

**Volunteering as a Supportive Practice for Substance Addiction Recovery:
Uncovering Tools for Meaningful Volunteer Opportunities**

By

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Executive Summary

Introduction

This study explores the current state of the men's Second Stage Recovery Program (SSR) at Vancouver's Union Gospel Mission (UGM) and primarily focuses on volunteering as a supportive practice for their recovery pathway. To support this practice, an asset-based participatory led approach was applied during the research process where in general, participants use their acquired skills to decide how and who they would like to volunteer with as a supportive practice for their recovery.

The main deliverable for this project is the creation of a guided tool for practitioners and participants of the second stage recovery program at the Vancouver Union Gospel Mission to help connect participants to meaningful volunteer opportunities .

Recovery from substance addiction is a complex undertaking. It is simultaneously personal and societal, individual, and collective. As such, there are various opinions, stigmas, and systems that challenge an individual's choice in a recovery path and at times, can also affect their access to recovery options. In addition to these pressures, people requiring recovery are in a state where their "life has become unmanageable" (Alcoholics Anonymous, p. 59) and making any decisions becomes even more challenging than under 'normal' conditions. Given this complexity, some of the first efforts to 'cure' addiction in the early 1900s were very controlling and authoritarian and included such practices as shock therapy, institutionalization, and radicalized religious confrontational tactics (Clark, 2017, p.11). Since the early 1900s, there has been significant research into how substance addiction can be treated, ultimately resulting in a movement from authoritarian practices to participant led practices (Best, et al., 2017, p.2-3).

Among the number of approaches and responses to substance addiction recovery, there are some supporting practices, such as volunteering, that according to Witkiewitz (2004, p. 225) benefits the individual as they form a sense of belonging, self-efficacy, and trust. This volunteer approach also benefits the communities that they volunteer in, who benefit from their specific skill sets. While these practices prove to be beneficial, the challenge remains on how to make the connection between the participant and the volunteering opportunity. This project has researched and developed a tool to assist in making these connections.

Methodology and Methods

Using community-based participatory research and asset-based community development methodologies, this study kept the participant experience and agency central to how the study was developed and conducted and acted as a guide for how the volunteer opportunity tool was developed (Darroch, 2014, p. 23). Additionally, a decolonizing methodology was adopted as the research was being conducted through an organization, which can easily perpetuate patriarchal practices that can limit and devalue the individuals that are participating in the recovery program(s) (Ibhakewanlan, 2015, p.1). Moreover, there are numerous Indigenous clients of the various programs that the Vancouver Union Gospel Mission serves and it was deemed to be

important to recognize and respect different ways of understanding, gathering, and analyzing knowledge and cultural practices and norms.

The research was conducted with two different groups of people who had knowledge, experience and insight about the SSR program at UGM. The first group was the Alcohol and Drug Recovery (A&D) staff, who were invited to participate in an online survey to give their insights and to discuss the current state of the SSR program, with a specific focus on the volunteer requirement of the program. The second group were the participants of the SSR program who were invited to take part in asset-based inventory questionnaire to identify their current assets or skills. An optional follow-up workshop took place to discuss how to use their identified assets as a guiding tool to look for volunteer opportunities. Additionally, the workshop addressed learning about the volunteer application processes, possible barriers, how to find volunteer opportunities through volunteer posting boards and search engines, and what their rights and responsibilities as volunteers are. This research process was used to inform the development of the final volunteer opportunity tool.

Key Findings

Findings were identified through research insights in the literature review, responses from the UGM staff about the current state of the SSR program, and researcher observations from the SSR participant's questionnaires and workshop.

Survey respondents were asked to identify three benefits and three challenges of the SSR program that they observed among the SSR participants. Benefits that were identified were recovery capital, access to housing and programs, ease of transition, building community, and long term goals. Challenges that were identified were time/priorities, lack of staff support, difficulty building relationships, and lack of direction and structure. Additionally, respondents shared their knowledge and perspectives about the various barriers that SSR participants experience when attempting to connect to volunteer opportunities, which included lack of time, not being offered a volunteer opportunity, not feeling like they have something to offer, having physical limitations, having no interest in presented volunteer opportunities, being limited by a criminal record, and feeling the process for getting a volunteer position is too long.

The observations gathered during the asset-based questionnaires and follow-up workshop indicated that once participants started identifying assets, they often wanted to share the stories about how they acquired those skills. Workshop participants were able to share their experiences and concerns about volunteering, which later informed how to address those concerns directly in the volunteer opportunities tool. A key learning moment was when participants were shown volunteer posting boards and volunteer search engines because they had not seen them before and were not familiar with how to navigate them.

Recommendations

The following recommendations to connect program participants to meaningful volunteer opportunities that support their recovery are:

Recommendation 1: Create a clearly defined process for exploring volunteering opportunities for participants in the SSR program. This process should include regular staff involvement, check ins, and opportunities for follow up and sharing. If resource capacity allows, the organization should consider assigning one staff person to oversee this process.

Recommendation 2: Provide structured class training that includes learning the value of volunteering, finding volunteer roles, addressing barriers (e.g., criminal records, pardons, time constraints), and assessing how they would like to contribute to the community. Included in this recommendation are two lesson plans that were created as tools to support this process.

Recommendation 3: Establish ways to celebrate the many ways that participants are volunteering and contributing to their communities.

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List of Acronyms

| Acronym | Full Name | Additional notes |
|----------------|--|---|
| ABCD | Asset Based Community Development | |
| ABT | Abstinent Based Treatment | |
| A&D | Alcohol and Drug Recovery Program | Internal name of program at UGM |
| CBPR | Community Based Participatory Research | |
| CRC | Community Recovery Centres | |
| DTES | Downtown Eastside | Neighbourhood in Vancouver where UGM is located |
| MAT | Medical Assisted Treatment | |
| ROSC | Recovery Oriented Systems of Care | |
| SSR | Second Stage Recovery Program | Part of the A&D recovery program at UGM |
| UGM | Union Gospel Mission | |

1.0 Introduction

This report examined the continuing study and practice of substance addiction recovery and some of the pathways and systems that have the potential to support people in their recovery journey. With a specific focus on the role of volunteering as a supportive recovery practice, this report explored current recovery practices, practitioner insights, and participant observations to inform the development of a practitioner volunteer opportunity tool to support this process.

The following chapter outlines the focus of this report, which is to address the current challenges that the Union Gospel Mission Men's Alcohol and Drug Recovery program is facing to find ways to connect program participants to meaningful volunteering opportunities. This report focuses specifically on individuals who have completed a six-month recovery program and who are in a transitional program called Second Stage Recovery (SSR). This chapter also includes an overview of the client deliverables, the research questions, and the overall organization of the rest of the report.

