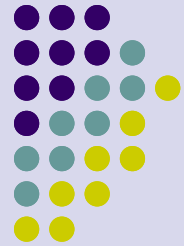


# Informational Session

Lived Expertise Transformational  
Leadership Academy LET(s)LEAD  
CAMH Foundation

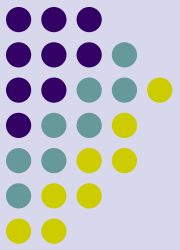


Sacha Agrawal, Rachel Cooper,  
Maria E. Restrepo-Toro & Chyrell D Bellamy

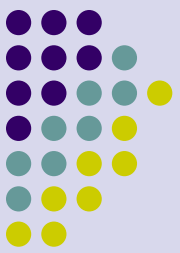
Tuesday, June 12, 2018

yale  
program  
for  
recovery  
and  
community  
health

# Agenda



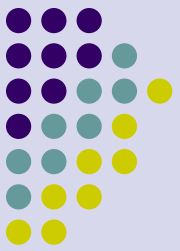
- Welcome
- So why is there a need to do LET(s)LEAD for people with lived experiences of mental health and recovery?
- Overview
- Participants selection process
- Questions?



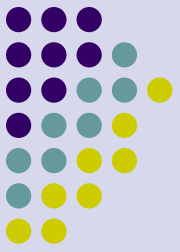
# Why CAMH?

- *Client and Family Engagement Strategy* will create broader and deeper opportunities for service users to directly influence our organization at every level
- We want to help support people in playing these roles **powerfully** at CAMH and beyond
- Our intention is that this course will be **mutually beneficial** for Fellows and CAMH

# Why Yale University?



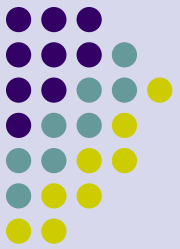
- The Transformational change and leadership approach speaks to a model of change and leadership based on humanistic and engaging qualities. These were similar values to those that have been spoken about in the research and practice of recovery oriented care and peer support. As well as in work that was done by leaders of the consumer, survivor, ex-patient movement.



# LET(s)LEAD Course Teaching Philosophy

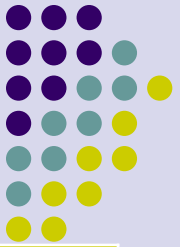
- Learning is an active process that requires deep, personal engagement with the material or the project, and with the self. Learning is discovery. It comes from the self in conversation with an educative collaborative community.
- We hope that this classroom will serve as that community and it will include:
  - 1) Faculty-student interaction
  - 2) Sharing power
  - 3) Create “collaborative learning environments” (Tuitt, p. 248, 2003).
  - 4) Activation of student voice
  - 5) Utilization of personal narratives. An anecdotal method that also activates student voice is the utilization of personal narratives where reflexivity is evoked and critical thought through experiential knowledge is written as a response to required readings (Tuitt, 2003).
- We believe that this approach to learning is essential because as people with lived expertise we are called on to be reflexive about our lived experiences during our work.

# Goals



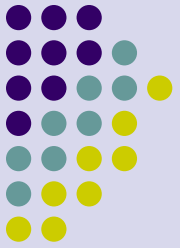
- To assist emerging leaders in gaining an understanding of the critical and emerging issues in mental health and other systems of care.
- To learn and put into practice the key elements of transformational leadership.
- To develop a project that combines the knowledge and skills they are learning in class in a practical way, either by, for example, developing a project focused on systems or social change or by developing a change initiative specific to their own personal or organization's vision.

# Academy Overview



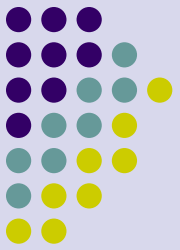
<b>Week 1</b>	Academy Overview and Getting to know each other
<b>Week 2</b>	Foundations of Transformational Change & Appreciative Inquiry
<b>Week 3</b>	Foundations of Transformational Leadership
<b>Week 4</b>	Behavioral Health and Lived Experience: State of Affairs
<b>Week 5</b>	Encouraging the Heart and Partnering with others
<b>Week 6</b>	Change Management Strategies & Appreciative Inquiry
<b>Week 7</b>	Advocacy & Leadership on Boards and Committees
<b>Week 8</b>	Advocacy & Leadership on Boards and Committees
<b>Week 9</b>	Developing your vision, Students presentations
<b>Week 10</b>	Pushing forward, Next steps, Students presentations

