



EPI-SET

SERVICES

Guide and Toolkit



TABLE OF CONTENTS

Introduction 3

1. REQUIRED: General 5

2. REQUIRED: IRT 7

3. REQUIRED: SEE..... 13

4. REQUIRED: FE 15

5. REQUIRED: Prescriber..... 16

6. REQUIRED: Director 17

7. SUPPLEMENTARY: IRT..... 18

8. SUPPLEMENTARY: SEE/Peer Workl 20

9. SUPPLEMENTARY: FE 22

10. SUPPLEMENTARY: Prescriber..... 23

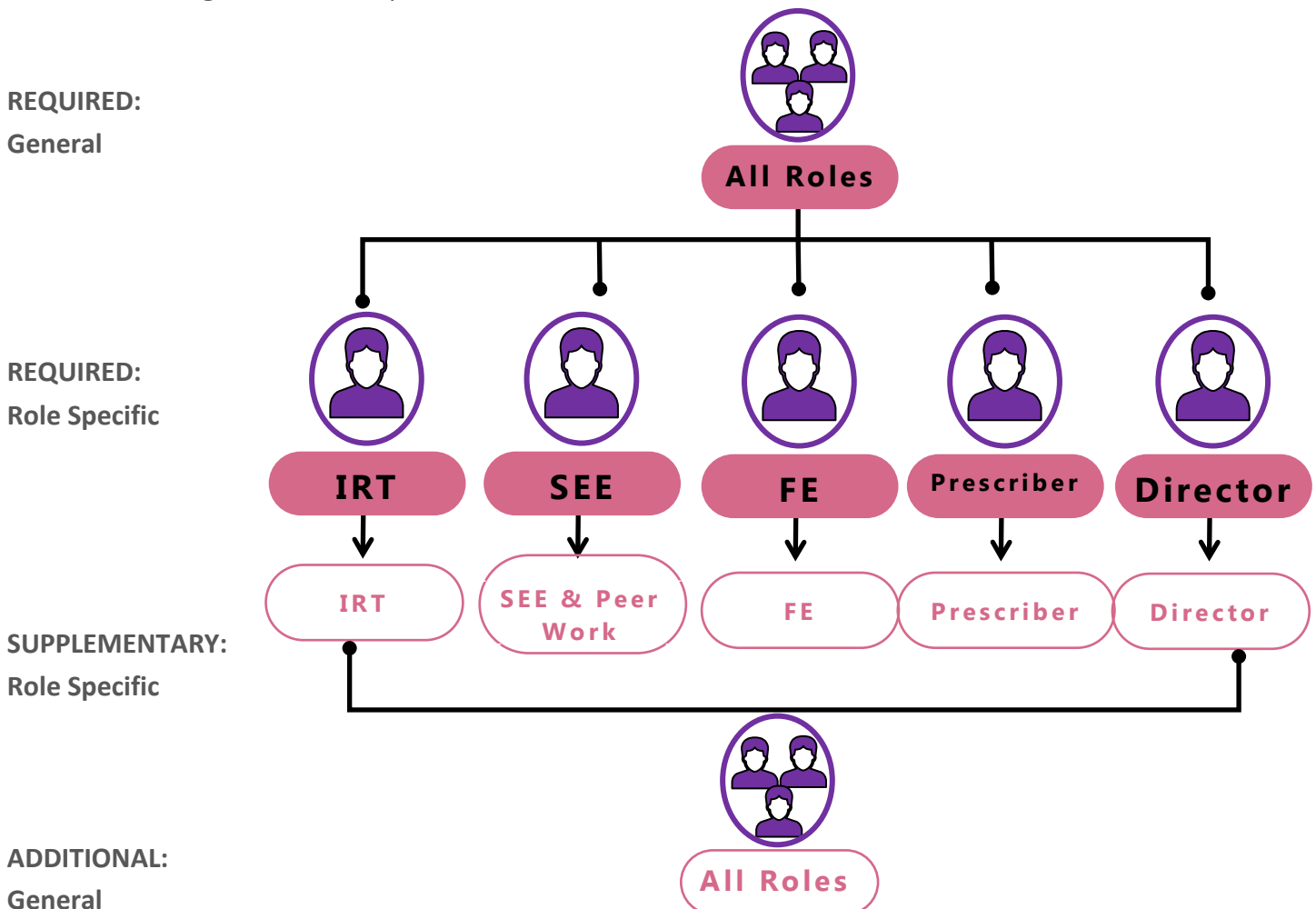
11. SUPPLEMENTARY: Director 24

12. ADDITIONAL RESOURCES: All Roles 25

INTRODUCTION

Early Psychosis Intervention-Spreading Evidence-based Treatment (EPI-SET) is derived from the United States evidence-based intervention, NAVIGATE. EPI-SET strives to incorporate the NAVIGATE into a Canadian context. This is to be used as a guide and a toolkit to introduce you to the different components of EPI-SET. It is important to note that EPI-SET is variable from clinic to clinic, it should be thought as a framework for implementing early psychosis programs across Canada.

Below is a flowchart of how this Guide and Toolkit is structured; involving core elements that are required to review before implementation of EPI-SET, supplementary documents specific to each role, and extra reading/resources for personal interest.



Though it is required to complete the required readings, it is recommended to access the role specific supplementary documents in order to capture the EPI-SET content in its entirety; there are also some additional resources which may also support capacity building with this model.

1. REQUIRED: GENERAL

The **REQUIRED: General Section** is for all roles to review to capture the history and purpose of EPI-SET. All items should be reviewed before accessing specific role resources.

Reflective Questions:

While reading and viewing the material below, take some time to think and reflect on these questions; perhaps discuss them in a team meeting or with a colleague.

- ✓ Why is NAVIGATE important for functional recovery?
- ✓ How does NAVIGATE fit with my clinical strengths?
- ✓ How does NAVIGATE fit with the EPI standards
