

Education and Special Projects

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Families Perspective of Research and Evaluation

4/11/02

Families as Partners Volunteer Project

“Factors that increase or decrease family participation in local policy or advisory boards”

- Families as equal partners – promote Collaboration
-
- We are all in this together
-
- Families want meaningful, valid and usable research

- Families are interested in information that:
 1. Can improve their children’s lives, and
 2. Help change and reform systems and policies

- Culturally competent evaluators should respect families minimally in terms of:
 1. Childcare
 2. Stipends
 3. Transportation costs

- Further steps
 1. Involve families in the planning for research and evaluation by
 - Deciding on the focus
 - Defining what improved functioning looks like
 - Choosing instruments that are “family-friendly” and culturally sensitive
 - Hiring them as research assistants
 2. Involve families in the evaluation process by
 - Conducting interviews
 - Identifying themes and important results, and what needs improvement or change
 3. Make research findings audience friendly
 - In plain language
 - In a variety of languages
 - Through a variety of media e.g. audiotapes, videotapes, Internet, etc.
 - Provide training on how to read studies

□ Collaboration takes time

1. Ground rules are important
2. Be respectful
3. Be willing to listen
4. Be creative and innovative
5. Appreciate and acknowledge others' expertise
6. Listen to family stories – that's where the real truth and issues emerge

TIPS Sheet

Family Members Preparing to Travel for Meetings

Get clear information about your travel schedule and how you can be contacted in case of emergency while at the meeting. When you register at the hotel, make sure the hotel has your name on their register so your family can reach you if they call

You will need a photo identification card to get through security at the airport.

If you have not traveled before, ask for additional information and support about what to expect. Other families who have traveled with this project may be able to provide this.

Prior to travel, be sure you've received clear information about allowable expenses and voucher procedures. Know what documentation you will be required to provide, e.g. receipts.

Programs covering your travel expenses have accounting procedures and system requirements to meet. Be sure you understand exactly what you will need to provide for them to cover your expenses. It might be helpful to have an envelope in which to file all receipts and make note of all expenses as you incur them.

The Federation recommends:

- \$0.33 per mile for travel by car,
- \$8.00 for breakfast,
- \$11.00 for lunch, and
- \$23.00 for dinner

You should expect to receive a cash advance, prior to travel, that includes:

- child care expenses for while you are away (unless you are traveling as part of your paid employment,
- ground transportation and parking expenses, and
- meals to be incurred during travel and on site.

You may ask for your travel advance in the form of a check or cash. If you receive a check be sure you have time to cash it prior to travel.

Hotels generally require a credit card to cover potential incidental charges to the room and will not give admission to anyone without that. Prior to travel make sure arrangements have been made to provide one for your room. It might help to have a contact person and phone number in the event you hit a snag on arrival at the hotel.

Your program should provide you with long distance access for at least one call home per day. Be sure to understand the process for paying for these calls prior to travel. Sometimes a pre-paid calling card will be provided. Instruction for use are on the cards, but ask for help if you need it

Federation of Families for Children's Mental Health
1101 King Street, Suite 420
Alexandria, VA 22314
Phone: 703-684-7710 Fax: 703-836-1040

TIPS Sheet

Administrators Supporting Family Members to Travel to Meetings

Provide clear information to families about their travel schedule and how they can be contacted during the meeting in case of emergency.

Remind family members that they will need a photo identification card to get through security at the airport

Families who have not traveled before, may need additional information and support about what to expect. Other families may be able to provide this.

Prior to travel, review allowable expenses and voucher procedures with family members and give clear information about what documentation will be required, e.g. receipts, etc.

The Federation recommends:

- \$ 0.33 per mile if traveling by car;
- \$ 8.00 for breakfast;
- \$23.00 for dinner

Provide a cash advance that includes:

- child care expenses to be incurred while the family member is on travel (unless the travel is part of the family member's paid employment);
- ground transportation and parking expenses; and
- meals to be incurred during travel and on site.

Many families will not have credit cards or available cash to cover the expenses they will incur while traveling. You can preserve their dignity and help lower the stress of traveling by providing expense money prior to travel. Be aware that some families may be able to receive an advance by check, others may need cash.