# Week 2: Foundations of Change and Appreciate Inquiry

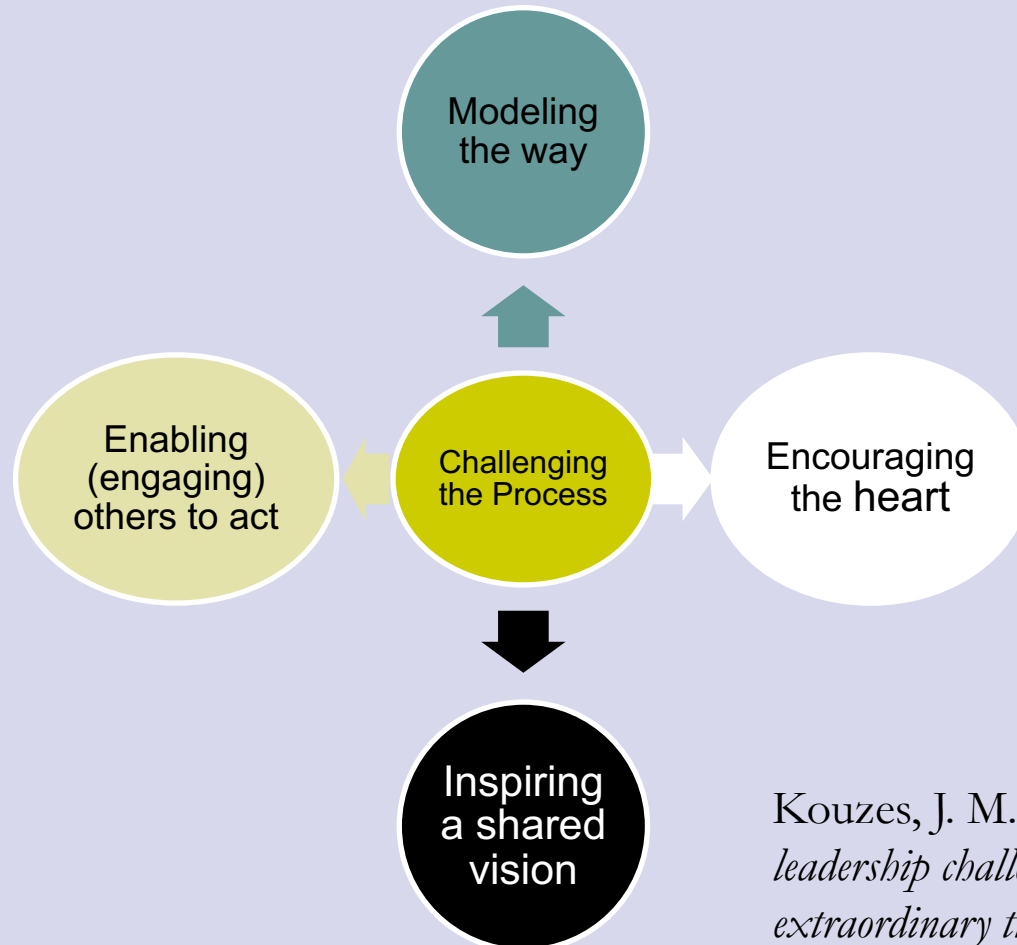


- Inspiration
- Intellectual stimulation
- Individual consideration
- Participative Decision making
- Elective delegation.

