

## **CONSUMER OPERATED SERVICES (COS) FIDELITY REPORT**

Date: December 31, 2021

To: April Dickerson, CEO

From: Annette Robertson, LMSW  
Nicole Eastin, BS  
AHCCCS Fidelity Reviewers

### **Method**

On October 12 – 13, 2021, Annette Robertson and Nicole Eastin completed a review of the Recovery Empowerment Network - a Consumer Operated Service Program (COSP). This review is intended to provide specific feedback in the development of your agency's services, in an effort to improve the overall quality of behavioral health services in Maricopa County.

REN is a stand-alone center offering recovery-based programming and support to persons with a mental illness. Some of their programs included: Hope's Door offers REN members additional support to prevent crisis or hospitalization; Healthy Living is a new program since REN was last reviewed, offering members a certified personal trainer to improve their physical health through individual and group classes; and the Hope Empowerment Recovery and Opportunities Discovery Center provides a peer community to 18 – 25-year old's.

The individuals served through this agency are referred to as members or clients, for the purpose of this report, and for consistency across fidelity reports, the term "member" will be used. In addition, throughout this COS report, the term "people with lived experience" will be used to reference self-identified people with lived experience of recovery.

This review was conducted remotely in consideration of public health conditions associated with the pandemic, Coronavirus (COVID19).

During the fidelity review, reviewers participated in the following activities:

- Virtual tour of the center's facility on October 12, 2021, by videoconference.
- Interview with the Chief Executive Officer.
- Review of the center's key documentation, including organizational documents, Articles of Incorporation, polices, annual reports training materials, job descriptions etc.
- Interview/focus group by video conference with four supervisory staff accessed by individual links.
- Interview/focus group by video conference with five nonsupervisory staff accessed by individual links.

- Interview/focus group by videoconference with five participating program members accessed by individual links.
- Review of the center's key documentation, including organizational documents, *Our Company Mission*, policies, member satisfaction survey, board of directors' minutes, curriculum utilized, job descriptions, website, and social media accounts, etc.

The review was conducted using the Substance Abuse and Mental Health Services Administration (SAMHSA) Fidelity Assessment/Common Ingredients Tool (FACIT) of the *Consumer Operated Service (COS) Evidence Based Practice Tool Kit*. Using specific observational criteria, this scale assesses the degree to which an agency's operation aligns with a set of ideal standards established for high-fidelity COS. The 46-item scale considers the agency's operations in 6 domains: Structure, Environment, Belief Systems, Peer Support, Education and Advocacy. Each ingredient is rated on a point scale, ranging from 1 (not implemented) to 5 (fully implemented with little room for improvement).

The FACIT was completed following the visit. A copy of the completed scale with comments is attached as part of this report.

### **Summary & Key Recommendations**

The agency demonstrated strengths in the following program areas:

- The program has increased the participation of peers on the Board of Directors ensuring the peer perspective is represented in the running of the program and future planning.
- Members and staff at REN feel a strong sense of community. The center is a place where individuals feel safe to work on their recovery along with others with the same motivation, regardless of phase. Mutually supported relationships are created between members and staff.
- REN maintains an active online presence. The program posts a monthly calendar of activities, the REN Review, and other resources on their website. A private Facebook page and a Twitter account allow members to reach out to staff through social media. Live stream events are available to watch for members on Facebook.
- REN has made significant renovations to the center creating a comfortable atmosphere for members. The incorporation of new technologies is innovative.

The following are some areas that will benefit from focused quality improvement:

- Hours - Due to staffing shortages, the program has cut back hours available to members. Once staffing is no longer a barrier, seek member input into how they would like the hours of the program to be scheduled. Periodically seek input on adjusting hours from members.
- Consciousness Raising – Empower members to participate in forums where they are active participants in educating community stakeholders on the experiences, challenges, and needs of people living with disability. These efforts may be in the form of social media, letter writing campaigns, or meeting with policy makers in the community.
- Formal Crisis Prevention - Consider making training requirements relating to assisting members with an SMI in crisis mandatory for supervisory and staff working directly with members. Train staff in the same model(s)/approach(es) so there is a shared understanding of appropriate support that can be offered to members when experiencing a crisis.