Provide a credit card guarantee on hotel and lodging. Hotels will not give admission to anyone who does not have a credit card to cover incidentals. Many times families have been left sitting in the lobby with their luggage until someone could be contacted to provide a credit card and some have been required by the hotel to write checks for as much as \$800.00 to cover potential incidental charges.

Provide long distance access for at least one phone call home per day. Some families may have emergencies, or need to call more than once a day.

Above all, consider the dignity of the family members who are traveling!

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Conducting Special Projects

Interpersonal Communication Quick Tips: From The Individual Perspective

Watch your language-

- ❑ Am I using clear, positive, straight-forward language.
- ❑ Am I fostering shared understanding and earning the support of my team?

Respond, don't "re-act"-

- ❑ Am I "re-acting" to another person based on something that's happened to me in the past.
- ❑ Am I responding mindfully rather than emotionally to become a more effective communicator.
- ❑ Do I know my hot buttons and have I developed ways to "keep calm" when those buttons have been pushed.

Become an active listener-

Do I:

- ❑ Concentrate on the speaker's message
- ❑ Resist distractions
- ❑ Keep an open mind to other's ideas
- ❑ Tune out if disagree with other's ideas
- ❑ Make sure I understand the speaker's points by asking such questions as "Let me be sure I understand correctly. You're saying....."

Communication Quiz

The following is a self-assessment tool. This inventory will provide you with a starting point to help develop a strategy for improving your communication skills.

Do you...	Seldom 1	Usually 2	Always 5
1. Realize that what you see may differ from what others see?			
2. Realize that what people choose to say about a situation is <i>their</i> abbreviated version?			
3. Avoid labeling and using demeaning words that can destroy a person's self-esteem?			
4. Phrase your thoughts in "I" messages that describe how <i>you</i> feel about the situation?			
5. Avoid terms that imply black or white, such as <i>always</i> or <i>never</i> ?			
6. Recognize that some of your words may be misinterpreted?			
7. Acknowledge that your feelings and emotions can affect what you hear, see and say?			
8. Seek to clarify your message by asking for a demonstration of understanding?			
9. Ask for feedback and clarification when in doubt about the other person's meaning?			
10. Accept correction when it is obvious that you've been wrong?			
11. Tune into body language that might indicate misunderstanding?			
12. Avoid exaggeration and evaluation and pursue accurate understanding?			
Total			

60 is a perfect score. Less than 40 indicates that you could use some work in the area of communication skills.

1994 Emily Kittle Morrison, *Leadership Skills*, Fisher Books, Tucson, Arizona p. 100

Listening I.Q.

This inventory provides an assessment of your current listening skills and habits.

Do You	Seldom 1	Usually 3	Always 5
1. Give the speaker your full and undivided attention?			
2. Listen for key words and underlying feelings?			
3. Avoid prejudging the value of the works until you have heard the speaker out?			
4. Wait until the speaker has completed his thought before sharing yours?			
5. Look for body-language messages as well as work messages?			
6. Steer clear of needing to have the last word?			
7. Make a conscious effort to consider and question the logic and credibility of what you hear?			
8. Ask for clarification when the words of the speaker are confusing to you?			
9. Use active listening techniques, such as paraphrasing?			
10. Attempt to remember the significant points in the speaker's message?			
Total			

60 is a perfect score. Less than 40 indicates that you could use some work in listening skills. 1994
Emily Kittle Morrison, *Leadership Skills*, Fisher Books, Tucson, Arizona p. 110

Outreaching to Underserved Families

The following guidelines can help you address the concerns that often surround outreaching to diverse families with children dealing with mental health challenges.

- Clearly explain to family members and other participants the purpose and objective of the special project.
- Let family members know up front that the need of their family is a personal matter and that they determine how they wish to participate in the project.
- Provide a safe setting for participants to honestly discuss issues.
- As part of your own preparation, visit local communities and places to enhance your understanding of the different communities and to make contacts for possible partners.
- As the project evolves, stick to the facts. Avoid interpreting issues and focus on the topic as an aspect of family and community culture.
- Provide a relevant framework by focusing on the similarities of families and communities.
- When working with families from different cultures, try to find authentic or bilingual materials. This helps avoid making assumptions about situations in which we are not familiar.
- Arrange for participants to learn about each other's family cultures whenever possible. The goal of this is not to examine their own family but simply to expose them to the various views of others.