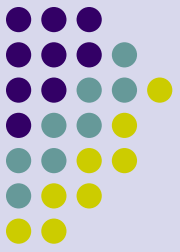




# Transformational Change



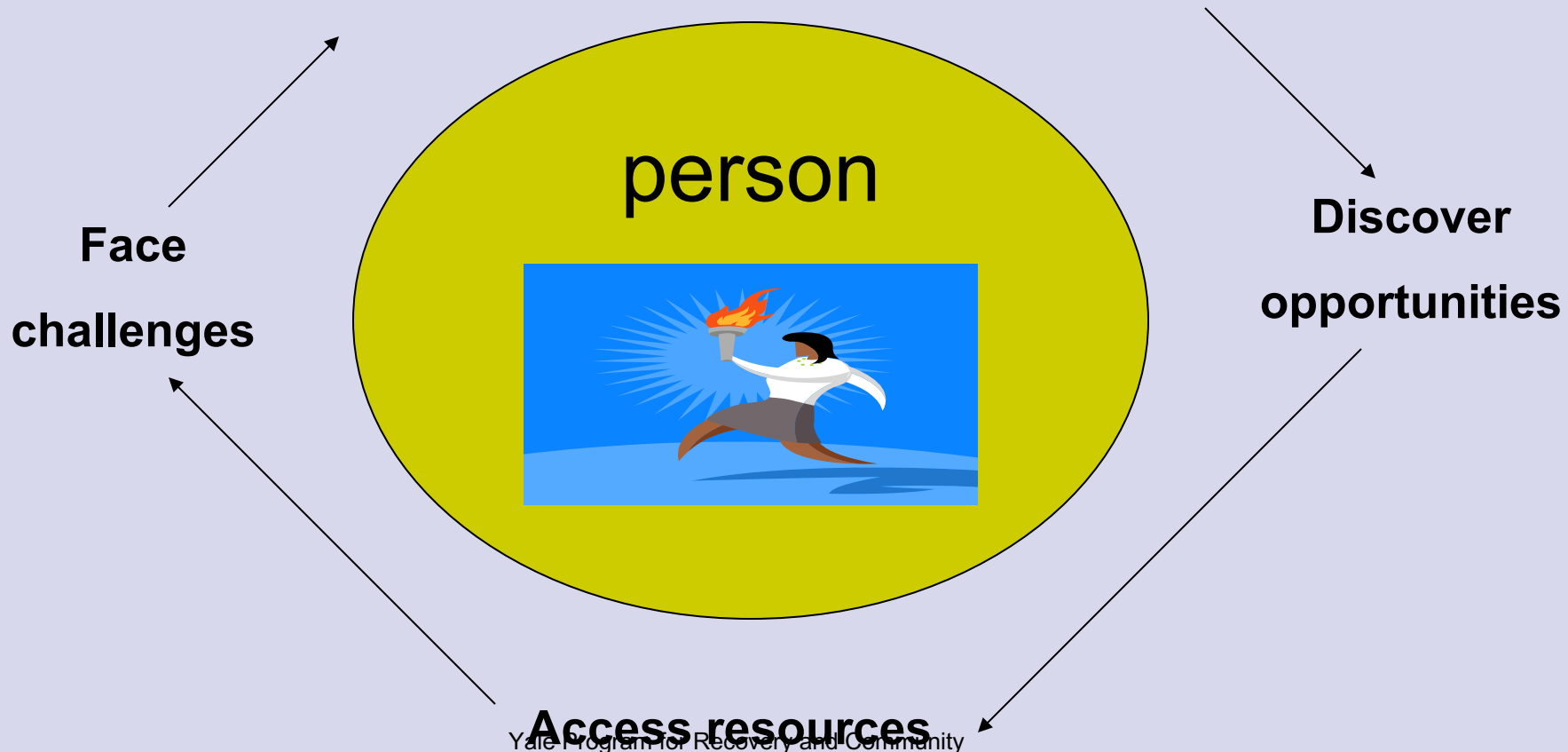
Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: how to keep getting extraordinary things done in organizations.*