1.1 Background and Problem Definition

Substance addiction deeply affects every community in Canada to varying degrees. While addiction is far-reaching and a pervasive problem, uncovering the root causes and solutions for treating and recovering from substance addiction is not always agreed upon. For a significant part of the 20th century, substance addiction has been viewed as an individual's moral failing, the result of exposure to "addictive substances" or poor decision-making that is reinforced by a compulsive behavior (Morse, 2004, p. 443). This belief was paired with the view that illicit substances were so addictive themselves that once someone consumed them, they would not be able to stop because of the power of the drug (p.443). While this perspective is seen to be dated, there are still remnants of these beliefs in society.

In the mid-20th century, there was a significant shift in thinking from viewing addiction as a self-induced process, to that of an environmental or societal process. This new focus was argued to be the key to better understanding how to treat addiction. For example, research conducted in the 1960s by Bruce Alexander, a Canadian psychologist, examined how addictive behaviors can be attributed to the lack of interpersonal and community connections a person has rather than moral traits, which may be due to complex traumas, systemic oppression, or unmet childhood needs (Alexander, 2012, p. 5-6). Alexander also concluded that it is possible that when people experience substance addiction and connect and positively bond in healthy relationship to others, their compulsion and dependence on their substance of choice may diminish (p. 7).

This approach is now encompassed in the 'Recovery Capital' movement. Recovery capital refers to the quality and access of both internal and external resources that contribute to supporting one's recovery (Cloud & Grandfield, 2008; Mericle et al., 2014; Alberta, Pliski, & Carlson, 2012). For the purposes of this research, recovery is defined as a maintained quality of life and stabilization (Best et al., 2011; Betty Ford Institute, 2007; Laudet & Stanick, 2010).

Using Alexander's approach to creating positive connections as a supportive measure in recovery, this research project explored supportive practices for men (known as "participants" in

this study) who have completed a six-month Alcohol and Drug recovery program (A&D) at Vancouver's Union Gospel Mission (UGM) and who have begun to participate in a Second Stage Recovery (SSR) program.

Through an asset-based participatory approach, participants explored and identified their own skills, as a means to investigate how they can make community connections through strength-based volunteer opportunities. This research led to the creation of a practitioner tool to support SSR participants as they look for meaningful volunteer opportunities.

For over 35 years, UGM has been operating a residential alcohol and drug recovery (A&D) program for men on the Downtown Eastside (DTES) of Vancouver. With a median age of 48, many of the men who are accessing the program have already had families and careers. Yet due to complex traumas, systemic oppression, and other challenges, their compulsory substance addiction has consumed their lives making responsibilities and relationships chaotic and unpredictable. For many of the men, the result has been that they have become entrenched in homelessness and poverty and have often become isolated from their friends and family (Personal Communication, R. Heringer, November 15th, 2018).

The UGM A&D program is an abstinence-based model, which means that participants completely refrain from any use of mind altering substances including medical assisted treatment (i.e. Methadone or Disulfiram) (Personal Communication, P. Martin. November 1st, 2018). The core practices of this program are based on a Christian 12-step process (similar to Alcoholics Anonymous, or Narcotics Anonymous, etc.), cognitive behavioural counseling, and relapse prevention skills training. The men entering this program are required to attend regular morning classes, counselling, weekly support meetings or 12-step meetings, and bible studies. Additionally, they are assigned housekeeping responsibilities in the kitchen and in their residences. While there is structure to the program, the men are given most afternoons and evenings off to fill with activities of their choosing. This practice is believed to assist them in gaining independence as they create new routines and skills that will help them better adapt to life after the program (Personal Communication, P. Martin. November 1st, 2018).

Once participants have completed their six-month structured program, they have an option to participate in the SSR Program, which consists of regular support group meet-ups, access to their counselor, and intentional participation through volunteering in the community. Currently, volunteering can be done either through UGM or externally at another community organization.

There have been many adaptations of the A&D program at UGM regarding the best approach to supporting men seeking recovery. The most significant shift has been in understanding substance addiction as a complex mix of responses to trauma and a lack of community support instead of simplifying it down to an individual's 'moral failing.' One of the most notable practices that has supported overall recovery, which will be discussed further in the literature review, has been for participants to find ways to give back to the community as noted in the 12th step of Alcoholics Anonymous (Alcoholics Anonymous, 1952, p. 106). The challenge arises in how to make the connection between a participant and a volunteer opportunity. While these kinds of structured programs include referral processes, the A & D program within UGM has yet

to establish successful practices that help participants feel empowered to connect to other communities (P. Martin. Personal Communication, November 1st, 2018).

The practice of working with participants after they have completed an initial stabilizing program is called continued care or second stage recovery. These programs offer tools for individuals to help address personal traumas, develop social skills, and stabilize them from the psychological chaos that had taken place in their lives. Yet as Stanford, Banerjee, & Garner discuss, these programs offer few supports to either reconnect or develop new connections to communities (2010, p. 296). A reasoning for this, as McKay discusses in his research on continuing care, is that many programs limit the decision-making preferences of participants for the sake of structure and consistency (2011, p. 170). While the understanding of recovery treatment through a community connection approach has become more established and shown to be beneficial (Alexander, 2012, Witkiewitz, et. al., 2004), the shift in decision-making power has remained limited, which has in turn limited creating such connections.

Some efforts have been made by the A&D department related to helping participants with stabilization and connection issues and concerns, such as providing long-term housing, ongoing counselling, support groups, and employment services. Research conducted by Bergman, Hoepfner, B., Nelson, Slaymaker and Kelly argue that these programs are a vital part of the recovery process and contribute to recovery maintenance over time (2015, p. 208). Within this setting though, A&D staff at UGM have noticed that participants often stay enmeshed in recovery communities and struggle to integrate or reintegrate into the greater community (Personal Communication, B. McGrath, October 1 2018). Related, Witkiewitz (2004, p. 225) argues that people experiencing substance addiction have a greater challenge developing social capital and self-efficacy and are more likely to return to practicing high-risk behaviours without the support that they actually need to refrain from such behaviors.

This project focuses on how to improve the link and relationship between the participants of the SSR program and volunteer opportunities in the community as a means to support their recovery pathway.

1.2 Client, Deliverables, and Importance of Topic

The UGM is an urban relief organization located on the Downtown Eastside (DTES) of Vancouver. The organization has been working in the DTES community for over 80 years to offer basic needs (e.g., meals and emergency shelter), transitional programs (e.g., alcohol and drug recovery) and sustainable long-term programs (e.g., housing and employment services) for community members experiencing poverty, homelessness, and addiction ([UGM](#), 2020).