Working with families that are different from ourselves requires preparation and sensitivity. To ensure the success of any special project, it is important to reach out to the local community and family leaders, seek advice on potentially challenging issues, clarify beliefs and discover the story that most informs others about unique family and community traditions.

After following the preliminary steps outlined above, begin by examining with the participants the role of mental illness in people's lives. Discussions about such questions as "How does mental illness affect your life, the lives of your family members, your friends? How do others view mental illness in your family, by your religion, in your community?" As different beliefs are discussed, a means of understanding is provided and the importance of not seeing a behavior as right and another as wrong.

The desire for comfort with oneself and with others can be a compelling reason as to why it is critical to be able to outreach to families who are in isolation.

Concepts taken from TEACHING TOLERANCE, Fall 2001, A Pilgrimage to Atlanta by Reid Chapman, pp. 42-45.

The Federation of Families for Children's Mental Health - Colorado Chapter Website

A Family Organization

Here is a compiled list of links that we feel may be helpful for you in your work. They may be accessed directly from this list by opening our web site and clicking on the title you wish to open. <http://www.coloradofederation.org/links.html>

Advocates by County
Community Mental Health Centers
Education Resources
Family Organizations
Informed Families
Legislation
Mental Health Agencies
Mental Illness Associations
System of Care Initiatives
Training and Education

Community Mental Health Centers

Adams County Mental Health Center
Access Behavioral Care – Colorado Access
Arapahoe/Douglas County Mental Health Network
Aurora Mental Health Center
Centennial Mental Health Center
Colorado Health Networks
Colorado West Regional Mental Health Center
Jefferson Center for Mental Health
Larimer Center for Mental Health
Mental Health corporation of Denver
Midwestern Colorado Mental Health Center
Pikes Peak Mental Health Center
San Luis Valley Comprehensive Community Mental Health Center
Health Center
Spanish Peaks Mental Health Center

Education

Adams County School District
Colorado Department of Education
Colorado Department of Education by District
Information of Special Education Law and Advocacy
Parents Links to Colorado Education

Links to Community Mental Health Centers and Other Mental Health Organizations

CBHC Members– Community Mental Health Centers

**Adams Community
Mental Health Center**
Rick Doucet, Executive
Director
8931 N. Huron Street
Thornton, CO 80260
303.853.3500

www.adamsmentalhealth.org
Serving Adams County

**Arapahoe/Douglas
Mental Health Network**
David Briggs, Executive
Director
6801 S. Yosemite Street
Englewood, CO 80112
303.779.9676

www.admhn.org
Serving Arapahoe and Douglas Counties

**Aurora Mental Health
Center**
Randy Stith, Executive
Director
14301 E. Hampden
Avenue
Aurora, CO 80014
303.617.2300

www.aumhc.org
Serving Adams and Arapahoe Counties

**Mental Health Center of
Boulder County**
Phoebe Norton, Executive
Director
1333 Iris Avenue
Boulder, CO 80304
303.443.8500

<http://bcn.boulder.co.us/human-social/MH/index.html/>
Serving Boulder County and Broomfield
County

**Centennial Mental
Health Center**
John Klein, Executive
Director
211 W. Main Street
Sterling, CO 80751
970.522.4543

www.centennialmhc.org
Serving Logan, Sedgwick, Phillips, Yuma,
Washington, Morgan, Elbert, Lincoln, Kit
Carson, and Cheyenne Counties

**Colorado West Regional
Mental Health Center**

Ken Stein, Executive
Director
PO Box 40
Glenwood Springs, CO
81602
970.945.2241

www.cwrnhc.org

Serving Moffat, Rio Blanco, Garfield,
Mesa, Pitkin, Eagle, Grand, Jackson, Routt,
and Summit Counties

