

Boston Public Health Commission



**Boston Consortium of Services
for Families in Recovery**

BOSTON CONSORTIUM MODEL TRAINING MODEL 2: ECONOMIC SUCCESS IN RECOVERY

Overview of Presentation



General Instructions for Organizations and Facilitators

- Curriculum Overview
- Program Goal(s)
- Background and Context
- Curriculum Development
- Sessions Overview

Before You Get Started: General Instructions for Organizations and Facilitators



- Identify appropriate facilitators and training
- Define eligibility criteria for participation
- Consider which support services the agency will provide such as childcare and transportation
- Consider using weekly facilitator feedback forms and participant feedback surveys (optional)
- Engage staff and recruit participants
- Familiarize yourself with the training manual and prepare ahead of time for each session by purchasing materials, setting up the room, and preparing all materials and handouts including flipcharts beforehand

Program Overview



Economic Success in Recovery is an eight session educational curriculum designed to address, a **vital component** of successful recovery from alcohol and drug addiction among women is:

Economic Viability.

Program Goals



Its goals are to assist women in:

- Examining how money management is related to the recovery process
- Developing effective money management skills
- Identifying and planning educational, vocational, and job training opportunities and objectives.

Background and Context



- The majority of women diagnosed with alcohol and drug addiction also suffer from mental illness and trauma, stemming from childhood abuse and domestic violence.
- Not all treatment programs for these conditions are highly successful, because our system of care has not been designed to assist women in obtaining integrated services.
- As a result of inadequate or fragmented care, women frequently relapse and lose custody of their children, who become the next generation at risk for abuse, addiction, and school failure.
- To address these critical needs, the Boston Consortium of Services for Families in Recovery, of the Boston Public Health Commission, was federally funded to implement an integrated substance abuse, trauma, and mental health service model.
- As a trauma informed intervention, this curriculum offers women the opportunity to understand connections between their past substance abuse, trauma experiences, current economic situation and the recovery process.

Curriculum Development



The creation of this curriculum entailed three phases:

- Content development using input from consumers and staff representatives of four substance abuse treatment program sites.
- Pilot testing with consumers.
- Content revisions guided by findings from pilot tests of the group intervention.

EIGHT SESSIONS IN THE ECONOMIC SUCCESS CURRIULLUM



1. How Economic Success Relates to your Recovery
2. My Relationship with Money: Making Connection
3. Banking and Money Management
4. Necessities vs. Luxuries
5. Identify Personal Skills and Strengths
6. Exploring Opportunities
7. Resume Writing
8. Graduation and Session Closure

SESSION 1-AGENDA AND TIME FRAME



- **Welcome and Introduction to the Program** **15 MINUTES**
- **Objectives**
- **Group Guidelines**

- **Discussion on the Historical Perspective of How Society Views Women in Recovery and Group Discussion** **20 MINUTES**

- **Facilitate 8-week Expectation Discussion** **20 MINUTES**

- **Administration of Temperament Sorter or Self Reflection Questions** **1 HOUR**

- **Session Closing** **5 MINUTES**

- ***Average time to complete this session*** **2 HOURS**

Self Reflection Questions



1. What factors do you consider when making decisions around finances?
2. What factors led you to make bad decisions around finances?
3. What factors have caused you to stop trusting your judgment around your finances?
4. What are some negative consequences experienced as a result of a decision made financially?

Session 1- How Economic Success Relates to Your Recovery



Session Objectives:

Upon completion of this course, participants will –

- Recall the eight-week Economic Success in Recovery curriculum
- Cite one example in which economic success relates to recovery
- Name individual spending habits (both positive and negative) and how it impacts their recovery
- Define economic success, recognizing that economic success is both private and diverse for every individual participating in the Economic Success in Recovery Program

SESSION 2- AGENDA AND TIME FRAMES



- **Welcome** **5 minutes**
- **Group Discussion on the Meaning of Money** **45 minutes**
- **Break** **10 minutes**
- **Completion of Personal Inventory of Spending Habits** **15 minutes**
- **Group Discussion on Personal Inventory of Spending Habits** **10 minutes**
- **Group Activity: Spending Scenarios 1,2, and 3** **10 minutes**
- **Group Discussion on the Inventory** **10 minutes**
- **Activity: If I Wrote a Note to Money, This is What it Would Say , , , , ,** **10 minutes**
- **Session Closing** **5 minutes**
- ***Average time to complete this session*** ***2 hours***

Session 2 - My Relationship with Money: Making the Connections



Session Objectives:

Upon completion of this course, participants will:

- Describe past history with money.
- Compare past and present spending patterns/habits and how it can positively or negatively impact future recovery
- Name one spending pattern to change.
- Prioritize how to spend your money.

Session 2 - My relationship with Money: Making the Connections



Activity: 1

- Participants become familiar with their relationship with money, using the *Personal Inventory of Spending Patterns*

Spending Scenario



Activity: 2

- **Divide** the group into 3 groups. **Distribute** the *Spending Scenarios* hand-out. **Tell** participants that for the next 10 minutes, they are going to discuss as a group how they would spend money, given a particular scenario. Each scenario will have a specific amount of money and a circumstance they have to solve. **Ask** participants to be prepared to share what they discussed with the rest of the group when they are done.