**FIDELITY ASSESSMENT/ COMMON INGREDIENTS TOOL (FACIT)**

| Ingredient #                  | Ingredient          | Rating       | Rating Rationale   | Recommendations  |
|-------------------------------|---------------------|--------------|--|--|
| <b>Domain 1<br/>Structure</b> |                     |              |  |  |
| <b>1.1 Consumer Operated</b>  |                     |              |  |  |
| 1.1.1                         | Board Participation | 1-5<br><br>5 | The REN Board of Directors (BOD) is comprised of nine members, who all identify as persons with lived psychiatric experience. All officers of the BOD are persons with lived psychiatric experience. Two members are currently participating in programming at REN. The BOD typically meets monthly and recently had their <i>annual</i> meeting where REN members participated in electing the BOD. | <ul style="list-style-type: none"> <li>• Maintain composition of the BOD with 90 – 100% of members and all officers as having lived psychiatric experience.</li> </ul> |
| 1.1.2                         | Consumer Staff      | 1-5<br><br>5 | Leadership reports that 97% of REN staff identify as having lived psychiatric experience. Job descriptions provided varied in the required level of experience of REN staff. Two positions require lived experience; however, it is not defined as psychiatric experience. Another two require completion of Peer Support Training and/or Peer Support Certification to be employed at REN.          |  |
| 1.1.3                         | Hiring Decisions    | 1-4<br><br>4 | Staff reported that members have not been directly included in hiring of staff by participating in an interview panel recently due to the highly competitive nature of the job market. However, staff in the position to make hiring decisions are persons with lived psychiatric experience.  |  |
| 1.1.4                         | Budget Control      | 1-4<br><br>4 | When determining the budget, REN gathers input from members via membership meetings, during classes, in one-to-one conversations with members, and reviewing suggestion box ideas. Some member suggestions can be implemented rather quickly, like adding a salad bar to the lunch menu. Other, more costly, program suggestions   |  |

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|                                       |                         |          | require BOD approval. REN leadership, which is 100% persons with lived psychiatric experience, determines salary, and raises for staff.  |  |
| 1.1.5                                 | Volunteer Opportunities | 1-5<br>5 | At REN, members have the opportunity to volunteer in many different ways and have formalized it by allowing members the option to sign up online while at the center. Volunteer activities include assisting with group activities, co-facilitating and facilitation of groups and activities, representation on the BOD, assisting with facilities management and in the kitchen, feeding the homeless, and assisting at the food pantry. Some members volunteer to assist new members acclimate to the program, encouraging participation in the different activities and classes and introducing them to other members. Members register to volunteer; however, the program does not track participation.   |  |
| <b>1.2 Participant Responsiveness</b> |                         |          |  |  |
| 1.2.1                                 | Planning Input          | 1-5<br>5 | Staff interviewed stated that members have several paths to provide planning input which include the annual meeting, the quarterly Member Meeting, daily check-ins, a suggestion box, meeting with the CEO and other staff one-to-one that is checked regularly by staff, and staff eliciting suggestions for improvement to programming during classes, activities, and outings. REN closely monitors its private social media page on Facebook for member's input, especially for those not yet attending in person. REN also has an Instagram and Twitter account which allows for member input. After being closed for three months during the height of the public health emergency, REN had three meetings to gather member input on how to open safely so that members could return to the center. Groups relating to grief and loss as well as anger |  |

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|                                      |   |              | management were added to the program's offerings. Members interviewed reported staff illicit their input and implement changes suggested by members such as creating programming for LGBTQ+ members.  |  |
| 1.2.2                                | Member Dissatisfaction/<br>Grievance Response   | 1-5<br><br>5 | <p>Members are informed at intake of their grievance rights and the procedure for filing a formal complaint. If members prefer to express their dissatisfaction anonymously, they can place their comments in the suggestion box. Leadership reviews all comments found in the box weekly. Members also can provide feedback during class, one-to-one with staff either by appointment or spontaneously, during daily check-ins, at the Member Meeting, and at the annual meeting. Although not regularly scheduled, REN does periodically conduct satisfaction surveys, typically after larger gatherings or events.</p> <p>Staff do offer to assist members in completing the necessary forms when filing a grievance and document member complaints in their electronic health record system. Staff are able to address some complaints immediately, but other, larger concerns are brought to the weekly leadership meeting for resolution.</p> |  |
| <b>1.3 Linkage to Other Supports</b> |   |              |   |  |
| 1.3.1                                | Linkage with Traditional Mental Health Services | 1-5<br><br>5 | Staff stated that they will reach out to case managers when they notice a member may need additional support. REN will also support members as they advocate for additional services with their clinical teams or identify unmet needs such as stable housing. If REN cannot reach a specific case manager, they will reach out to the supervisor for support such as when a member is having problems at the center to schedule a staffing. Case managers offer advice to REN by   |  |