**Jefferson Center for
Mental Health**

Harriet Hall, Executive
Director
5265 Vance Street
Arvada, CO 80002
303.425.0300

www.jeffersonmentalhealth.org

Serving Jefferson, Gilpin, and Clear Creek
Counties

**Larimer Center for
Mental Health**

Randy Ratliff, Executive
Director
2001 S. Shields, Bldg K
Fort Collins, CO 80526
970.494.4200

www.fortnet.org/LCMH/

Serving Larimer County

**Mental Health
Corporation of Denver**

Carl Clark, Executive
Director
4141 E. Dickenson Place
Denver, CO 80222
303.504.6500

www.mhcd.com

Serving the City and County of Denver

**Midwestern Colorado
Mental Health Center**

Jon Gordon, Executive
Director
PO Box 1208
Montrose, CO 81402
970.252.3200

www.midwestmhc.org

Serving Gunnison, Delta, Montrose, San
Miguel, Ouray, and Hinsdale Counties

**North Range Behavioral
Health**

Wayne Maxwell,
Executive Director
1306 Eleventh Avenue
Greeley, CO 80631

northrangebehavioral.uswestdex.com

Serving Weld County

970.353.3686

**Pikes Peak Mental
Health Center**
Morris Roth, Executive
Director
220 Ruskin Drive
Colorado Springs, CO
80910
719.572.6100

www.ppmhc.org

Serving El Paso, Teller, and Park Counties

**San Luis Valley
Comprehensive
Community Mental
Health Center**
Fernando Martinez,
Executive Director
8745 County Rd., 9
South, P.O. Box 810
Alamosa, CO 81101
719.589.3673

www.slvmmc.org

Serving Alamosa, Saguache, Mineral, Rio
Grande, Conejos, and Costilla Counties

**Southeast Mental Health
Services**
Bob Whaley, Executive
Director
711 Barnes
La Junta, CO 81050
719.384.5446

Serving Crowley, Kiowa, Otero, Bent,
Prowers, and Baca Counties

**Southwest Colorado
Mental Health Center**
Bernard Heath, Executive
Director
PO Box 1328
Durango, CO 81302
970.259.2162

Serving Delores, San Juan, Montezuma, La
Plata, and Archuleta Counties

**Spanish Peaks Mental
Health Center**
Gil Sanchez, Executive
Director
1304 Chinook Lane
Pueblo, CO 81001
719.545.2746

www.spmhc.org

Serving Pueblo, Huerfano, and Los Animas
Counties

**West Central Mental
Health Center**
Dan Cushman, Executive
Director
3225 Independence Road
Canon City, CO 81212
719.275.2351

www.wcmhc.org
Serving Fremont, Custer, Chaffee, and Lake
Counties

CBHC Members - MHASAs

Access Behavioral Care -

**Colorado Access -
Colorado Springs**
Jeff Archambeau
10065 E. Harvard Ave.,
Suite 600
Denver, CO 80231
720.744.5100

www.coaccess.com/public/index.jsp

**Behavioral
Healthcare, Inc.**
Julie Holtz
6801 S. Yosemite St.,
Suite 100
Englewood, CO
80112
303.617.2701

**Mental Health Center of
Boulder County**
Phoebe Norton, Executive
Director
1333 Iris Ave.
Boulder, CO 80304
303.443.8500

**Colorado Health
Networks**
Steve Holsenbeck,
Executive Director
665 Southpointe Court,
Suite 200
Colorado Springs, CO
80906

www.chnpartnerships.com

719.538.1430

**Jefferson Center for
Mental Health**

Donald Rohner
5265 Vance St.
Arvada, CO 80002
303.425.0300

**Northeast Behavioral
Care**

Wayne Maxwell,
Executive Director
1306 11th Ave.
Greeley, CO 80631
970.353.3686

SyCare, LLC

Arnold Salazar, Executive
Director
609.5 Main St.
Alamosa, CO 81101
719.587.0899

CBHC Members - Clinics and Institutes

**Asian Pacific
Development Center**

Frank Kim, Executive
Director
1825 York Street
Denver, CO 80206
303.355.0710

Colorado Mental Health Institute, Pueblo cdhs.state.co.us/ods/mip/introduction.htm

Robert Hawkins,
Superintendent
1600 W. 24th Street
Pueblo, CO 81003
303.458.5851

**Colorado Mental Health
Institute, Ft. Logan**

Marty Meinberg, Director
of Admissions
3520 W. Oxford Avenue
Denver, CO 80236
303.866.7036

cdhs.state.co.us/ODS/mif/index.html

Servicios de La Raza

Jose Mondragon,
Executive Director
4055 Tejon Street
Denver, CO 80211
303.458.5851

Colorado Behavioral Healthcare Council

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