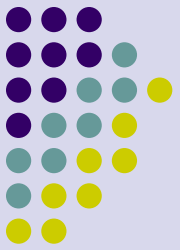
# Appreciative Inquiry

Listen together for

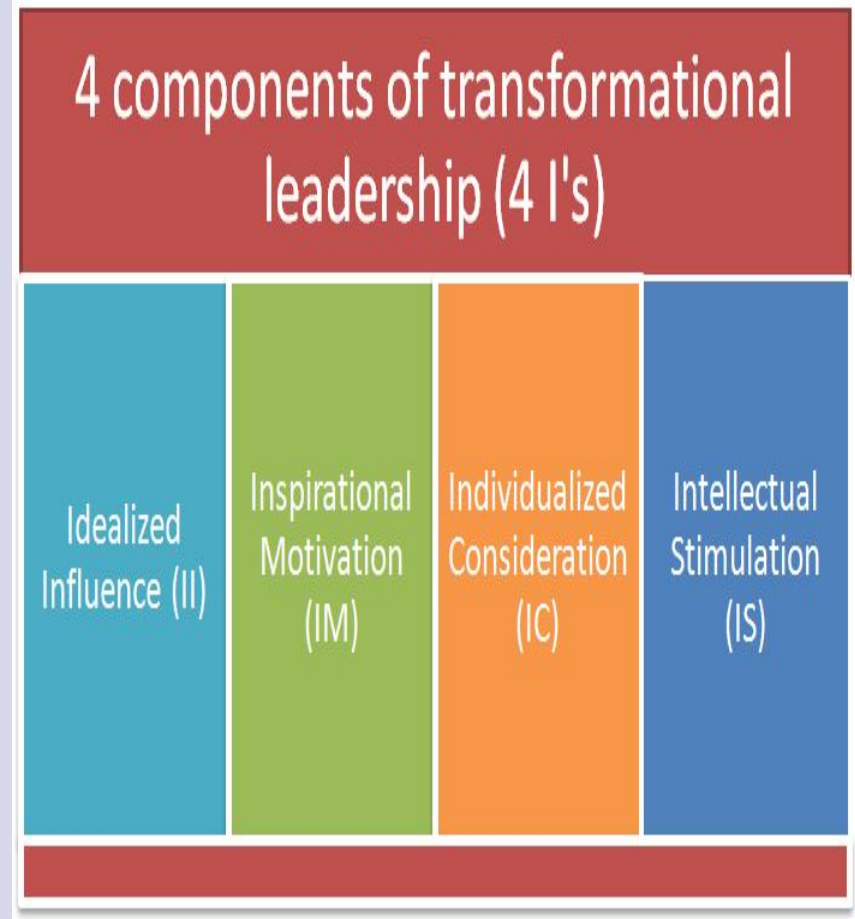
Passions, interest, dreams... a small life goal



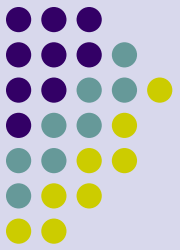
# Week 3: Foundations of Transformational Leadership



- The 4 Is and Values of Transformational leaders
- Self and Modelling  
*[What does that look like for people with lived experience?]*



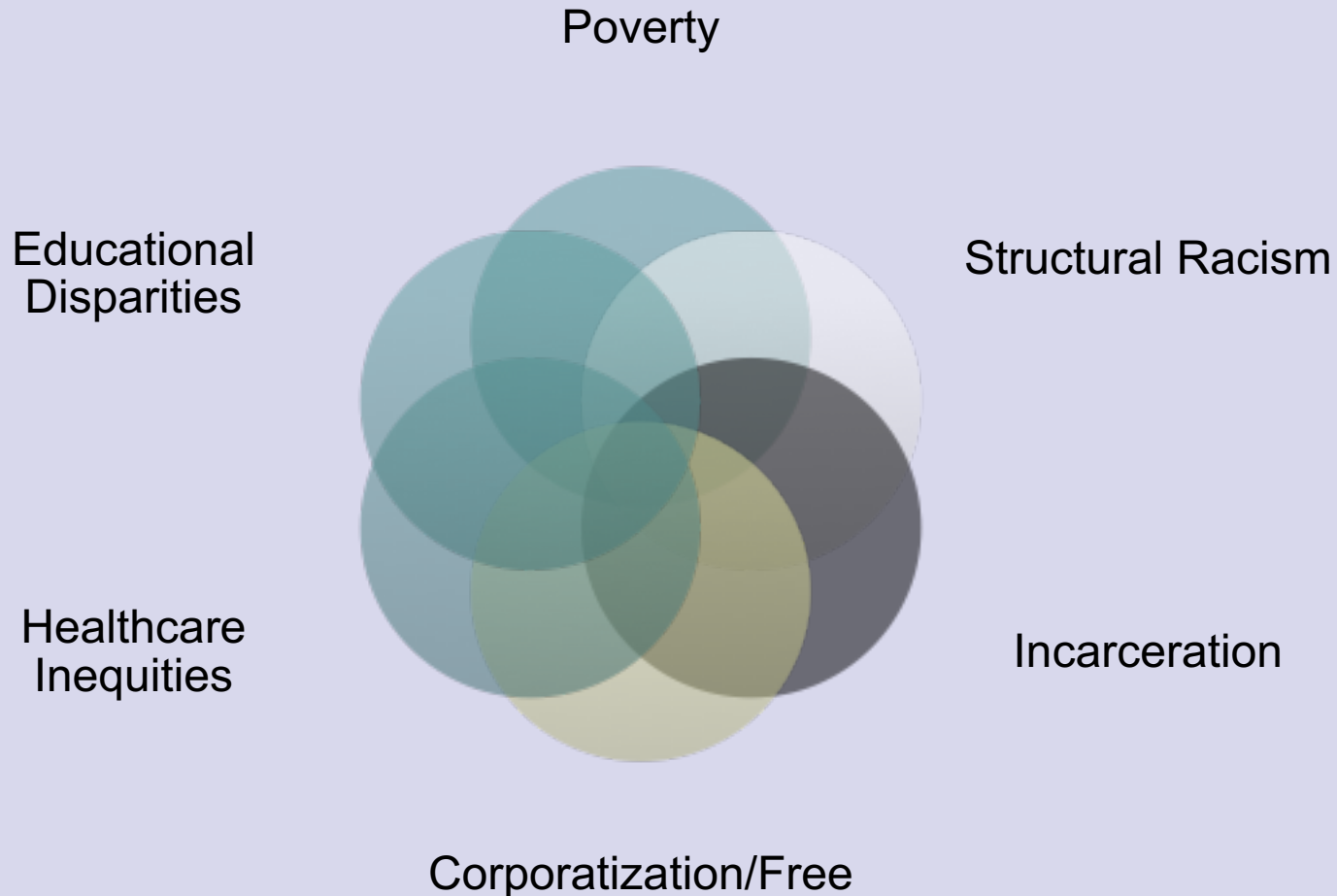
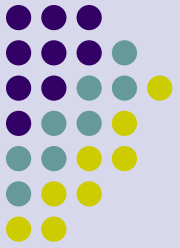
# Week 4: Behavioral Health and Lived Experience: State of Affairs