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|       |                                     |          | identifying behavioral triggers of specific members. Staff stated that they have not been visiting clinics to inform about programming or to connect with case managers due to the public health emergency but do send monthly reports to inform clinics of members attending the program. REN staff identified the new health portal as being very helpful in completing the referral process of new members.  |  |
| 1.3.2 | Linkage with Other COSPs            | 1-5<br>5 | REN has continued to coordinate with other COS program by attending a monthly meeting where information, resources, and activities are shared. REN recently attended an art show at another COS as well as recent invitation to attend a health fair by another. REN runs a community resource and referral program funded by the Regional Behavioral Health Authority and a grant through SAMHSA. Information is gathered from other peer run agencies and is shared with peers and their family members. REN will also assist members in connecting with other COS programs to learn and enroll in programming that REN may not have available. |  |
| 1.3.3 | Linkage with Other Service Agencies | 1-5<br>5 | REN staff described several collaborative relationships with other community services agencies. Staff have participated in Peer and Family Academy meetings regularly to enhance their delivery of services, as well as regularly attending (virtually) the Office of Individual and Family Affairs meetings and trainings. REN is currently working with the Arizona Department of Corrections to develop an improved coordinated re-entry program. Historically, involvement with the NAMI Walk and an annual candlelight vigil to bring awareness and reduce stigma regarding mental health have been staples for REN involvement.             |  |

| Domain 2<br>Environment |                 |          |   |  |
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| 2.1 Accessibility       |                 |          |   |  |
| 2.1.1                   | Local Proximity | 1-4<br>4 | REN is located in a population cluster in Central Phoenix's Midtown district. Staff report most members are centrally located and a handful live in Mesa or the West side of town. During the public health emergency, the donated space for a satellite site in Wickenburg was closed. Staff reported they are exploring options to increase access for rural members and continue to offer virtual groups to members.   |  |
| 2.1.2                   | Access          | 1-5<br>5 | A light rail station and bus stop are both very near REN each which requires riders to wear face masks. Prearranged transportation is available from members clinical teams by taxi and service has improved since the removal of unemployment benefits during the public health emergency. Members can utilize a free bus pass through their clinic if they prefer. After larger activities, REN staff provide transportation with agency vans to transport members home.  |  |
| 2.1.3                   | Hours           | 1-5<br>4 | Per staff report and documents provided, the program is open Monday through Saturday 7:30 – 3:00pm. Saturdays typically entail a special event for members to register for rather than open classes. At the time of the review, REN was not open to members in the evening due to a shortage of staff. Staff interviewed stated that workforce shortages has also impacted transportation services resulting in unreliable pick-ups at the end of the day. The program has provided extended overnight opportunities such as open-air camping and “sleep in” activities at the center. If a member's needs are beyond what REN can offer, staff stated they will assist | <ul style="list-style-type: none"> <li>Continue efforts to hire staff to provide a broader range of hours to members to include evenings. Late afternoon and evening hours or virtual weekend group options could be of value for members with limited ability to attend during the week due to work obligations, appointments, or difficulty accessing reliable transport.</li> </ul> |

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|       |               |          | members in connecting with other COSs. The center is closed some holidays but offers a special activity and a meal to members. If a member requests additional support beyond the scheduled hours of operation, staff are available and the Director acts as a backup for member support.  |  |
| 2.1.4 | Cost          | 1-5<br>5 | Members of REN have no expense to participate in programming. Meals are provided with no charge or expectation of attendance in billable services.   |  |
| 2.1.5 | Accessibility | 1-4<br>4 | <p>Staff reported some recent improvements to the physical environment of REN. The parking lot was refinished making it easier for members using walkers and wheelchairs to maneuver. The center is wheelchair accessible. The main entrance now has an electronic door opener and removal of lockers provides more space for members signing in which is done by use of tablets. Additionally, a restroom on the main floor has been converted to a gender-neutral handicap accessible restroom. Staff reported for members with visual impairments, a computer with magnification is available for use, as well as tablets which similarly provide magnification of the written word. Staff said that members often assist peers with visual impairments. The program recently upgraded their phone system and are TDD capable. For members needing additional support in the center, recovery coaches offer assistance.</p> <p>Although the program has a fleet of vehicles, it does not, however, have a wheelchair accessible van, rather the program utilizes member transportation services through their insurance when needed. Staff reported efforts to seek funding and donations in order to equip a vehicle to support members in wheelchairs accessing</p> |  |