- ✓ How does NAVIGATE differ from my current practice?

What is EPI-SET in the Context of NAVIGATE:

- **Key Learnings:**
 - ✓ To provide an overview of EPI-SET alongside the NAVIGATE model.
 - ✓ Overview of the different elements involved in EPI-SET – implementation project
 - ✓ Rationale of using the NAVIGATE framework in EPI-SET and the expected outcomes of the EPI-SET project.
- **Link:** [About EPI-SET and the NAVIGATE Model](#)

What is Navigate:

- **Key Learnings:**
 - ✓ One page summary - to describe the elements of the Coordinated Specialty Care in the NAVIGATE model
 - ✓ Brief summary of each of the interventions
- **Link:** [Summary of Coordinated Specialty Care in the NAVIGATE Model](#)

Video: RAISE Study

- **Key Learnings:**
 - ✓ To inform users of the foundation of EPI-SET.
 - ✓ Describes the original study of the NAVIGATE framework which was then adapted to fit a Canadian context (Recovery After Initial Schizophrenia Episode – RAISE, John Kane)
- **Link:** [Treating First Episode Psychosis - John Kane, M.D.](#)

Introductory Slides

- **Key Learnings:**
 - ✓ To provide an introduction to NAVIGATE as a treatment program
 - ✓ Introduce the different roles/interventions of NAVIGATE and how these different roles work together as a team.
- **Link:** [Introduction to NAVIGATE](#)

NAVIGATE Team Guide

- **Key Learnings:**
 - ✓ To provide information that all team members need to know
 - ✓ Basic information about NAVIGATE
 - ✓ Rationale for developing the program and its core defining elements
 - ✓ Specific information about how to implement the model.
 - ✓ Two phases of NAVIGATE
 - ✓ Core competencies of team members and the importance of these
 - ✓ Collaborative treatment planning and team review meetings
- **Link:** [NAVIGATE Team Guide](#)

2. REQUIRED:

INDIVIDUALIZED RESILIENCY TRAINING (IRT)

Reflective Questions

While reading and viewing the material below, take some time to think and reflect on these questions; perhaps discuss them in a team meeting or with a colleague.