The UGM A&D program is based on the principle that when people feel a sense of belonging in a community and have healthy connections, their likelihood of remaining sober and stable increases (Alcohol & Drug Recovery. Retrieved February 20, 2020, from <https://www.ugm.ca/services/alcohol-drug-recovery/>). Additionally, when participants participate in acts of volunteerism, anecdotally, staff at UGM have found the program participants find deeper purpose, belonging and connection (Personal Communication, B. McGrath, October 1, 2018).

At the time of the data collection stage in the research (Summer 2019), there were 31 men that were enrolled in the SSR program at UGM and the number of participants in the program is not static. Indeed, the number of participants in the SSR program fluctuates regularly as men complete the six-month recovery program and enter the SSR program that then increases the number of participants. Further adding to the fluctuation of the numbers is that there are participants that complete their 18-month SSR program or choose to leave the SSR program, which then decreases the number.

The importance of this research is to assist in creating thoughtful connections to meaningful volunteer opportunities, that support SSR participants in their recovery journey by evaluating and adjusting current practices. With recent staffing changes and people moving on to new positions, this project was deemed to be an optimal opportunity to examine existing practices and offer recommendations on how to improve such practices. Brian McGrath, UGM Men's Alcohol and Drug Recovery Supervisor and Counsellor, is the client for this Master's Project.

The primary deliverable was the creation of a practitioner tool that can be used within the program to support these practices. Upon completion of this project, the report and the tool will be presented to staff from the A&D program to discuss and consider using in the future.

1.3 Project Objectives, Research Questions, and Scope

This research frames the discussion around the possible long-term supportive practices of volunteering in the recovery journey. It seeks to bridge the gap between the recovery services that UGM provides connecting participants to meaningful volunteer opportunities that have the potential to strengthen an individual's social and human capital.

Project Objectives

The purpose of this study is to explore how to bridge the gap between participants of the SSR program and connections to meaningful volunteer opportunities through the use of an asset-based community development approach. The goal of this process is to identify and acquire strategies and tools that will help make these connections intentional, self-guided, and meaningful for participants.

Project Scope

Using an asset-based community development (ABCD) approach, this research focuses on a participant's assets and skills to guide the process. The ABCD approach was designed to counteract the needs-based response to welfare policies that are often used by social services and governments (Kretzmann & McKnight, 1993). In their research on asset-based approaches to volunteering, Benenson and Stagg highlight a needed shift in process from needs to assets as it helps people gain agency, independence, and adaptability (2016, p. 135).

This research examined how to best assist in creating practices that identify pre-existing skill sets in participants that will support them as they establish social connections through participating in

volunteer activities. By using an asset-based participatory approach, participants are believed to have the opportunity to identify their own assets and choose the volunteer experiences that they would most like to explore, rather than being randomly assigned to volunteer positions as is the current practice. Research conducted by Darroch (2014) shows the importance of democratizing this kind of knowledge supports the lived experience of participants and at the same time as engages them in the process of building community as they explore meaningful volunteer opportunities (p. 25).

Research Questions

The primary research question for this project was:

- How can participants of the Men's Second Stage Residential Alcohol and Drug Recovery Program at Union Gospel Mission become connected to meaningful volunteer opportunities that promote lifelong sobriety and stability?

The secondary research questions that support the answering of the main research question were:

- What is the current state of UGM's program and finding volunteer opportunities?
- What approaches and tools can UGM use to support a participant's connection to meaningful volunteer opportunities?

1.4 Key Terms and Concepts

For the purpose of this report, 'substance addiction' is defined according to the National Institute on Drug Abuse, as a chronic, relapsing disorder characterized by compulsive drug seeking, continued use despite harmful consequences, and long-lasting changes in the brain. (NIDA, 2018).

Recovery has many definitions that vary from complete abstinence (Best et al., 2011; Betty Ford Institute, 2007; Laudet & Stanick, 2010), to quality of life (Best et al., 2011; Betty Ford Institute, 2007), to medical stability (Drucker, et al, 2016; Fraser et al., 2017; McElrath, 2018). This report focuses on recovery in relation to quality of life and stabilization. It is important to be mindful that there is no complete standardized language between the various approaches to recovery and definitions may vary between contexts.

1.5 Organization of Report

Following this introduction, the next section reviews the current and relevant literature surrounding recovery practices, and the value of volunteering as a supportive practice to stabilization and recovery. The third section outlines the methodology and methods that were used to investigate these practices within the SSR Program context. The fourth section explores the various findings that were uncovered during the research process. The fifth section discusses notable themes that lead to the sixth section of offering recommendations for the SSR Program as they look to review and adjust their current programming. Finally, the seventh section offers concluding remarks on the whole of the process, analysis and outcomes.

2.0 Literature Review

This literature review explores the academic literature related to the current state of recovery programming, continuing care, and volunteering as a supportive practice. Divided into three distinct parts, the literature review first explores the scholarly and grey literature about the current state of recovery services and what is available for people seeking recovery. The review then looks at scholarly literature focusing on topics related to tools for participation as a means of stabilizing and maintaining community connection after participating in a recovery program. Finally, this chapter examines the literature on the relationship between participation in volunteerism and community connection as a means to support an individual's recovery pathway.

The research for this project was conducted using targeted searches in the academic search engines found on the University of Victoria library database including Summons, ScienceDirect, Taylor and Francis Journals Online, JSTOR and Google Scholar. Key terms used to find scholarly research were: "Substance abuse treatment", "Substance abuse recovery", "Supportive practices for substance abuse recovery", "Abstinence Based Therapy", "Medical Assisted Treatment", "Community Recovery Centres", "Recovery Capital", "Meaningful Volunteering", and "Benefits of volunteering."

2.1 Defining the Current State of Recovery Services

Substance addiction has been viewed as an individual challenge that is based in moral decision-making and is often punished and criminalized, pushing substance users to the margins of society. In research by Loue, this kind of reaction only negatively affects and perpetuates the addictive behaviours in a person (2003, p.281). To add to these complexities, people seeking recovery are often bombarded with clinical definitions, community specific language, and societal stigmas, which can lead to more barriers that compromise their access to appropriate assistance.

The past fifty years has produced a significant amount of research that focuses on substance addiction as being based in complex traumas, systemic oppression, or unmet childhood needs (Alexander, 2012, p. 5-6). As such, numerous authors argue that to get to the root of addiction and recovery, the investigation must be broadened to consider that recovery is less of a destination and more of a process with many pathways and outcomes (Best et al., 2011, Best et al., 2010, Hser et al., 2007, Laudet & White, 2010; McIntosh & McKeganey, 2000). The practice of recovery is complex and may include many different approaches that can be used individually or in tandem to create an individual's recovery pathway (Best et al., 2011, Best et al., 2010, Hser et al., 2007, Laudet & White, 2010).