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|                             |                      |          | services at REN.   |  |
| <b>2.2 Safety</b>           |                      |          |  |  |
| 2.2.1                       | Lack of Coerciveness | 1-5<br>5 | A few members of the program are mandated to attend. Some are court ordered through mental health court and the others are involved in the corrections system. The program does provide attendance details to those entities but maintains members choose the level they want to participate in programming. Staff report that members are allowed to choose the pace at which they participate in the program and all that is required is motivation to participate.  | <ul style="list-style-type: none"> <li>Partnership with corrections may be construed by members as collaborating with an adversary. Keeping with the spirit of the model, be careful to not be placed in the role of reporting on members' attendance to those in positions of power.</li> </ul> |
| 2.2.2                       | Program Rules        | 1-5<br>5 | Members interviewed reported feeling safe at the program and that when an issue may arise when they do not, they will speak with staff directly. Rules regarding safety are created by members. Members provide input into the creation of rules by providing suggestions privately to staff, attending annual and quarterly Member Meetings, daily check-ins, and a suggestion box for anonymous suggestions.   |  |
| <b>2.3 Informal Setting</b> |                      |          |  |  |
| 2.3.1                       | Physical Environment | 1-4<br>4 | As observed by videoconference and information gathered from interviews, the program offers members a comfortable atmosphere where they report feeling like they belong. REN has made some significant renovations to their center since the last review. The Hope Empowerment Recovery Opportunities (HERO) program has an updated age-appropriate private space and amenities, a gym was created in a large space on an upper floor, flooring has been replaced, walls are freshly painted, and the center upgraded the cooling system throughout. The center offers large open spaces for meeting as well as private meeting rooms. Large video screens have been |  |

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|                                     |                    |          | recently placed throughout the building displaying current activities, inspiring quotes, and the lunch menu. Members assist staff in sanitizing seating and eating areas, as well as general cleaning.  |  |
| 2.3.2                               | Social Environment | 1-5<br>5 | Staff and members report the program works to keep everyone on the same level. Members interviewed stated that REN is different from other peer run programs and describe the program as an embracing, comforting and welcoming environment. There is some structure to the program but there is also unconditional love and support from both members and staff. One member said that REN is a place where you do not need to pretend. The program offers a space to share openly with others with no sense of inequality or distinctions between staff and members.   |  |
| 2.3.3                               | Sense of Community | 1-4<br>4 | All members interviewed agree that they feel connected with others at the program and feel a sense of community. Some members referred to the program as an extension of family. Members report they are encouraged to engage and that it is a very inclusive environment. One member reported giving their phone number to peers to connect on weekends. Another member reported making a lot of good friends at the program stating that they also gather away from the program. One staff interviewed stated that they work to model an atmosphere where others feel safe to connect, encouraging members to introduce themselves to each other, allowing themselves to be vulnerable. |  |
| <b>2.4 Reasonable Accommodation</b> |                    |          |   |  |
| 2.4.1                               | Timeframes         | 1-4      | Members at REN are allowed to participate at their own pace. Some members attend daily,   |  |

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|                                    |                  | 4        | others may work so are less frequently engaging in programming and activities.  |  |
| <b>Domain 3<br/>Belief Systems</b> |                  |          |   |  |
| <b>3.1 Peer Principle</b>          |                  |          |   |  |
| 3.1                                | Peer Principle   | 1-4<br>4 | Reciprocal relationships occur between staff and members, learning from each other by sharing their experiences. Staff interviewed report they all share their stories of recovery and that it is a requirement of their positions at REN and shows members that there is a possibility of something more (beyond serious mental illness). One staff stated that it was the first place they could share their story and no longer having to pretend. Another staff said working at the program is a privilege and that their own stories are secondary to the members'. Members interviewed listed several formal group opportunities to share their story, as well as more organic times individually with their peers. |  |
| <b>3.2 Helper Principle</b>        |                  |          |   |  |
| 3.2                                | Helper Principle | 1-4<br>4 | Members and staff interviewed expressed helping peers as an important part of their involvement in the program. One staff stated working at the program was an extension of their own recovery. Members stated that helping others is a daily activity to ensure peers know that they matter and are valued. Members told stories of reaching out to others in support when they were struggling and of being the recipient of support when dealing with difficult emotions. One member related that helping others is a daily best practice for them.  |  |
| <b>3.3 Empowerment</b>             |                  |          |   |  |

