



PEERLINK
NATIONAL TECHNICAL ASSISTANCE CENTER

Tips for Preparing an
Alternatives Workshop Proposal
By Robyn Priest

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30 YEARS • LOOKING BACK • LOOKING FORWARD

EFFECTIVE PRESENTATION

- Passion for the subject
- Knowledge of the subject
- Understanding of the purpose
- Awareness of the audience
- Ability to address a variety of learning styles

EFFECTIVE PRESENTATION(cont.)

- Research your topic – speak about something you have earned the right to talk about through experience or study.
- Anticipate questions, and make sure you have the facts to answer them.

EFFECTIVE PRESENTATION(cont.)

- Think about take away messages —
state them upfront and clearly
- Give context/framework —
who you are, where you are from, why you are here
- Flesh out the details of the takeaways —
lecture, practice, questions, activities
- Summarize take away messages

GETTING STARTED

- Each call for proposals identifies certain criteria for acceptance
- Before writing the proposal, it is essential to carefully and critically consider the information that must be included

WHAT ARE REVIEWERS ASSESSING?

- Diversity, cultural leadership and responsiveness
- Participation of attendees
- Ability to replicate
- Relevance to the conference theme and topic areas
- Expertise and experience of presenters

WHAT ARE REVIEWERS ASSESSING?

- Indication lead presenter is a consumer /survivor/peer
- Indication of partnerships with providers, family members and/or others
- Clear outline of purpose and learning objectives
- Completion of all relevant sections of application

THEME

- 30 years – Looking Forward – Looking Back



30 YEARS • LOOKING BACK • LOOKING FORWARD

TOPIC AREAS

- Promising Practices in Peer-Run Programs & Peer Delivered Services
- Leadership Development
- Whole Health & Wellness
- Social Justice & Advocacy
- Using Technology in Support of Recovery
- Youth & Young Adult
- Older Adult
- Multiple Pathways to Recovery
- Economic Health & Recovery

TITLE

- 25 words or less
- Something that grab people's attention but is true to your topic
- Who your session is for and the topic that will be covered.

TITLE (cont..)

EXAMPLES

- “Living Authentically - Nurturing Conscious Communion with Self Using the Eagle-Condor Recovery Principles”
- “Core Competencies for Peer Professionals”

SESSION DESCRIPTION

- 50 words or less
- Should build on your title and be as clear and concise as possible. Be sure to include what participants will take away from the presentation, the specific content to be delivered, and what type of delivery methods will be used to convey the information.

SESSION DESCRIPTION (cont.)

EXAMPLE

- “Core Competencies for Peer Professionals”

“What are core competencies? What do they mean? How are they applied in the real world? What are their implications for the peer workforce? This session will provide background on SAMHSA’s core competencies for peer workers, and provide a space for discussion of their implementation.”

SESSION DESCRIPTION (cont.)

EXAMPLE

“Mental Health Policy: Opportunities and Challenges Ahead”

“Current mental health policy developments present us with unique challenges and opportunities.

Join a facilitated discussion of policy matters in criminal justice, community services, peer support, Medicaid, housing, and trauma-informed approaches.

Participants are encouraged to share policy victories and challenges, and to explore strategies for collaboration”.

SESSION DESCRIPTION (cont.)

EXAMPLE

“Re-Entry: A Community Affair HIGH IMPACT:
A Program Model Used with Individuals
with Forensic Histories”

“This session will take a close look at creating resources for an individual that targets all of their needs for successful reentry. Not only does the individual have to make adjustments but the community must as well. How do peers advocate for those resources and services? Join us for an interactive session that focuses on an exciting program model developed by Peers to support incarcerated peers succeed in their reentry into their community. Learn how you might be supported or provide support to a peer. All are welcome.”

LEARNING GOALS AND OBJECTIVES

- One page
- Keep goals and objectives to a minimum
- Explain how you will encourage participation of participants
- Provide cultural relevance

LEARNING GOALS AND OBJECTIVES

EXAMPLE OUTLINE:

- Workshop outline:
- Welcoming and Introductions
- Relaxation Meditation Exercise
- Wellness discussion
- Color mixing and painting techniques tutorial
- Painting session
- Participants art sharing
- Closing

LEARNING GOALS AND OBJECTIVES (cont.)

EXAMPLE GOALS:

- 1. Understand the challenges and opportunities in mental health policy today
- 2. Develop an enhanced understanding of effective strategies to promote systems change
- 3. Share skills and information on local, state, and national policy matters

LEARNING GOALS AND OBJECTIVES (cont.)

EXAMPLE GOALS:

The goals of this session are:

1) to describe skills developed while incarcerated and how they help individuals survive that incarceration.

2) to describe the ineffectiveness of those learned skills in the world outside of jail or prison

3) to describe the process of relinquishing those learned skills and developing new skills for a new environment

4) to describe the new thinking among Judges, Probation and Parole officers and the development of Re-Entry within these offices

LEARNING GOALS AND OBJECTIVES (cont.)

EXAMPLE LEARNING OBJECTIVES:

Participants will be able to:

1. Describe current developments in mental health policy: criminal justice, community-based services, Medicaid, housing, and trauma-informed approaches
2. Name primary obstacles to recovery oriented systems change, including stigma and funding/financing issues
3. Learn about ways to promote well-being and whole health through policy change
4. Discuss local and state policy challenges and victories and opportunities for collaboration

LEARNING GOALS AND OBJECTIVES (cont.)

EXAMPLE:

The objectives are that participants in this session will:

- 1) have a working understanding of the transition of skill sets necessary for each phase of incarceration and re-entry.
- 2) understand the emerging change of thought among the community supervisors of a person who has been incarcerated. (Judges, Parole, Probation).
- 3) understand their our advocacy role and the role of all community partners and how to engage other providers to work with people who have been incarcerated.

LEARNING GOALS AND OBJECTIVES (cont.)

EXAMPLE PARTICIPATION:

“Through the use of power point, video, small group discussion, dialogue and didactic input, this workshop will

CULTURAL RELEVANCE

- How it relates to different cultures

EXAMPLE

“This session will address cultural issues by considering how core competencies may or may not allow for the participation of people of various cultural backgrounds as peer workers in various professional settings.
Do they competencies create cultural barriers?
Do they account for multiple cultural experiences?”

PRESENTERS INFORMATION

- Up to 50 words per presenter
- Provide highlights of who presenters are – connect with why they can talk about this topic
- Be clear and concise



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