According to several authors, individuals who are in or are seeking recovery programs may have different desired outcomes that vary depending on treatment options and philosophies ranging from a decrease in use, to abstinence, to improving social relationships, to addressing trauma, to developing stronger coping mechanisms, and to overall health improvements (McLellan, McKay, Forman, Cocciola, & Kemp, 2005, p. 448). Complete abstinence, refers to refraining

from any mind altering substance including medically approved medication (Best et al., 2011; Betty Ford Institute, 2007; Laudet & Stanick, 2010). Quality of life, focuses on being able to maintain healthy relationships, uphold commitments, and maintain a holistic personal wellbeing (Best et al., 2011; Betty Ford Institute, 2007). Finally, medical stability, includes being treated through medically assisted prescriptions and care (Drucker, et al, 2016; Fraser et al., 2017; McElrath, 2018). The following three different approaches are examined below: abstinence based therapy (ABT), medical assisted treatment (MAT) and community recovery centres (CRC).

Abstinence Based Therapy

Abstinence Based Therapy (ABT) are programs that work with individuals who have identified as having an addiction that has made their lives unmanageable (Alcoholics Anonymous, p. 59). The ABT approach can take on a number of different forms of structured programs, which always include being completely abstinent from any illicit drugs or alcohol, including narcotic medication that relieves withdrawal symptoms (Tabatabaei-Jafari, et al., 2014, p.123). Regardless of the program structure, ABT programs aim to keep the client central to the process and propose that there must be a life-course perspective applied when thinking of recovery (Hser, Longshore, & Anglin, 2007, p. 516). This approach refers to developmental, society, and systemic effects that contribute to a person's addiction as the primary place to start recovery treatment (p. 516). Through this approach, clients receive support through cognitive behavioral therapy, addressing compounded trauma and developing new coping strategies. It may also include participating in support groups like Alcoholics Anonymous or Celebrate Recovery. Practically, ABT often operates through the structure of residential programs, support groups, and individual counseling. At times, this can be a combination of all three (Best et al, 2010; Hser et al., 2007).

The words 'recovery' and 'abstinence' can often be seen as synonymous, as seen in the Life in Recovery survey that was conducted in 2017 across Canada, where 52% of respondents defined "Recovery" as "Abstinence" (Life in Recovery Survey, 2017, p. 16). As such, many government programs and organizations have operated under this assumption, partially because the only program that was readily available for people seeking recovery was Alcoholics Anonymous, which is an abstinence based program that has successfully seen people maintaining their recovery and stabilize their life circumstances (Laudet & Stanick, 2010, p. 318). While abstinence has proven to be helpful for some, for both community recovery centres and medical assisted treatments, abstinence is not required to be deemed "in recovery" (Best et al., 2011, Laudet & White, 2010). Understanding this both from a research and societal perspective is important because it significantly influences how programs operate, as well as how they are viewed and accessed by the people that need them.

Medical Assisted Treatment

Medical assisted treatment (MAT) treats substance addiction as a disease (McElrath, 2018, Miller, 2001). It uses a clinical approach to addiction diagnosis and treats the addiction through prescribed medications, like Methadone and Buprenorphine, to reduce the use and consequences of alcohol and illicit drugs (McElrath, 2018, p. 334). By framing addiction as a disease, the hope

has been to reduce the stigma and shame attached to addiction, and to treat it in a clinical way like any other health concern (McElrath, 2018, Miller, 2001).

Research by Miller and Everitt & Robbins shows that the source of where addiction happens in the brain is in the mesolimbic pathways, stimulating the nerve cells that produce a sense of euphoria when using such drugs as cocaine (Miller, 2001, Everitt & Robbins, 2005). When a person stops receiving these stimulations, there is a significant decrease in dopamine and an increase of withdrawal symptoms that can be painful and debilitating (Miller, 2001, p. 106). The use of medical treatment reduces negative effects of withdrawal, making cessation both manageable and safe.

One of the approaches within MAT is known as “Harm Reduction”. This is the process of reducing harm for people in active substance use- including but not limited to safe injection sites, shelters, and needle exchange programs (Drucker et al., 2016, p. 240). The goal of harm reduction may include full cessation, but it is not required. Rather the main objective is to reduce the harm that a person may occur because of consistent and compulsive use of drugs or alcohol. It is important to note that harm reduction is still considered part of being “in recovery” (Single & Rohl., 1997, Lenton & Single., 1998, Miller., 2001). Harm reduction has been particularly successful in reducing transmitted diseases as HIV and Hepatitis C (Drucker, 2016, p. 239). It can also act as the precursor to people seeking further long term assistance through other recovery channels (p.245).

Despite this reframing of addiction as a disease, the challenge with this approach include high levels of public and personal stigma, which can directly affect how and when people are able to access treatment. This can occur both in people deciding whether or not to access treatment, as well as if the treatment is available due to government priorities and regulations (Fraser et al., 2017).

Community Recovery Centres

Community recovery centres (CRC) are supportive communities for people in the midst of their recovery journey. While not clinical in their practice, they provide a variety of supportive practices that promote connection and healthy behaviours (Mericle et al, 2014, p. 509). This approach is unique as it is often participant led and maintained. Facilitators are often people that have been active in their own substance addictions and are at various places in their recovery journey (p. 510). There are many different forms that CRC’s can take on and they may even go by slightly different names (i.e. Therapeutic Communities, Recovery Community Centre, Peer-Based Recovery) that include supportive peer-base services (Mericle, 2014, Bonita, Grasmere & Andersen 2010). Programs and services are very practical in nature, offering peer- based support groups, hosting workshops and doing recreational events and outings. Within this approach there is a great deal of participant ownership and agency (Mericle, 2014, p.510).

Out of all of the recovery treatment options, CRCs have the least amount of clinical or supported research done on them (Mericle et al, 2014, p. 509). That being said, one component of CRC’s is gaining a significant amount of attention both in the literature and in the larger recovery treatment field, is called ‘Recovery Capital’ (Mericle et. al, 2014, Alberta, Pliski & Carlson,

2012). Recovery capital refers to the quality and access of both internal and external resources that contribute to supporting one's recovery (Cloud & Grandfield, 2008, p.1971). This may include relationships (interpersonal and professional), programs, and community connection opportunities (Mericle et. al., 2014, Alberta, Pliski & Carlson, 2012). The literature is providing more and more examples of how supportive relationships, both inside and outside of recovery networks actively reduces the chances of relapse (Jason & Ferrari, 2010, Jason, Ferrari, Davis, & Olson, 2006). This approach can also be particularly helpful for people who have participated in a structured recovery program, as a way of supporting their long term recovery goals (Laudet and White, 2010, Best et al, 2010).