- ✓ **What skills are essential to provide IRT?**
- ✓ **How do you define resiliency for yourself?**
- ✓ **How can IRT partner with SEE and FE?**

IRT Introductory Slides

- **Key Learnings:**
 - ✓ Overview of the Individualized Resiliency Training role and its importance
 - ✓ What interventions and models have informed IRT
 - ✓ Review of session structure and how to incorporate all pieces with different patient situations
- **Link:** [IRT Introductory Slides](#)

IRT Logistics and Framework

- **Key Learnings:**
 - ✓ Key initial pages of the IRT manual
 - ✓ Provides an understanding of each of the 14 IRT modules, alongside the suggested amount of time per each session
 - ✓ Review of the clinical guidelines that support each module
 - ✓ Review of a session structure
 - ✓ How to coordinate IRT with family work – regarding similar psycho-ed topics
 - ✓ Reflective practice/supervision questions and prompts
- **Link:** [IRT Logistics & Framework](#)

IRT Overview of Modules

- **Key Learnings:**
 - ✓ Brief description and goals of each of the 7 standard modules
 - ✓ Good reference
- **Link:** [Overview of Modules](#)

Video: IRT Introduction

- **Key Learnings:**
 - ✓ To provide a brief overview of IRT – standard and individualized modules.
 - ✓ Overview of how the modules are outlined.
- **Link:** [IRT Introduction](#)

Video: IRT Overview of a Session

- **Key Learnings:**
 - ✓ Role play example of the structure of a typical IRT session
 - ✓ Focus on brief check in and setting of the agenda
 - ✓ How to divide a session between the patient's concerns and teaching the materials in IRT
- **Link:** [IRT Overview of a Session](#)

Video: Module 1: Orientation

- **Key Learnings:**
 - ✓ Overview of Orientation module
 - ✓ Purpose of module – familiarize patients with the NAVIGATE intervention model and the topic areas in IRT
 - ✓ Learn how to incorporate patient specific issues into this session as well as teaching a relaxation technique as indicated
 - ✓ Learn key strategies to keep in mind when teaching this module
- **Link:** [Module 1 – IRT Orientation](#)

Video: Module 2: Assessment & Goal Setting

- **Key Learnings:**
 - ✓ Learn how to help your patient define recovery and resiliency – which is critical to develop personal goals
 - ✓ Assessment of strengths and possible areas for change
 - ✓ Combine information gathered from the above information to develop personal goals
 - ✓ How to take steps towards goal attainment
- **Link:** [Module 2 – IRT Assessment and Goal Setting](#)

Video: IRT – Module 3: Education about Psychosis

- **Key Learnings:**
 - ✓ Specific teaching strategies to help review materials in session, assess understanding, and use discussion questions
 - ✓ How to build from one session to the next
- **Link:** [Module 3 – IRT Education about Psychosis](#)

Video: Module 4: Relapse Prevention

- **Key Learnings:**
 - ✓ How to practice a completed relapse prevention plan
 - ✓ How to use skills training to practice a coping skill on the patient's relapse prevention planning session
- **Link:** [Module 4 – IRT Relapse Prevention](#)

Video: Module 5: Processing a Psychotic Episode

- **Key Learnings:**
 - ✓ Demonstrate skills to help patient process what happened during their psychotic episode
 - ✓ Recount and process the details of their episode; sorting out the key details that might be confusing and upsetting
 - ✓ Challenging inaccurate self-defeating beliefs about the experience
 - ✓ Completing assessments to recount upsetting aspects of the experience
 - ✓ Help client to identify self-defeating beliefs and use cognitive restructuring to help these beliefs
- **Link:** [Module 5 – IRT Processing A Psychotic Episode](#)

Video: Module 6: Developing Resiliency

- **Key Learnings:**
 - ✓ Teach skills to identify and develop an individual process for resilience
 - ✓ Typically used after module 5; however could be used at the beginning at another module if it would help the person move forward in their recovery
- **Link:** [Module 6 – IRT Developing Resiliency](#)

Video: Module 7: Building a Bridge to Your Goals

- **Key Learnings:**
 - ✓ How to use collaborate decision making to help a patient decide how to proceed at the end of the standard modules
 - ✓ Review of progress thus far towards their goals
 - ✓ Modify goal sheet to reflect progress and changes
 - ✓ Identify other outstanding areas that the patient may want to address
- **Link:** [Module 7 – IRT Building a Bridge to Your Goals](#)

Video: Module 8: Dealing with Negative Feelings

- **Key Learnings:**
 - ✓ How to teach cognitive structuring as a strategy to help people reduce their negative feelings
 - ✓ Use of 5-step method to provide a more accurate interpretation of situation when the evidence does not support their upsetting thought
 - ✓ Develop an action plan for dealing with situations in which their concerns are realistic and need to be addressed
 - ✓ Tips to teaching the 5-step method in cognitive restructuring
- **Link:** [Module 8 - IRT - Dealing With Negative Feelings](#)