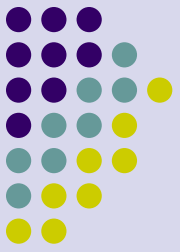


- Social Justice Intersections
- Contemporary Intersections
- Critical Perspectives within 'Mental Health'



# Contemporary Intersections

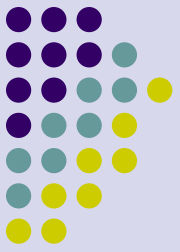




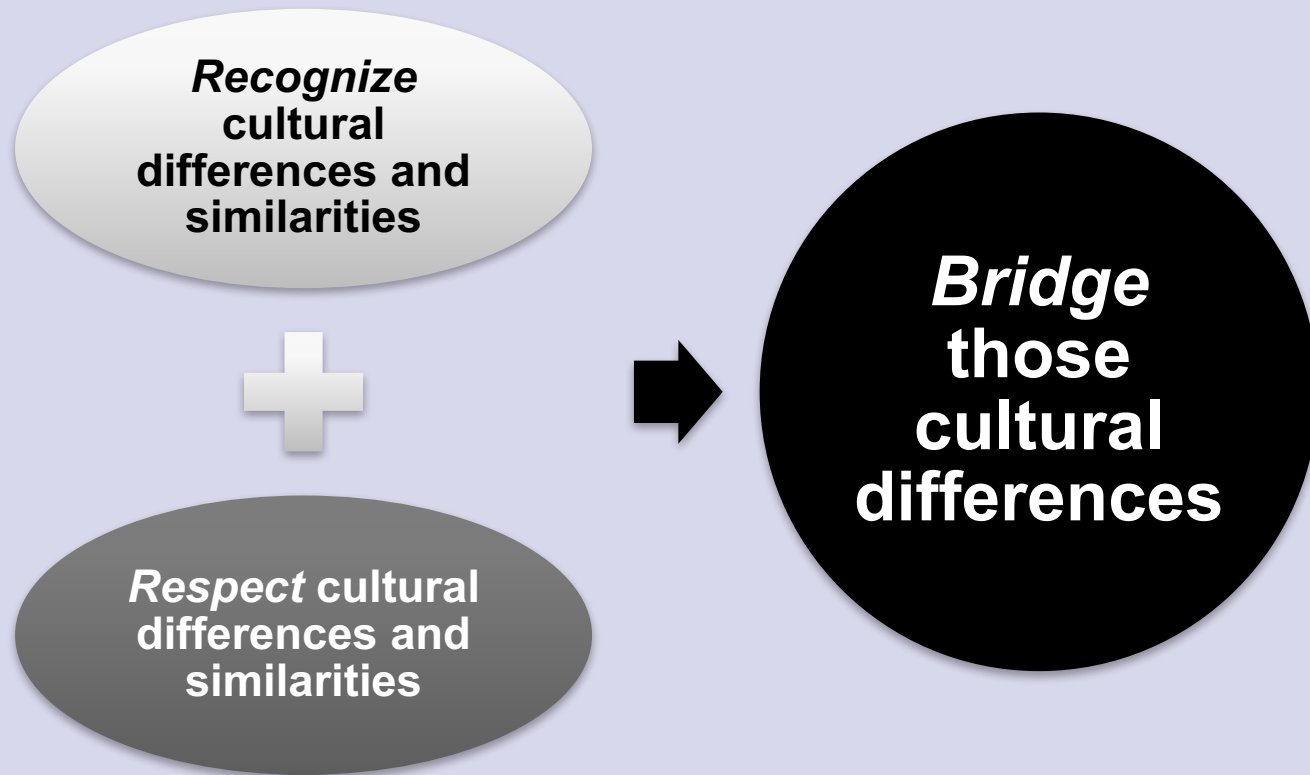
# Week 5: Encouraging the Heart and Partnering with diverse communities