Recovery Limitations

Within the search for the most appropriate recovery program or treatment per person, there are a number of limitations that people can face in understanding, accessing and connecting with what their particular needs may be (Hser, Anglin, & Fletcher, 1998, p. 514). It might be challenging to understand and differentiate one from another, because at this point there have been very few agreed upon terminologies or a shared language throughout the recovery field, as there have been in other fields (Gubi & Marsden- Hughes, 2013, p. 201). Further limitations include matching the specific needs, available access, and personal goals to a particular treatment. If someone has multiple diagnoses in addition to their substance addiction, like a physical disability or a mental health concerns, it might be even more complicated to get them connected to the right recovery plan (Lee, Crowther, Keating, & Kulkarni, 2013, p. 334). Location and cost are also significant barriers for people being able to access programs or treatment that may best suit them.

Each of these approaches represent significant experiences that people seeking recovery intersect with. They can be used independently or in tandem with each other and it is not uncommon to have some overlap of people accessing some form of harm reduction service before being connected to an abstinence based program. Within each of them however, there is often a challenge in connecting participants to outside communities where they might be able to volunteer and contribute (Witkiewitz, 2004, p. 225).

While barriers and limitations remain, these recovery modalities themselves can all provide positive outcomes of improved health, interpersonal relationships, and overall quality of life (Hser, Anglin, & Fletcher, 1998, p. 521). Hser, Anglin and Fletcher propose that there is a strong correlation between people with similar drug use history tend and the recovery options they tend to access (Hser, Anglin, & Fletcher, 1998, p.521). These insights may be helpful as research will continue to explore both the various forms of recovery, as well as how an individual can process which is the best recovery modality for them.

2.2 Current Tools for Participation

As previously discussed, recovery is more of a journey than a destination, and as such has many contributing factors that can support in achieving and maintaining a desired quality of life and stability. With this in mind, regardless of the treatment approach, recovery is not finished when an initial program or treatment is completed. Instead the journey continues for the rest of the

persons' life. One way that organizations or institutions have supported this is through programs that include 'continuing care', which continues to connect participants to supportive practices after they have completed their initial program.

Using the language and practices of 'Recovery Capital', gives a holistic insight into establishing a greater quality of life available to people in the recovery process. These practices can include but are not limited to employment, housing, education and social relations (Laudet and White, 2010, p. 52). Continued support looks into the depth and breadth of resources that people seeking recovery can draw upon to help support and sustain a recovery journey (Cloud & Granfield, 2008, p. 1972).

The months following a structured program or treatment can feel isolating and alarming, as it will naturally be significantly different from the life that participants had prior to starting their recovery path. By offering continued care, participants are encouraged to stay connected, develop goals, and gain further stabilization (Laudet & White, 2010, p.52). Also call 'Recovery Oriented Systems of Care' (ROSC), participants engage in a variety of supportive and stabilizing activities that encourage skill development and trying new things (McKay et al., 2009, p.128).

This process can include all of the previously mentioned treatment approaches, as well as acts as a micro level network to support recovery goals and stabilization (Laudet & White, 2010, p.52). As such, ROSC offers support in all areas of a participants' growth and development. Among the different practices and tools that are commonly accessed, community connection is central to recovery capital. One example of this of this is found in research conducted by Litt et al, who compared participant access to case management (practitioner assistance) and network support (other sober community members). The findings showed that if participants were connected to one other sober individual, that their rate of relapse was reduced by 27% in the following year (Litt et al, 2007, p.552). It was the connection to the people, not the program that made the most significant difference in their recovery journey.

2.3 Participation in Volunteerism and Community Connection

Within the framework of ROSC, volunteering or "giving back" as described in the 12 steps, has many benefits in and outside of the recovery arena. Numerous authors have found that through volunteering, participants learn new skills, connect to communities and have received positive health benefits from volunteering (Grimm, Spring, & Dietz, 2007; Thoits & Hewitt, 2001, Benenson and Stagg, 2016). Additional benefits include building human and social capital. Human capital are skills, competencies, and knowledge that contribute to the wellbeing of a person and greater community development (Reich, Zautra, & Hall, 2010, p. 365). Social capital is the interpersonal and professional connections that a person possess that can strengthen and benefit a person in daily life (Benenson and Stagg, 2016, p. 136-137). When people volunteer in both informal and formal expressions, they build trusting relationships within the greater community. This form of participation increases the feeling of belonging and the belief that their investment of contributing will be reciprocated back to them (Putnam, 2000; Benenson and Stagg, 2016).

There are a few significant limitations that occur for people who are in the midst of creating their recovery pathway and are looking to volunteer. First, for participants that find themselves in lower incomes or marginalized communities it can be difficult to commit to volunteering because of time and financial constraints. Additionally, participants may not know where to start to look which limits their access to opportunities and may be overlooked as potential candidates because of their current state (Benenson and Stagg, 2016, p. 132). Finally, there are currently few practices that support making the connection between participants and meaningful community connections. This is where organizations and institutions have potential to act as bridge builders for participants.

2.4 Literature Review Summary

The research and societal interest of recovery and its various approaches, has significantly increased over the last half a century, as the personal, social, and societal impacts of substance addiction have become more evident in everyday life. As such, there has been a significant increase in scholarly literature about addiction and recovery, which includes research in community development and formation.

There are a number of supportive practices and programs that assist people seeking recovery from substances. Abstinence Based Therapy focuses on the individual experience to address root causes or belief systems that may be reinforcing harmful behaviours to find a pathway to recovery (Hser, Longshore, & Anglin, 2007, Tabatabaei-Jafari, et al., 2014; Best et al, 2010; Hser et al., 2007). Medical Assisted Treatment treats participants from a medical approach that targets the physiological challenges that they are experiencing (McElrath, 2018, Miller, 2001). Finally, Community Resource Centre's use lived experience and practical programming to walk with people through their recovery journey (Mericle, 2014, Bonita, Grasmere & Andersen 2010). While each approach has their strengths, there are many instances where using a combination of many different approaches may prove to be most beneficial to a person seeking recovery.