Video: Module 9: Coping with Symptoms

- **Key Learnings:**
 - ✓ Identify distressing symptoms and practice skills to cope with these symptoms
 - ✓ Addresses - Depression, anxiety, hallucination, sleeping problems, low stamina/energy, worrisome thoughts
 - ✓ Use of persistent symptom assessment scale
- **Link:** [Module 9 - IRT Coping With Symptoms](#)

Video: Module 10: Substance Use

- **Key Learnings:**
 - ✓ Strategies for working with those with substance use issues
 - ✓ Use of this module can be used flexibly
 - ✓ Assess severity of substance use problem and the persons motivation to cut down or modify use
- **Link:** [Module 10 - IRT Substance Use](#)

Video: Module 11: Fun and Relationships

- **Key Learnings:**
 - ✓ Focus on having fun, connecting with people and improving relationships
 - ✓ Use of social skills training to build and maintaining relationships
- **Link:** [Module 11 - IRT Fun and Relationships](#)

Video: Module 13: Nutrition and Exercise

- **Key Learnings:**
 - ✓ Strategies to eat healthier and be more active in daily activities
 - ✓ Development of a plan collaboratively
- **Link:** [Module 13 - IRT Nutrition and Exercise](#)

Video: Module 14: Developing Resiliency

- **Key Learnings:**
 - ✓ How to enhance recovery and resiliency through the experience of positive emotions
 - ✓ In session exercise that will help the patient practice the skill outside of the session
- **Link:** [Module 14 - IRT Developing Resiliency](#)

3. REQUIRED: SUPPORTED EDUCATION AND EMPLOYMENT (SEE)

Reflective Questions

While reading and viewing the material below, take some time to think and reflect on these questions; perhaps discuss them in a team meeting or with a colleague.

- ✓ What are the key principles of SEE?
- ✓ What is the importance of SEE to recovery?
- ✓ When is it important to start SEE and why?

SEE: Overview of Role

- **Key Learnings:**
 - ✓ To provide context on what the SEE role is, how it works, what is expected from a SEE specialist.
- **Link:** [SEE Overview](#)

SEE Introductory Slides

- **Key Learnings:**
 - ✓ To provide an introduction of the Supported Education and Employment role
 - ✓ Learn/review the Individual Placement and Support (IPS) model and the primary distinctions between IPS and the SEE role
 - ✓ SEE critical concepts
 - ✓ Patient flow through SEE.
- **Link:** [SEE Introduction Slides](#)

SEE Employment Introductory Slides

- **Key Learnings:**
 - ✓ To provide an introduction of the Employment aspect of SEE
 - ✓ Review the career and education inventory
 - ✓ How to discuss disability benefits
 - ✓ Different levels of disclosure
 - ✓ Follow along job supports
- **Link:** [SEE Employment Slides](#)

SEE Education Introductory Slides

- **Key Learnings:**
 - ✓ To provide an introduction of the Education aspect of SEE
 - ✓ Specific issues regarding supported education
 - ✓ Follow along supports for education.
- **Link:** [SEE Education Slides](#)

4. REQUIRED: FAMILY EDUCATION (FE)

Reflective Questions

While reading and viewing the material below, take some time to think and reflect on these questions; perhaps discuss them in a team meeting or with a colleague.

- ✓ **What are the principles of FE?**
- ✓ **What is the importance of FE to recovery?**
- ✓ **When is it important to start FE and why?**

FE Introductory Slides

- **Key Learnings:**
 - ✓ To provide an introduction of the Family Education role
 - ✓ Rationale for family work
 - ✓ Overview of the manual and how family education works within the NAVIGATE intervention model
- **Link:** [Family Education Slides](#)

5. REQUIRED: PRESCRIBER

Reflective Questions

While reading and viewing the material below, take some time to think and reflect on these questions; perhaps discuss them in a team meeting or with a colleague.

- ✓ **How does this role collaborate with the coordinated specialty care team?**
- ✓ **What differences are there with this role and your current practice?**

Prescriber Introductory Slides

- **Key Learnings:**
 - ✓ To provide an introduction of the Prescriber role
- **Link:** [Optimizing First Episode Schizophrenia Medication Treatment by Community Clinicians](#)

6. REQUIRED: DIRECTOR

Reflective Questions

While reading and viewing the material below, take some time to think and reflect on these questions; perhaps discuss them in a team meeting or with a colleague.