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| 3.3.1 | Personal Empowerment    | 1-5<br>5 | <p>Throughout interviews, staff and members stated that participation at REN has provided them with a significant amount of positive change within their recovery, self-awareness, and self-control. Participation empowers individuals to believe that change in the mental health system is possible.</p> <p>One member mentioned being a part of REN is the best medicine they never knew they needed, and that attending REN has allowed them to put the past behind them and move forward. Another member said prior to coming to REN they didn't feel they had a voice and now they do. One staff said working at REN has improved their parenting skills and learns much from peers at the center. Another staff said involvement in the program has helped them have more control in their life.</p>  |  |
| 3.3.2 | Personal Accountability | 1-5<br>5 | <p>Members and staff interviewed reported that members are informed of the code of behaviors of REN at program intake. The rules found in the <i>code of ethics/participant agreement</i> are determined by the members. Interviewees stated that members will hold each other accountable to those rules, also known as community agreements. In addition, at the beginning of each group, staff provide a reminder of the agreements, clarify boundaries, request respect of others, and allow the group to set any additional rules for themselves. During morning check ins, members are allowed to express their concerns and staff may offer support to those members before an escalation of events. When there is inappropriate behavior, staff will take members aside to address it privately. Members may have their membership suspended due to their</p> |  |

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|                   |                   |          | behaviors. Members stated that the community agreements are posted throughout REN.   |  |
| 3.3.3             | Group Empowerment | 1-4<br>4 | All members interviewed agreed that as a group they feel empowered being participants in REN and “have a voice”. All interviewees expressed pride in being associated with the program whether staff or a participant. Members reported having the ability to influence how REN delivers services and the programming it offers to members. Staff stated that encouraging members to voice their desires for how the program is run is part of their responsibilities. Staff will present activities to show case member talent and are able to see members’ self-esteem grow. All programming is geared off member input to help them be their best selves, to believe in themselves.   |  |
| <b>3.4 Choice</b> |                   |          |  |  |
| 3.4               | Choice            | 1-5<br>5 | All members interviewed agree that there are a variety of activities to participate at REN. Some of those include supporting a horse rescue program, Recovery Reels, Karaoke, the HERO program, volunteering in the kitchen, and that members are allowed to go at their own pace when engaging in activities. Members are recognized as doing the best they can in that moment. One member stated that staff is learning along with you at times. Also, members are allowed to leave a class it is out of their comfort zone with no negative implications.<br><br>Program staff did report that REN closed for a short period at the beginning of the public health emergency. Classes were available through videoconferencing and Facebook. Currently, if members want to participate virtually, they must |  |

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|                             |                  |          | let the program know in advance to ensure the videoconferencing equipment is on. One member said there was delay in the videoconferencing class they attended, so it was difficult to participate, but also expressed gratitude that classes are now in person. Members interviewed all agreed that they realized in-person services are more ideal for their needs but did appreciate the videoconferencing that was made available as a means to connect.   |  |
| <b>3.5 Recovery</b>         |                  |          |   |  |
| 3.5                         | Recovery         | 1-4<br>4 | REN identifies their mission as providing recovery and healing. Staff interviewed often referenced the journey of recovery in interviews. The program continues to follow SAMHSA's Eight Dimensions of Wellness, treating the whole person. Staff interviewed stated recovery is the heart of REN and it is highlighted and celebrated, and that with recovery comes hope and the ability to see what is next in life. The program prides itself in being able to provide new and fun activities to members to inspire them and their recovery. Members reported that program involvement has allowed them to find themselves, allowing peace with their personal struggles, and to realize they are each in a different place in their recovery process. |  |
| <b>3.6 Spiritual Growth</b> |                  |          |   |  |
| 3.6                         | Spiritual Growth | 1-4<br>4 | Staff interviewed stated that one of the most important things they can do for members is to provide a space where members feel safe, comfortable, and wanted. REN offers a non-denominational space where members can express ideas but also mutually agree to disagree and where everyone's beliefs are respected. Founded on mutual respect, discussions   |  |

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|                                  |                       |          | encourage acceptance of differing of opinions, rather than knocking down others' beliefs. Staff work to create a safe environment, leaving their personal beliefs aside. Members interviewed reported there are groups that are specific to spiritual growth.  |  |
| <b>Domain 4<br/>Peer Support</b> |                       |          |  |  |
| <b>4.1 Peer Support</b>          |                       |          |  |  |
| 4.1.1                            | Formal Peer Support   | 1-5<br>5 | Nearly all members participate in formal peer support at the program per staff report. REN does offer Recovery Support Training which many members have completed. Other formal peer support opportunities include the HERO program for young adults, the REN Review monthly newsletter, Grief and Loss, Anger Management, Men's, and Women's groups, as well as other classes aimed at peer support. During these groups, members are available to each other for empathy and to share experiences. Members also use these groups to provide resources they have found in the community. Staff are encouraged to provide individual support and resources to members. |  |
| 4.1.2                            | Informal Peer Support | 1-4<br>4 | Members interviewed agreed that there are ample opportunities to provide and receive informal peer support. REN encourages and provides space for members to gather allowing opportunities for members to provide support to each other. Staff support the development of peer relationships and when needed, provide private space for members to meet. Members interviewed spoke of providing support to each other at the center and out in the community.  |  |
| <b>4.2 Telling Our Stories</b>   |                       |          |  |  |