Regardless of the recovery pathway(s), creating a "Recovery Oriented Systems of Care" that support a participant holistically in whichever kind recovery program they choose is paramount to long-term stabilization (McKay et al., 2009, p.128). While these ROSCs, include people like counsellors, sponsors, neighbours, friends and family, they can also include practices like volunteering and participating in community building activities. In research done by Laudet and White, approaches that encourage self-discovery, autonomy and community building are extremely beneficial in effecting long-term stability and quality of life (2010). Best, et al. follows this research by arguing that it is critical that participants maintain agency and ownership throughout the process (Best, et al., 2017).

The following table (Table 1) outlines the major themes of the literature review and how they relate to what was studied in the data collection methods.

Table 1: Literature and Research Themes

| Literature Review Theme | Question Theme |
|--|--|
| There are a number of approaches to Recovery, many of them can be complementary | What practices is UGM currently using in their Alcohol and Drug Recovery Program? How have they been effective and where do they need development? |
| Recovery Capital conceptually offers insights into the support systems that are beneficial to participants | In what ways does the program create a Recovery Oriented Systems of Care? |
| Community connections are vital to long term recovery | Where is there opportunity for assisting in creating community connections for SSR participants? |
| Volunteering is one avenue that supports community connection, agency and self-efficacy | How can the Alcohol and Drug Recovery Program better support participants in getting connected to meaningful volunteer opportunities that are participant led? |

3.0 Methodology and Methods

The following chapter outlines the methodology and methods that were used in the design and construction of this research. The aim of the research was to investigate the current state of the A&D SSR program and present an asset-based approach as a tool to guide participants as they explore meaningful volunteer opportunities to support their recovery practices.

The methodology section outlines the values and considerations that were present as the research was conceptualized and it presents the overall research design framework. The methods section outlines the data collection tools that were used to assess and observe the current program. The research process and protocol was approved by the University of Victoria's Human Research Ethic Board (certification approval number #19-0037).

3.1 Methodology

As this research was being conducted for an organization, it is important to first of all note that there are already established power imbalances with a hierarchy of leadership and possible limiting processes and policies that exist within all structured programs. Thus, it was important to be aware and remove or reduce any non-essential power dynamics to give space for personal decision-making and autonomy. Central to this research was the use of a decolonizing methodology approach (Ibhakewanlan, 2015, p. 1) because this research was planned and conducted in a community deeply impacted by colonial oppression. There is a strong tie between patriarchal practices and support systems provided to people experiencing poverty, homelessness, and addiction -- something that all participants of any recovery program have experienced through institutions, government programs, and societal support structures (Darroch, 2014, p. 28). An important practice for this project was to create practices for self-identification and expression to be explored in an inclusive and non-judgmental way.

This research was conducted using community-based participatory research (CBPR) and asset-based community development (ABCD) approaches to create significant decision-making opportunities for participants to guide their own journey of connecting intentionally to community involvement (Darroch, 2014, p23). A CBPR is a partnership based approach includes being attentive to lived experience, and power dynamics, with the goal of developing opportunities for participatory ownership to bring about personal change (Castleden, H. et al., 2008, p. 1394). An ABCD approach is specifically focused on participants to identify their already acquired skills to inform and guide the process (McKnight & Kretzmen, 1995, Mathie & Cunningham, 2008).

Both CBPR and ABCD seek to provide a strengths-based approach for people that may be disempowered -- due to poverty, physical abilities or other attributes that may appear to be limiting (Castleden, H. et al., 2008, McKnight & Kretzmen, 1995, Mathie & Cunningham, 2008). These approaches guide participants to explore their already acquired skills to mobilize existing resources and become active and directive participants in their communities and in their individual experiences (McKnight & Kretzmen, 1995, Mathie & Cunningham, 2008, Mathie, Cameron, & Gibson, 2017). These approaches also aim to move the conversation from "needs"

to “assets”, shifting from what is not in someone’s control to what is in your control (Mathie, Cameron, & Gibson, 2017, p.56).

Used in a variety of fields from positive psychology to social work, ABCD uses the subjectivity of a persons or community(s) current experience to re-imagine what a shift in power and decision making could look like with what already exists (p. 56). By identifying pre-existing assets, participants can discover hidden or untapped gifts to support themselves and their communities (Nel, 2018, p. 36). This shift in approaches is useful when distinguishing between the four different power types- - power over, power to, power with and power within (Gaventa, 2006; Rowlands, 1997; VeneKlasen and Miller, 2002; Mathie, Cameron, & Gibson, 2017). This movement towards asset-based versus needs based approaches, help participants to become aware of their own power and emphasizes pre-existing relationships, networks and abilities (Ife and Tesoriero 2006; Brown 2007; Green and Haines 2008; Nel and Pretorius 2012).

In the recovery context, ABCD encourages participants to explore power with (the ability to work with and be in reciprocal relationship with others) and power within (the introspective practice of identifying agency and self-efficacy) as tools to support their recovery practice (Best, et al., 2017, p. 6-7). This approach has the potential to support people seeking recovery in a number of capacities, as people rebuild their lives and seek to make meaningful community connections.

In accordance with the Ethics Review, it was the decision of the SSR participant if they wanted to participate in the project and which portion they wanted to participate in. Each participant also had the option to opt out of the study at any point in time.

3.2 Methods

The data collection methods pursued in this research were three-fold as the project aimed to identify, explore, and strategize approaches to create meaningful community connections.

First, staff of the A&D program were invited to give their insights and experiences on the current state of the SSR program through an online survey (Appendix A). Second, SSR program participants were invited to take part in an Asset-Based Inventory questionnaire (Appendix B) to identify their skills and assets that could be used as guides for looking for volunteer opportunities. Finally, SSR participants were invited to attend a follow-up workshop that discussed how to take their already established assets/skills and specifically look for meaningful volunteer opportunities (Appendix C). At the end of the workshop, participants were given the opportunity to offer feedback about their experience.

Practitioner Assessment: Electronic Survey

Through an anonymous online survey, using Survey Monkey software, staff from the A&D program were invited to share their insights into the current state of SSR program. An invitation

to participate in an online survey was initially delivered in person by the researcher at the weekly A&D staff meeting on June 12th, 2019. An email invitation was then sent out on June 15th, 2019 with a link to the survey. The survey was available for staff to participate in over a four-week period with a follow up reminder at the three-week mark on July 4th 2019.

The survey included clarifying questions about their proximity to SSR program and participants, if they have or are currently working with participants, open-ended questions about the possible benefits and challenges that exist within the program and barriers that participants may have when it comes to volunteering. To best support the project's methodology, staff were also asked to provide any additional insights that they had about the program and any supportive measures that could be put in place. Of the 9 people that are on staff in the A&D program, 8 completed the survey.