Note To Money



Activity: 3

- **Distribute** the *Note to Money* hand-out.
- **Tell** participants that for the next 10 minutes, they are going to write a note to money.
- **Ask** participants to think about the patterns that were discussed in the previous exercise. Think about the patterns you want to change. How would your relationship with money change? How would this affect your recovery? Are you angry for the lack of money and feel let-down? Would you be more respectful of money and the power you have to control your spending habits? If you hit the lottery, what would you do with the money? If there is time, ask 1 or 2 people to read their letters when complete.

SESSION 3- AGENDA AND TIME FRAMES



- Welcome 5 minutes
- Group Ice-breaker 10 minutes
- Review Homework Activity: If I Wrote a Note to
• Money, This is What it Would Say, , , , , 15 minutes
- Discussion on Banking Services 70 minutes
- Break 10 minutes
- Session Closing 5 minutes
- *Average time to complete this session* 2 hours

Session 3 – Banking and Money Management



Session Goal(s):

- Participants learn more about credit and how to use banking services

Session 3 – Banking and Money Management



Session Objectives:

Upon completion of this course, participants will

- Describe why having good credit is important
- Complete banking documents
- Describe various banking services available
- Complete a personal budget
- Understand the difference between a necessity and a luxury item

SESSION 4-AGENDA AND TIME FRAME



- **Welcome** **5 minutes**
- **Group Ice-breaker** **10 minutes**
- **Discussion on Spending Behaviors** **50 minutes**
- **Break** **10 minutes**
- **Discussion on Credit History** **20 minutes**
- **Session Closing** **5 minutes**
- ***Average time to complete this session*** ***2 hours***

Session 4 – Necessities vs. Luxuries



Session Goal(s):

- Participants become more aware of how to change their negative spending behaviors to positive spending behaviors.

Session 4 – Necessities vs. Luxuries



Session Objectives:

Upon completion of this course, participants will –

- Understand the difference between a necessity and a luxury item.
- Complete a personal budget to uncover negative spending behavior.
- Describe why having good credit is important.

SESSION 5-AGENDA AND TIME FRAMES



Welcome	5 minutes
• Debrief of Previous Session	10 minutes
• Ice Breaker	10 minutes
• Activity 1: My Gifts: A Profile of My Skills, • Talents and Abilities • Debrief Activity	30 minutes
• Break	10 minutes
• Activity 2: My Vision for the Future	30 minutes
• Homework Activity 3: The Career Planning • and Development	10 minutes
• Session Closing	5 minutes
• <i>Average time to complete this session</i>	<i>2 hours</i>

Session 5 – Identifying Personal Skills and Strengths



Session Goal(s):

- Participants gain an understanding about their strengths, values, abilities, and interests to plan for future jobs and/or educational opportunities

Session 5 – Identifying Personal Skills and Strengths



Session Objectives:

Upon completion of this course, participants will –

- List gifts in terms of skills, abilities, and interests
- Write a vision for the future
- Determine career/school possibilities that match skills, abilities, and interests after completing session tools

My Gifts: profile of my skills, talents and abilities



- How have you operated in the past to help you survive or face difficult financial situations?
- The other ways (legal and illegal) I have generated income in the past was to:
- Given your past (legal and illegal work), what positive qualities did you discover about yourself that can lead to legal work?
- Highest level of education: _____
- Languages I speak: _____
- Trainings I have attended: _____
- List your positive traits or characteristics as a person:
- What are the skills or talents you have used in the past that could be tied to a job?
- List any other thoughts here that are important to you and your gift to the world:

Session 6 – Exploring Opportunities



Session Goal(s):

- Participants begin thinking and preparing for the future.

SESSION 6-AGENDA AND TIME FRAMES



- **Welcome** **5 minutes**
- **Recap of CPD Activity** **20 minutes**
- **Activity 1 and 2: Group Discussion: What are my plans for the future?** **10 minutes**
- **Activity 3: CORI Review & Managing Credit** **30 minutes**
- **Break** **10 minutes**
- **Activity 4, 5: Interview Strategies and Role-play** **45 minutes**
- **Session Closing** **5 minutes**
- ***Average time to complete this session*** ***2 hours***

Session 6 – Exploring Opportunities



Session Objectives:

Upon completion of this course, participants will –

- Describe desired educational, vocational, and/or job training option from Session 5
- Learn more about CORI
- Describe interview strategies

SESSION 7-AGENDA AND TIME FRAMES



- Welcome 5 minutes
- Ice Breaker 10 minutes
- Resume Writing Workshop 90 minutes
- Session Closing 10 minutes
- *Average time to complete this session 2 hours*

Session 7 – Resume Writing



Session Goal(s):

- Participants learn how to write a resume*

*This session is designed to be conducted in collaboration with a guest speaker

Session 8 – Graduation and Program Closure



Session Agenda:

- Welcome
- Activity: My wish for future growth while in recovery is...
- Closing Activities: Lessons Learned, Letter to the future
- Distribution of Certificates
- Lunch and Well Wishes

Session 8 – Graduation and Program Closure



Session Goal(s):

- Participants speak about what they will do with the information they have learned throughout the 7 week session to assist in their financial growth while in recovery

Session Objectives:

Upon completion of this course, participants will –

- Present on lessons learned and write a letter to their future.