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| 4.2                              | Telling Our Stories   | 1-5<br><br>5 | Members and staff share their stories with each other individually and in group formats, sometimes spontaneously or as a planned sharing. More formal opportunities are available through Recovery Reels which assists members in documenting their story on video to be shared with others. The program offers a weekly class, Weekly Spotlight, and the monthly member created newspaper which both provide an opportunity for members to share their stories. Members also share more organically while convening with others at the center. The program mission, “to provide recovery and healing opportunities in our community by sharing our journey” aligns with staff comments that sharing their recovery journey is part of their work at REN. |   |
| 4.2.1                            | Artistic Expression   | 1-5<br><br>5 | Staff and members identified several classes and activities available for participation to explore meaning and purpose in an artistic manner. REN offers a creative writing, poetry, graphic art used in the production of the newsletter, a music group that includes karaoke and opportunities for members to perform music, Recovery Reels, talent shows, and a group is practicing to present a play. During the video tour, new art was waiting to be hung on freshly painted walls on one level of the center, staff said members vote on which art to be displayed.  |   |
| <b>4.3 Consciousness Raising</b> |                       |              |   |   |
| 4.3                              | Consciousness Raising | 1-4<br><br>4 | Members report that staff make announcements about other programs and opportunities to engage outside of REN during the morning check-in as well as coming into groups and classes to share about additional resources to members. Members will also share information about other events and organizations. The member   | <ul style="list-style-type: none"> <li>• COS Providers could empower members to participate in forums where they are active participants in educating communities on the experiences, challenges, and needs of people living with an SMI, as well as the solutions and interventions they find to be the most helpful. These forums may be in the form of social</li> </ul> |



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|                              |                          |          | <p>newspaper is another tool to raise member consciousness. Staff hang fliers around the center informing of events outside REN and the large screen videos throughout will be used to share those types of events and activities as well. The program provides a volunteer opportunity each month in a different city, exposing members to issues in other parts of the state. Members interviewed expressed feeling that staff does their homework about how members can get involved in the greater community.</p>   | <p>media, letter writing campaigns, or meeting with policy makers in the community, etc.</p>  |
| <b>4.4 Crisis Prevention</b> |                          |          |   |   |
| 4.4.1                        | Formal Crisis Prevention | 1-4<br>3 | <p>Staff at REN are offered at least two different formal crisis prevention training opportunities, Mental Health First Aid and Therapeutic Options, although neither are mandatory trainings. Mental Health First Aid is offered quarterly or on an as needed or requested basis. Once staff is certified, renewal is every three years. When providing this training and the class does not meet the minimum staff requirement, members are offered the opportunity to attend. The program sets aside an entire day to provide annual Therapeutic Options training.</p> <p>Hope's Door is a program specifically created to assist members while in crisis such as receiving an eviction or lack of food resources. Although there are staff specifically designated to work the program, all staff are trained and capable of providing crisis support services. Staff stated that when assisting a member in crisis, they work to help the member create a plan, to prevent reoccurrence. At REN, crisis is defined by the individual. Staff are available by phone after hours when members need additional support. One</p> | <ul style="list-style-type: none"> <li>Consider making training requirements relating to assisting members with an SMI in crisis mandatory for supervisory and staff working directly with members. Train staff in the same model(s)/approach(es) so there is a shared understanding of appropriate support that can be offered to members when experiencing a crisis.</li> </ul> |

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|  |  |          | member interviewed reported that the classes teach the tools to use to handle emotions.   |  |
| 4.4.2  | Informal Crisis Prevention                     | 1-4<br>4 | Members interviewed reported experiencing and providing spontaneous support to peers while at the program. Members stated that they recognize when another is struggling and will provide support one to one and if needed. Staff may be drawn in for additional support. Staff will contact the member's clinical team to coordinate services or a possible referral when needed.  |  |
| <b>4.5 Peer Mentoring and Teaching</b>                 |  |          |   |  |
| 4.5  | Peer Mentoring and Teaching                    | 1-4<br>4 | REN provides an atmosphere where all are recognized as having unique gifts and talents. Staff reach out to each other for support and information as well as to members. Mentors can be another staff or a member. Staff interviewed affirmed there are others at the program they look up to as a mentor.  |  |
| <b>Domain 5<br/>Education</b>                          |  |          |   |  |
| <b>5.1 Self Management/ Problem Solving Strategies</b> |  |          |   |  |
| 5.1.1  | Formally Structured Problem-Solving Activities | 1-5<br>5 | Staff interviewed stated that 90 – 100% of members involved with the program participate or have participated in formal structured problem-solving activities. One staff said it is built into the curriculum of each class. Another staff stated the program tries to make learning fun for the members and members may not recognize the activity as relating to a new skill. Some of the activities available that support increasing problem-solving skills include The Eight Dimensions of Wellness, Communication 1:1, RST, mall walks, Hope's Door, computer lab, Workshop Wednesday, Conflict Resolution, and the supported employment program. |  |