The overall research design framework was a current state analysis that assessed the following aspects of the organization and program:

- Staff connection to the program and participants
- Staff insights into the benefits of the Second Stage Program
- Staff insights into the challenges of the Second Stage Program
- Identified barriers to participants volunteering
- Identified community connections for participants

Participant Observations: Asset-Based Inventory

Participants were invited by the researcher to take part in individual asset-based questionnaires to identify skills and interests as a way of exploring if using an asset-based approach was a practical and engaging way to connect to volunteer opportunities.

Participants of the SSR program were informed about the research project at a monthly meeting of SSR participants called the 'Unity Forum' on June 11th 2019. After signing up, participants were sent reminder emails with their specific date and time, upon their request. Questionnaires took place between June 24th 2019 and July 18th 2019.

Questionnaires were scheduled for 30 minutes, which included reviewing the informed consent forms, an overview of what the project was and finally going through the asset inventory. Based on an edited version of an Asset-Based Community Development tool developed by Kretzmann and McKnight (2005), participants were asked to identify both hard and soft skills that they currently possess, as well as what skills that they would like to learn (p. 21). The inventory consisted of seven pages of various assets, with space for participants to add skills that were not identified on the list (Appendix B). These assets could have been things that they had learned in their family of origin, through various work opportunities or through their lived experience. This process allowed for participants to assess what they are already capable of and start to think about how they can participate in and add value to existing organizations or community groups.

The questionnaire was read out loud by the researcher as the participants answered “yes”, “no” or “interested in learning” to each of the skills. The questionnaire was conducted in this manner to give the opportunity to discuss the types of skills, limitations, or concerns that they had around any given task.

Researcher observations were written down after each meeting, which consisted of notable comments that participants made, any confusion about the questionnaire and the participants general response to participating in the questionnaire.

Exploring Opportunities: Follow-Up Workshop

Participants were invited by the researcher to take part in a follow-up workshop that was presented on July 25th 2019. The workshop was made available to both participants who took part in the asset questionnaire, as well as all SSR participants who were interested in attending. The workshop was 45-minutes in length and consisted of the researcher presenting on the value of volunteering, its role in the recovery process, and tools to assist their search for meaningful volunteer opportunities. The workshop offered both information as well as the opportunity for participants to share their own experiences (both positive and challenging). It also included discussion on the processes of searching for volunteering opportunities through the use of search engines and volunteering posting boards, the application processes, possible barriers, and volunteer rights and responsibilities. The purpose of the workshop was to explore if following up with relevant information on how to use their asset questionnaires as a guiding point could be a practical and engaging way to connect to volunteer opportunities.

At the end of the workshop, participants were asked if they would like to provide any written feedback about the experience (Appendix D). Once again observations on the reaction and response to the information and format were written down by the researcher after the workshop. These insights gave direction and guidance in the design of the tool for the SSR program for creating meaningful connections through volunteer engagement.

3.3 Ethics

This research was approved by the University of Victoria Human Research Ethics Board. The ethics review considered the following recruitment and consent documents (group 1: program staff; group 2: second stage participants): introduction in person script- group 1 (Appendix E); invitation email- group 1 (Appendix F); reminder email-group 1 (Appendix G); introduction in person script- group 2 (Appendix H); interview poster- group 2 (Appendix I); second stage participant letter of consent- group 2 (Appendix J); workshop poster- group 2 (Appendix K); staff letter of consent- group 1 (Appendix L).

The main ethical considerations were the researcher's dual role as an employee of Union Gospel Mission and researcher, and the possible power imbalances that may occur when working with a perceived vulnerable population.

The researcher is employed in the programs department of Union Gospel Mission, although in a different branch than the second stage program. This potential perceived conflict was mitigated by ensuring that the researcher was not involved in any programming that involved second stage recovery participants.

The potential perception of a power imbalance was mitigated by having making participation voluntary as was noted in the letter of consent and at the introductory meeting, participants also were able to withdraw at any point during the research process or skip a question without any questions about the withdrawal or passage of question, and finally participants were allowed to participate in the interview and the workshop without participating in the research.

3.4 Data Analysis

The data analysis of this research consisted of using an inductive and deductive approach to gathering information and insights from A&D staff as to the current state of the program and an inductive approach in exploring the usability of an asset-based questionnaire and follow up workshop to inform and guide the building of a tool to support SSR participants as they search for meaningful volunteer opportunities.

Practitioner Assessment: Electronic Survey

The primary form of data analysis that was conducted was with the online survey responses from the UGM staff of the A&D program, using a thematic analysis -- a method of grouping, identifying and interpreting qualitative data (Clarke & Braun, 2017, p.297). Staff were asked a mix of multiple choice questions about their connection to the SSR program, as well as open ended questions about the benefits and challenges of the program that they observed. The responses were divided into two sections (benefits and challenges). Within each section the answers were then grouped according to similar themes. These groupings assisted in giving context and a framework to develop a supportive tool that addresses specific concerns, as well as reinforce current benefits to the SSR program. Additionally, staff were asked about what they saw as being the barriers to participating in volunteer opportunities and where they saw participants currently connecting. A total of eight staff participated in the online survey.

Participant Observations: Asset-Based Inventory

Participants met with the researcher to go through the asset-based inventory, which asked them to identify pre-existing skills as well as skills that they would like to learn. The researcher would read out the skills and the participant would respond with 'yes', 'no', or 'interested'. Using a narrative approach, the primary goal of the researcher was to hear the experiences of the participants and let expertise guide the discussion (Miller, 2017, p.41). This process gave insights to the usability and engagement with the questionnaire. Written observations were

recorded by the researcher after each meeting about how participants answered questions, notable comments and any challenges to getting through the questionnaire. Observations are presented in the findings section of the report. A total of six SSR participants took part in the asset-based questionnaire.

Exploring Opportunities: Follow-Up Workshop

Participants were invited to attend a follow-up workshop that reviewed the benefits of volunteering, addressing barriers, and tools to help them match their pre-existing assets to volunteer opportunities. Again, observations were noted by the researcher on notable comments, engagement of the participants and if there were any challenges in getting through the material. Participants were given a chance to give written feedback about what they thought was helpful and what was not helpful about this process. The observations and feedback assisted in informing the structure and development of a functional tool to support participants as they search for volunteer opportunities. Observations are presented in the findings section of the report. A total of four participants attended the follow up workshop, three had previously completed the questionnaire and one had not.

3.5 Project Limitations and Delimitations

There are a number of limitations that are important to be mindful of throughout this study. The purpose of this project was to develop a tool for staff to better support the overall program as participants learn and connect to volunteer opportunities. As such, there might be some unmet expectations from staff and participants about finding meaningful volunteer for these specific participants. This process does not guarantee a meaningful volunteer opportunity, rather is provides a process that better equips participants and staff to achieve the goal of connection through exploring and applying for volunteer opportunities.