- ✓ **How can you practically support your team's capacity building?**
- ✓ **What shifts in practice do you notice will be required by your team?**

Director Introductory Slides

To note, often within the Ontario context the Director role is not performed as it is written for NAVIGATE and the director takes on responsibilities associated with ensuring all pieces of the intervention model are being implemented, decreasing the clinic context barriers to the delivery of NAVIGATE and providing or coordinating any additional skill building required. The Director may also have a key role in the onboarding of new clinicians. As noted in the Director manual, the Director is the first point of contact for the patient and family, which may not be the clinic context for your service. The manual also identifies that the Director provides supervision and there is a template to do so, direct and formalized supervision may not be within the Director's ability; however ensuring the opportunity for reflective practice using the questions/template provided in the manual would be essential for the continued capacity building of all clinicians.

- **Key Learnings:**
 - ✓ To provide an introduction of the director role
 - ✓ Strategies to support a team when adopting NAVIGATE
 - ✓ How to lead NAVIGATE team review meetings – keeping to the model
 - ✓ Helpful prompts when providing supervision or reflective practice sessions
 - ✓ How to foster engagement with patient and family
 - ✓ Monitoring/maintaining NAVIGATE services
- **Link:** [Director Introduction Slides](#)

Director: Overview of Team Role Slides

- **Key Learnings:**
 - ✓ To provide an overview of the different components of NAVIGATE and the responsibilities they have – to assist with facilitating team review meetings and hiring assistance.
- **Link:** [Team Overview](#)

7. SUPPLEMENTARY:

INDIVIDUALIZED RESILIENCY TRAINING (IRT)

IRT: Module 2 – Goal Tracking Sheet

- **Key Learnings:**
 - ✓ Sample of a goal planning sheet including format to log review dates and modifying steps
- **Link:** [IRT Goal Planning Sheet](#)

IRT: Module 2 – Build your Strengths (Brief Strengths Test)

- **Key Learnings:**
 - ✓ Pen and paper exercise to identify strengths
 - ✓ How to reflect on strengths
- **Link:** [Bring Strengths Test](#)

IRT: Module 2 – Using your Strengths – Part I

- **Key Learnings:**
 - ✓ Identify top 5 strengths and finding activities that use these strengths
 - ✓ How to use strengths to build resilience
 - ✓ Building practical commitment to using strengths daily
- **Link:** [Using Your Strengths - Part 1](#)

IRT: Module 2 – Ways to use Character Strengths

- **Key Learnings:**
 - ✓ Suggested actions to practice implementing different strengths
- **Link:** [Ways to Use Character Strengths](#)

IRT: Module 5 – The CBT Example

- **Key Learnings:**
 - ✓ Analyzing inaccurate thoughts – context and the feelings associated with these
 - ✓ Logging contrary evidence
 - ✓ Logging accurate thought and the feeling associated with this
- **Link:** [CBT Examples](#)

IRT: Module 9 – Coping Strategies for Depression

- **Key Learnings:**
 - ✓ Review of various coping strategies for depression and whether the patient has used this strategy in the past or will try it in the future
- **Link:** [Coping Strategies for Depression](#)

8. SUPPLEMENTARY:

SUPPORTED EDUCATION AND EMPLOYMENT (SEE)

SEE: Tip Sheet – Providing IPS Employment Services to Young Adults

- **Key Learnings:**
 - ✓ Various tips to using IPS with youth, including use of technology, engagement, use of family
- **Link:** [Tip Sheet – Providing IPS Employment Services to Young Adults](#)

SEE: Flags and Key Points

- **Key Learnings:**
 - ✓ Identifies flags to team of who is immediately needing to be linked to SEE clinician (for those situations in which the SEE clinician has not met the patient already)
 - ✓ Common language/message regarding SEE – for whole team to be able to speak consistently and accurately about this intervention, should the SEE clinician not be immediately present (accurate representation)
- **Link:** [SEE Flags and Key Points](#)

SEE: Career and Education Inventory

- **Key Learnings:**
 - ✓ Different ways to use this form
 - ✓ Key areas to cover when obtaining a fulsome understanding of the patient with respect to work and/or school goals
 - ✓ Common questions to use to gather maximum information
 - ✓ **some aspects may not be as relevant to the Canadian context e.g. military involvement
- **Link:** [Career and Education Inventory](#)