|   |  |          |  |  |
|---|--|----------|--|--|
| 5.1.2   | Receiving Informal Problem-Solving Support | 1-5<br>5 | All members and staff interviewed reported receiving informal problem-solving support from peers. Staff stated that members of REN assist each other in resolving problems. Staff reported that members will come to the program and share an experience with peers and will receive suggestions and support to resolve their issue. These opportunities often occur outside of formal activities such as near the picnic tables, during meals, or between classes.  |  |
| 5.1.3   | Providing Informal Problem-Solving Support | 1-5<br>5 | All members interviewed reported providing others with support in solving problems. One member stated that members at REN are like family and that there is a great sense of wanting to help others.   |  |
| <b>5.2 Education/Skills Training and Practice</b> |  |          |  |  |
| 5.2.1   | Formal Practice Skills                     | 1-5<br>5 | A wide variety of activities are available through the program that teach formal practice skills that help prepare members to engage in their community. All members interviewed reported to receiving formal communication skills practice. Some of these activities include conflict resolution, power of positivity, healthy boundaries, healthy cooking, and laundry for love.   |  |
| 5.2.2   | Job Readiness Activities                   | 1-5<br>5 | Per interviews with members and staff, and data provided, REN offers many opportunities for members to participate in job readiness activities. The program has a restaurant licensed kitchen which members can volunteer, obtain a food handlers card, and some have gone on to find employment in the food industry. Other volunteer opportunities include St. Mary's food bank, assisting in feeding the homeless at St. Vincent de Paul, Gift In Kind warehouse stocking, and Building Hygiene in Flagstaff. Members participating in RST job shadow staff for practicum |  |

|                              |                                 |              |  |  |
|------------------------------|---------------------------------|--------------|--|--|
|                              |                                 |              | hours. Members create group curriculum and assist in leading groups. The use of technology at REN has provided all members with new skills in using tablets and typing in order to sign in and to request volunteer opportunities. Additionally, the increased use of media during the public health emergency provided lessons in use of social media, Zoom, tablets, and writing skills. The program also assisted members in getting email addresses and now communicate outside the program. Most members interviewed had been assisted with preparing a resume and one had gotten assistance improving interview skills.  |  |
| <b>Domain 6<br/>Advocacy</b> |                                 |              |  |  |
| <b>6.1 Self Advocacy</b>     |                                 |              |  |  |
| 6.1.1                        | Formal Self Advocacy Activities | 1-5<br><br>5 | Staff interviewed reported the numerous groups available to members provide formal skills in self advocacy. One staff said 100% of membership is involved in some form of formal self-advocacy. Another staff said that groups are the typical setting for members to receive that support, but that if a member is struggling, REN will pair them with someone in the program to provide extra support. Sometimes this may involve contacting the member's case manager to coordinate a plan of support. All members interviewed reported feeling more assertive due to the services of REN. One member stated the program has helped them feel more confident and was able to address the inappropriate behavior of another member. Another member reported knowing their own advocacy plan and is prepared to use it when needed. |  |
| <b>6.2 Peer Advocacy</b>     |                                 |              |  |  |

|       |                          |              |  |  |
|-------|--------------------------|--------------|--|--|
| 6.2   | Peer Advocacy            | 1-5<br><br>5 | REN members interviewed reported assisting others in resolving problems. Support occurs organically among members. One staff reported their own recovery is tied to their work at REN and the relationships built with members. Staff and members report there are numerous postings throughout REN encouraging recovery and advocacy. The program prints a monthly calendar informing of planned classes and activities. At the main entry, many one-page sheets describing programs and opportunities at REN are available to members to review. Additionally, the REN newspaper is another source of information and supporting steps toward recovery.  |  |
| 6.2.1 | Outreach to Participants | 1-5<br><br>5 | REN uses multiple methods to engage and outreach members to inform them of groups, activities, and resources available. Social media including <i>Twitter</i> , <i>Facebook</i> , and <i>Instagram</i> are regularly used to inform and communicate with members. Closed groups are used on at least one social media account to protect member information. During the period when the center closed down due to the public health emergency, members were contacted every three to four days to keep them informed and assess needs, such as delivery of food boxes and personal toiletry supplies. In addition, the center has a monthly member created newsletter and service brochures to further explain availability of supports available. |  |

