miguel Ruiz
* \*Radical Acceptance\* by Tara Brach

\*Trauma-Informed Practice:\*

* \*The Body Keeps the Score\* by Bessel van der Kolk
* \*Trauma Stewardship\* by Laura van Dernoot Lipsky
* \*Trauma-Informed Care in Behavioral Health Services\* (SAMHSA TIP 57)

\*Facilitation & Adult Learning:\*

* \*The Art of Gathering\* by Priya Parker
* \*Training from the Back of the Room\* by Sharon Bowman
* \*The Skilled Facilitator\* by Roger Schwarz

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**WEBSITES & ORGANIZATIONS**

\*Peer Support & Recovery Coaching:\*

* CCAR (Connecticut Community for Addiction Recovery): addictionrecoverytraining.org
* Faces & Voices of Recovery: facesandvoicesofrecovery.org
* SAMHSA Recovery Resources: samhsa.gov/find-help/recovery
* International Association of Peer Supporters: inaops.org
* Recovery Coach Academy: recoverycoachacademy.com
* Copeland Center (WRAP): copelandcenter.com

\*Certification & Standards:\*

* IC&RC (International Certification & Reciprocity Consortium): internationalcredentialing.org
* NAADAC (Association for Addiction Professionals): naadac.org
* Texas Certification Board: tcbap.org
* Ohio Mental Health & Addiction Services: mha.ohio.gov
* Utah Division of Substance Abuse & Mental Health: dsamh.utah.gov

\*Crisis & Support Resources:\*

* 988 Suicide & Crisis Lifeline: 988lifeline.org (call/text 988)
* Crisis Text Line: crisistextline.org (text HOME to 741741)
* SAMHSA National Helpline: 1-800-662-4357 (free, 24/7, confidential)
* Substance Abuse & Mental Health Services Administration: samhsa.gov
* NAMI (National Alliance on Mental Illness): nami.org

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**TRAINING OPPORTUNITIES**

\*Advanced Recovery Coach Training:\*

* CCAR Recovery Coach Academy (30 hours)
* CCAR Ethical Considerations for Recovery Coaches (16 hours)
* Motivational Interviewing Training (various providers)
* Trauma-Informed Care Certification
* Cultural Humility & Health Equity Training

\*Continuing Education Providers:\*

* NAADAC: offers webinars and online CE courses
* SAMHSA: free online training modules
* Addiction Technology Transfer Centers (ATTC): regional training
* State peer support organizations (check your state's peer network)

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**END OF FACILITATOR MANUAL**

**Coaching 101: Core Values Foundations for Recovery Coaches**

**Version 1.0 | 2025**

**Core Values Recovery**

\*"You are a mirror. You are a compass. You are a lighthouse. You are rooted and growing."\*

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