- Encouraging the heart – recognizing others strengths
- Partnering with others – participatory leadership
- Courageous Conversations
- Microaggressions

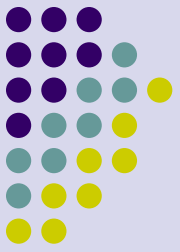




# Courageous Conversations



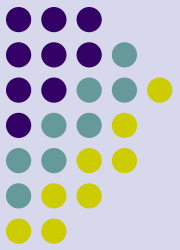
# Week 6: Change Management Strategies & Appreciative Inquiry



Participants understand the principles of change management and can plan actions to be effective as change agents while working in systems that often resist change

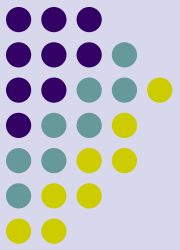


# Key Concepts



**Appreciate Inquiry**  
**Disruptive Change**  
**Change Agents**  
**The Change Curve**  
**Stages of Change**  
**Change Management**  
**Readiness**  
**Systems Change**  
**Power Mapping**

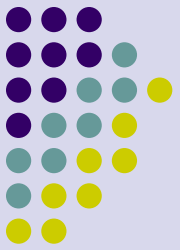
# Weeks 7 & 8: Advocacy, Leadership on Boards Committees



- Students will learn advocacy skills and develop opportunities to provide Lived Expertise Transformational Leadership to CAMH as a community stakeholder.

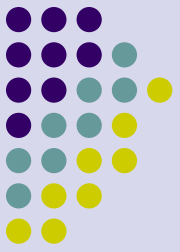


# Weeks 9: Developing your Vision, Students presentations



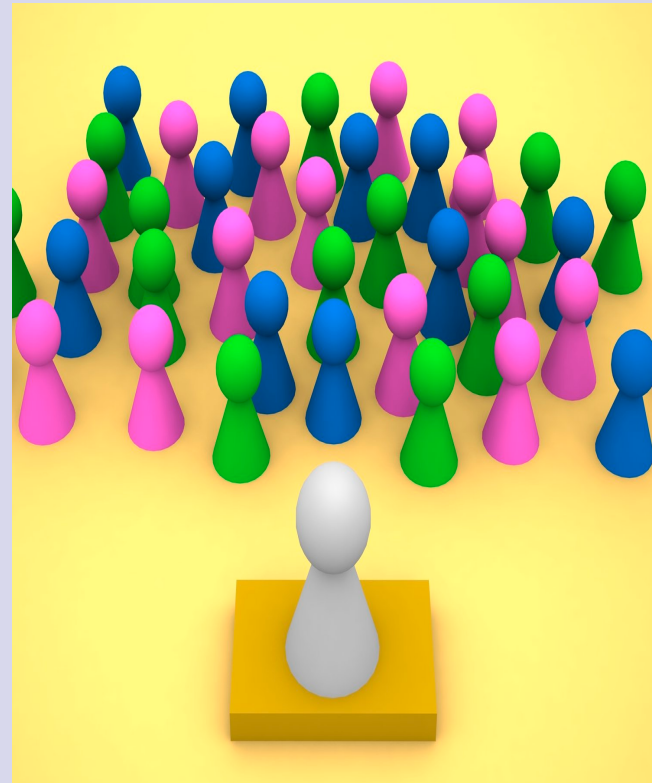
- To develop a project that combines the knowledge and skills they are learning in class in a practical way, either by, for example, developing a project focused on systems or social change or by developing a change initiative specific to their own personal or organization's vision.