## FACIT SCORE SHEET

| Domain  | Rating Range | Score |
|---|--------------|-------|
| <b>Domain 1: Structure</b>  |              |       |
| 1.1.1 Board Participation   | 1-5          | 5     |
| 1.1.2 Consumer Staff  | 1-5          | 5     |
| 1.1.3 Hiring Decisions  | 1-4          | 4     |
| 1.1.4 Budget Control  | 1-4          | 4     |
| 1.1.5 Volunteer Opportunities                                     | 1-5          | 5     |
| 1.2.1 Planning Input  | 1-5          | 5     |
| 1.2.2 Dissatisfaction/Grievance Response                          | 1-5          | 5     |
| 1.3.1 Linkage with Traditional Mental Health Services             | 1-5          | 5     |
| 1.3.2 Linkage to Other Consumer Operated Services Program (COSPs) | 1-5          | 5     |
| 1.3.3 Linkage with Other Services Agencies                        | 1-5          | 5     |
| <b>Domain 2: Environment</b>                                      |              |       |
| 2.1.1 Local Proximity   | 1-4          | 4     |
| 2.1.2 Access  | 1-5          | 5     |
| 2.1.3 Hours   | 1-5          | 4     |
| 2.1.4 Cost  | 1-5          | 5     |
| 2.1.5 Accessibility   | 1-4          | 4     |

|                                 |                         |              |       |
|---------------------------------|-------------------------|--------------|-------|
| 2.2.1                           | Lack of Coerciveness    | 1-5          | 5     |
| 2.2.2                           | Program Rules           | 1-5          | 5     |
| 2.3.1                           | Physical Environment    | 1-4          | 4     |
| 2.3.2                           | Social Environment      | 1-5          | 5     |
| 2.3.3                           | Sense of Community      | 1-4          | 4     |
| 2.4.1                           | Timeframes              | 1-4          | 4     |
| <b>Domain 3: Belief Systems</b> |                         | Rating Range | Score |
| 3.1                             | Peer Principle          | 1-4          | 4     |
| 3.2                             | Helper's Principle      | 1-4          | 4     |
| 3.3.1                           | Personal Empowerment    | 1-5          | 5     |
| 3.3.2                           | Personal Accountability | 1-5          | 5     |
| 3.3.3                           | Group Empowerment       | 1-4          | 4     |
| 3.4                             | Choice                  | 1-5          | 5     |
| 3.5                             | Recovery                | 1-4          | 4     |
| 3.6                             | Spiritual Growth        | 1-4          | 4     |
| <b>Domain 4: Peer Support</b>   |                         | Rating Range | Score |
| 4.1.1                           | Formal Peer Support     | 1-5          | 5     |
| 4.1.2                           | Informal Peer Support   | 1-4          | 4     |
| 4.2                             | Telling Our Stories     | 1-5          | 5     |

|                             |                                |                     |              |
|-----------------------------|--------------------------------|---------------------|--------------|
| 4.2.1                       | Artistic Expression            | 1-5                 | 5            |
| 4.3                         | Consciousness Raising          | 1-4                 | 4            |
| 4.4.1                       | Formal Crisis Prevention       | 1-4                 | 3            |
| 4.4.2                       | Informal Crisis Prevention     | 1-4                 | 4            |
| 4.5                         | Peer Mentoring and Teaching    | 1-4                 | 4            |
| <b>Domain 5: Education</b>  |                                | <b>Rating Range</b> | <b>Score</b> |
| 5.1.1                       | Formally Structured Activities | 1-5                 | 5            |
| 5.1.2                       | Receiving Informal Support     | 1-5                 | 5            |
| 5.1.3                       | Providing Informal Support     | 1-5                 | 5            |
| 5.2.1                       | Formal Skills Practice         | 1-5                 | 5            |
| 5.2.2                       | Job Readiness Activities       | 1-5                 | 5            |
| <b>Domain 6: Advocacy</b>   |                                | <b>Rating Range</b> | <b>Score</b> |
| 6.1.1                       | Formal Self Advocacy           | 1-5                 | 5            |
| 6.1.2                       | Peer Advocacy                  | 1-5                 | 5            |
| 6.2.1                       | Outreach to Participants       | 1-5                 | 5            |
| <b>Total Score</b>          |                                | <b>206</b>          |              |
| <b>Total Possible Score</b> |                                | <b>208</b>          |              |