SEE: Prompts for Job Development Conversations with Employers

- **Key Learnings:**
 - ✓ Some helpful prompts to start conversations with possible employers, to build a relationship in which you can link the patient to the employer
 - ✓ Possible questions to ask an employer to fully understand what they are looking for in an employee – to facilitate rapid job placement
- **Link:** [Prompts for Job Development Conversations with Employers](#)

PEER WORK: How Peers can Help with SEE

- **Key Learnings:**
 - ✓ How peers work with a patient regarding their education/employment goals
- **Link:** [How Peers Can Help with Supported Employment and Education](#)

PEER WORK: Peer Support Flags and Key Points

- **Key Learnings:**
 - ✓ Identifies flags to team of who is could benefit from being linked to the peer worker (for those situations in which the peer is not readily available to be introduced)
 - ✓ Common language/message regarding peer work – for whole team to be able to speak consistently and accurately about this intervention, should the peer worker not be immediately present (accurate representation)
- **Link:** [Peer Support](#)

9. SUPPLEMENTARY: FAMILY EDUCATION (FE)

FE: Working with Families

- **Key Learnings:**
 - ✓ CAMH clinical practice dilemma pertaining to working with families
 - ✓ Strategies when working with families
 - ✓ Issues regarding consent – collecting, disclosing, and receiving information
- **Link:** Working with Families

10. SUPPLEMENTARY: PRESCRIBER

11. SUPPLEMENTARY:

DIRECTOR

Director: Additional Slides

- **Key Learnings:**
 - ✓ Tips on IRT check-in
 - ✓ Format for providing supervision and supporting the SEE role
 - ✓ Tips on SEE check-in
 - ✓ Monitoring SEE
- **Link:** [Director Additional Slides](#)

12. ADDITIONAL RESOURCES:

ALL ROLES

Websites

WEBSITE: NAVIGATE

- **Key Learnings:**
 - ✓ Provide an overview of the model
 - ✓ Access to various articles/publications
 - ✓ Access to all manuals and IRT videos
- **Link:** www.navigateconsultants.org

WEBSITE: EPI-SET

- **Key Learnings:**
 - ✓ Repository of all information regarding EPI-SET (the implementation project)
 - ✓ Overview of NAVIGATE and the different interventions/roles
 - ✓ Training information
 - ✓ Information regarding ECHO sessions and the video of these sessions – to promote ongoing capacity building and team conferencing
 - ✓ Different committees that make up the EPI-SET implementation project
 - ✓ Frequently asked questions – regarding how to translate this model into practice
- **Link:** <https://www.epi-set.com>
Password: NavigateON

Full Presentations

Team Roles

- **Key Learning:**
 - ✓ To provide an overview of the different components of NAVIGATE and the responsibilities they have – to assist with facilitating team review meetings and hiring assistance.
- **Link:** [NAVIGATE Team - Components](#)

Individual Resiliency Training (IRT) Slide Deck

- **Key Learnings:**
 - ✓ Comprehensive slide deck from the in-person training
 - ✓ Includes – overview of IRT, session format, rationale for IRT
 - ✓ Information regarding many of the modules
 - ✓ How to use role plays
 - ✓ Steps of teaching a skill
 - ✓ More in-depth information regarding cognitive restructuring
- **Link:** [Individual Resiliency Training Slides](#)

Supported Employment and Education (SEE) Slide Deck

- **Key Learnings:**
 - ✓ Comprehensive slide deck from in-person training
 - ✓ Overview of supported employment and education – rationale and basis; all aspects of this intervention
 - ✓ Barriers to work and school
 - ✓ Individual Placement and Support information
 - ✓ Research regarding SEE
 - ✓ How SEE integrates with each of the other interventions/team members
- **Link:** [SEE Training Slides](#)

Family Education (FE) Slide Deck

- **Key Learnings:**
 - ✓ Comprehensive slide deck from in-person training
 - ✓ Rationale for family work
 - ✓ Overview of the family education components
 - ✓ How to engage families
 - ✓ Assessment of families
 - ✓ Communication and problem solving skills teaching
 - ✓ Monthly check-ins
 - ✓ Working with whole team
- **Link:** [Family Education Slides](#)