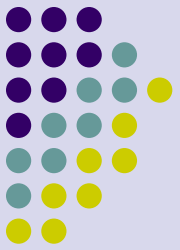




# Week 10: Pushing Forward, Next steps, Students presentations

- ❖ Presentations by fellows on their projects at CAMH.
- ❖ Mentoring by Yale faculty and monthly group check-ins
- ❖ Graduation April 2019.





# Timeline

## September to November 2018

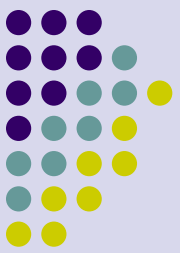
10 weekly in person seminars (10 am Wed or 1:15 Thursday, to be announced)

## December 2018 to April 2019

projects at CAMH, mentoring by Yale faculty and monthly group check-ins

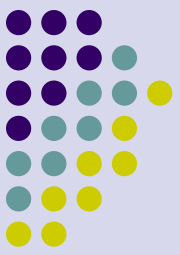
## April 2019 Graduation!

Opportunities to provide Lived Expertise Transformational Leadership to CAMH as a community stakeholder



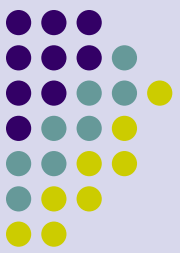
# Funding

- All Yale tuition fees will be paid by the *Hugo Fund*, recently established by a private donation to the CAMH Foundation
- For the duration of the LETsLEAD program (September – April), Fellows will *not* be remunerated for their time
- After graduation, Fellows *will* be eligible to receive honoraria for committee work per CAMH policy (20 – 30\$/ h)



# Assessment of Applications

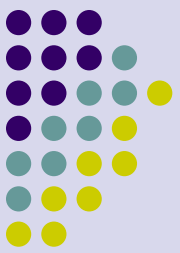
- 1) Identification of how strengths and assets can be used for transformational leadership
- 2) Description of a compelling vision for transformational change based on a solid analysis of the current system
- 3) Identification of personal goals that align with the program's goals and objectives
- 4) Strong knowledge of CAMH as a service user, support person and/or community member



# Participant Selection

- Applications due June 30
- Selected applicants will be invited to participate in an interview
- Interviews to take place on Monday July 23 & Monday July 30 at CAMH
- Interviews will be approximately 30 minutes
- Interview teams will include Sacha and Rachel, and possibly Yale faculty members and CAMH staff

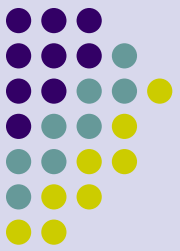




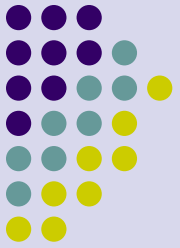
# Assessment of Interviews

- Appreciation for a range of perspectives and values held by members of the community
- Strong experience collaborating with service providers
- Strong experience working in teams/groups
- Strong knowledge and self-awareness of diversity and health equity issues

# Equity, Accessibility & Accommodations



- Equity in selection: ensuring that participants represent diverse perspectives, backgrounds and experiences
- Accessibility through the application and interview process and during the course itself. Reasonable accommodations will be provided by request.
- TTC fare will be offered at in-person meetings



# Closing Questions?

**Chyrell Bellamy**

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**Maria E Restrepo-Toro, MS, CPRP.**

[maretoro17@gmail.com](mailto:maretoro17@gmail.com)

Yale School of Medicine  
Department of Psychiatry  
Program for Recovery and Community Health

**Sacha Agrawal**, Education Scholar and  
Psychiatrist at CAMH

[Sacha.agrawal@camh.ca](mailto:Sacha.agrawal@camh.ca)

**Rachel Cooper**, Project Coordinator  
[rachelcooper2@gmail.com](mailto:rachelcooper2@gmail.com)