Director Slide Deck

- **Key Learnings:**
 - ✓ Comprehensive slide deck from in-person training
 - ✓ Overview of the role
 - ✓ Leading the team and providing supervision and support
 - ✓ Monitoring and maintaining the intervention model
- **Link:** [Director Training Slides](#)

Contact Forms

Individual Resiliency Training

- **Key Learnings:**
 - ✓ These are progress notes
 - ✓ A means of tracking where you are at with a patient
 - ✓ Identifies what and who was involved in the session, where and how long the session was
 - ✓ Includes details regarding the strategies used during the session, the module that was the focus and the techniques used during the session
 - ✓ This can also be used in reflective practice either individually or in a supervision session
- **Link:** [IRT Progress Notes](#)

Supported Employment and Education

- **Key Learnings:**
 - ✓ These are progress notes
 - ✓ Provides a status update on where the patient is at in starting or returning to work or school
 - ✓ Identifies which phase of SEE has been completed and is being working on – helps to track progress
 - ✓ This can also be used in reflective practice either individually or in a supervision session
- **Link:** [SEE Progress Notes](#)

Family Education

- **Key Learnings:**
 - ✓ These are progress notes
 - ✓ Reviews which type of family session has taken place e.g. education, monthly check in etc.
 - ✓ Identifies what education modules were discussed
 - ✓ Identifies which strategies were used during the session
 - ✓ This can also be used in reflective practice either individually or in a supervision session
- **Link:** [Family Education Progress Notes](#)

Additional Resources

Video: Sometimes I'm Schizoaffective, All of the Time I'm Human

- **Key Learnings:**
 - ✓ Reduce stigma
 - ✓ People are more than their diagnosis
- **Link:** [Video](#)

Family Education: Family Table of Contents

- **Key Learnings:**
 - ✓ Quick reference to all aspects of the family manual
- **Link:** [Family Education Program Table of Contents](#)

Supported Employment and Education: IPS Employment in Rural Areas

- **Key Learnings:**
 - ✓ Advantages for IPS programs in rural areas
 - ✓ Challenges and opportunities for IPS in rural areas
- **Link:** [IPS Supported Employment Document](#)

Supported Employment and Education: Talking to Employers

- **Key Learnings:**
 - ✓ If a patient has been involved in the legal system – some potential things to say to an employer
- **Link:** [Phrases for Talking to Employers](#)

Supported Employment and Education - Toolkit: Back To School

- **Key Learnings:**
 - ✓ Toolkit to support the inclusion of students with early psychosis in higher education
 - ✓ A guide for students and families
 - ✓ Possible academic accommodations
 - ✓ Lived experience reflections on school and success
- **Link:** [Back to School Toolkit](#)

Supported Employment and Education - Toolkit: Supported Education

- **Key Learnings:**
 - ✓ Role of education for young adults with a first episode of psychosis
 - ✓ Barriers to pursuing education
 - ✓ Review of supported education model
 - ✓ Core principles of supported education
 - ✓ How the SEE clinician works with the entire treatment team
 - ✓ Strategies regarding engagement
 - ✓ SEE fidelity measurement
 - ✓ SEE research
- **Link:** [Supported Education Toolkit](#)

Supported Employment and Education - Toolkit: Gaining Employment

- **Key Learnings:**
 - ✓ Setting a job search goal
 - ✓ Building a resume
 - ✓ Job searching
 - ✓ Tips for applications – written and online
 - ✓ Interview skills, including prep and common questions
- **Link:** [Gaining Employment Toolkit](#)

Recovery Stories – from the ONTrackNY website

The following recovery stories are of individuals telling their stories about who they are and what has been helpful in managing their psychotic disorder and their recovery journey. Some include helpful strategies for clinicians that can help to engage patient and promote recovery.

Recovery Story: Ryan – Turning Points

- Video: [Ryan - Turning Points](#)

Recovery Story: Ryan – Finding Inspiration: Power of Peer Support

- Video: [Ryan - Find Inspiration: Power of Peer Support](#)

Recovery Story: Ryan – Fulfilling My Dream

- Video: [Ryan – Fulfilling My Dream](#)

Recovery Story: Melissa – Working

- Video: [Melissa - Working](#)

Recovery Story: Melissa – Dealing With Paranoia

- Video: [Melissa - Dealing with Paranoia](#)

Recovery Story: Raquea – Finding what Works

- Link: [Raquea - Finding What Works](#)