There were significant limitations including time restrictions, organizational limitations and transferability that should be named and addressed. Time restrictions existed in two capacities for this research. First, there was a restriction on the part of the researcher as this is project is a course requirement, with a goal of being completed for the MACD graduation requirements. Second, participants are restricted due to the nature of the SSR program. While they may be given space to participate in the research, they are still required to start their volunteer commitment as per the stipulations outlined by the program manager. The desire to identify and disrupt the power imbalances were limited in that power takes on many forms -- some that were institutional and some that were personal. These imbalances were challenging to measure and confront. While the research was presented in a way that gives participants the most choices possible, some limitations remained because of organizational policies.

Using CBPR and ABCD as the guiding approaches have many benefits, as they are participant led, which naturally allows for participant ownership and agency (Darroch, 2014; Mathie, Cameron, & Gibson, 2017, Best et al., 2017). There were also natural limitations that occurred depending on the desired outcomes and investment of the participants. If participants were not interested or did not believe in the process, being self-directed impeded their progress.

Additionally, there were limitations because of the current state that the participants may find themselves in. For instance, if a participant wished to volunteer with a vulnerable population but they have a criminal record, they likely would not be able to pursue that volunteer opportunity within a structured organization.

The research might have also been limited by not using transcripts to record all of the information that was shared during the questionnaires and workshop. Included in this limitation for the researcher is being both facilitator and observer, which might have meant that some information was not noted or that the bias of the researcher focused on certain observations and not others.

Finally, as this program is only for men, not all of the findings or processes may be transferable to women or people that identify on the gender spectrum. While there may be similarities in the tools used in recovery programs, there are many complexities that may be challenging to translate, such as complex traumas, and stigmas among other things.

4.0 Findings

The following chapter addressed the findings from the online staff survey, participant observations from the asset-based questionnaire, and participant observations from the follow-up workshop. The staff questionnaire assisted in establishing a baseline for the current state of the SSR program, which included staff observations on the benefits and challenges of the SSR program and specific insights as they pertain to the volunteer requirements and barrier of the program.

The participant observations from the questionnaire and the workshop informed and acted as a guide for designing and developing a supportive tool for assisting in connecting participants to volunteer opportunities. The following section outlines the findings from the various components of the research.

4.1 Current State - Staff Analysis

An electronic survey was created and sent through Survey Monkey to every full-time staff person (n=9) in the A&D program to ask for their observations and insights into the current state of the SSR program and what they viewed as beneficial and challenging (see Appendix A for survey). Eight of the nine staff participated and completed the survey.

Staff were asked a series of multiple choice questions and open-ended short answer questions to share about their insights into the benefits and challenges of the program, and their observations as to how SSR participants experience the volunteer requirement of the program. The following sections outline the various themes that emerged from the survey responses.

4.1.1 Strengths of the Second Stage Recovery Program

Survey respondents were asked to identify three benefits of the SSR program that they observed among the SSR participants. The question was open-ended and the participants were able to respond in their own words. Among the answers, there were five main themes that emerged from the question addressing the benefits of the program (i.e., recovery capital, access to housing and programs, ease of transition, building community, and long term goals). Table 2 outlines the title themes that were grouped by the researcher and the exact responses from the staff survey. Of the eight respondents, seven respondents gave three responses and one respondent gave two responses. Recovery capital, access to housing & programs, and ease in transition were the most recurring benefits identified by respondents.

Table 2: Benefits to the Second Stage Recovery Program

| | | | | |
|---|---|---|--|--|
| Recovery Capital (5 Respondents) | Access to housing and programs (5 Respondents) | Ease in transition (5 Respondents) | Build community (3 Respondents) | Long term goals (2 Respondents) |
|---|---|---|--|--|

| | | | | |
|---|---|---|--|--|
| Remain connected to their community that formed during 6 month program | Connection with the recovery community and their supports - counselling, case management and career counselling | Gives time to get things in order so there is less stress when leaving | Building relationships in community | Longer term sobriety achieved |
| They stay supported within an understanding community. | Stable Housing (abstinence based) | Gradually entering back into independent living as they re-enter the workforce/school | Connection in outside community (church, meetings, volunteering at other places) | Humble, greater self-awareness (had to look at some of the deficiencies in their own personal lives) |
| Helping new guys who are needing help starting off in recovery (recovery capital) | Some consistent accountability and community a bit longer | Can transition back to work with support from counselors and existing staff | Community | |
| Support newer men in the 6-month program | Continued counselling through the transition from program to second stage and with new challenges | Reduced living costs and continuous learning opportunity | | |
| Accountability | Help and guidance available as they make decisions | Career/Education exploration | | |

4.1.2 Challenges within the Second Stage Recovery Program

Similar to the benefits question, survey respondents were asked to identify three challenges that they have observed in the SSR program among participants. Again, the question was open-ended and the participants were able to respond in their own words. There were four dominant themes that arose (i.e., lack of direction and structure, time/priorities, staff support, and relationship building). Table 3 outlines the title themes that were grouped by the researcher and the exact responses from the staff survey. Of the eight respondents, five respondents gave three challenges and three respondents gave two challenges. The most significant challenge that seven of the eight respondents noted was a lack of direction and structure for participants.

Table 3: Challenges within the Second Stage Recovery Program

| Lack of Direction and structure (7 Respondents) | Time/ priorities (6 Respondents) | Staff support (5 Respondents) | Relationship building (2 Respondents) |
|--|--|---|--|
| Once finished a structured program, there can be too much freedom and they don't know what to do with that | Lack of time connecting with their counselor | Lack of accountability | Maintaining community connections |
| Maintain healthy life balance (work and social support, etc.) | Not enough time in a work day to support second stage programming | Not enough staff | Regular unity amongst the men Less contact with A&D staff as lives get busier |
| Learning about other life skills | They feel a sense of responsibility within their lives outside of UGM which may very well be , but they allow this to draw them away from the community and practices needed to continue to maintain sobriety and healing. | With the counsellors' focus being centered around the men in the 6 month, 2nd stage has become a secondary focus. We are still sorting out what 2nd stage needs to look | |
| Lack of being pursued - they get help if they pursue it | Recovery specific activities can become secondary priorities | Like to be effective | |
| Lack of structure in program | Hard to bring the men together with different schedules | Continued One-on-One support | |
| Regular contact with residents Transition to permanent housing | Structure of housing not conducive to volunteering with new men | | |
| Clearly explained expectations with follow-up from a staff member | | | |

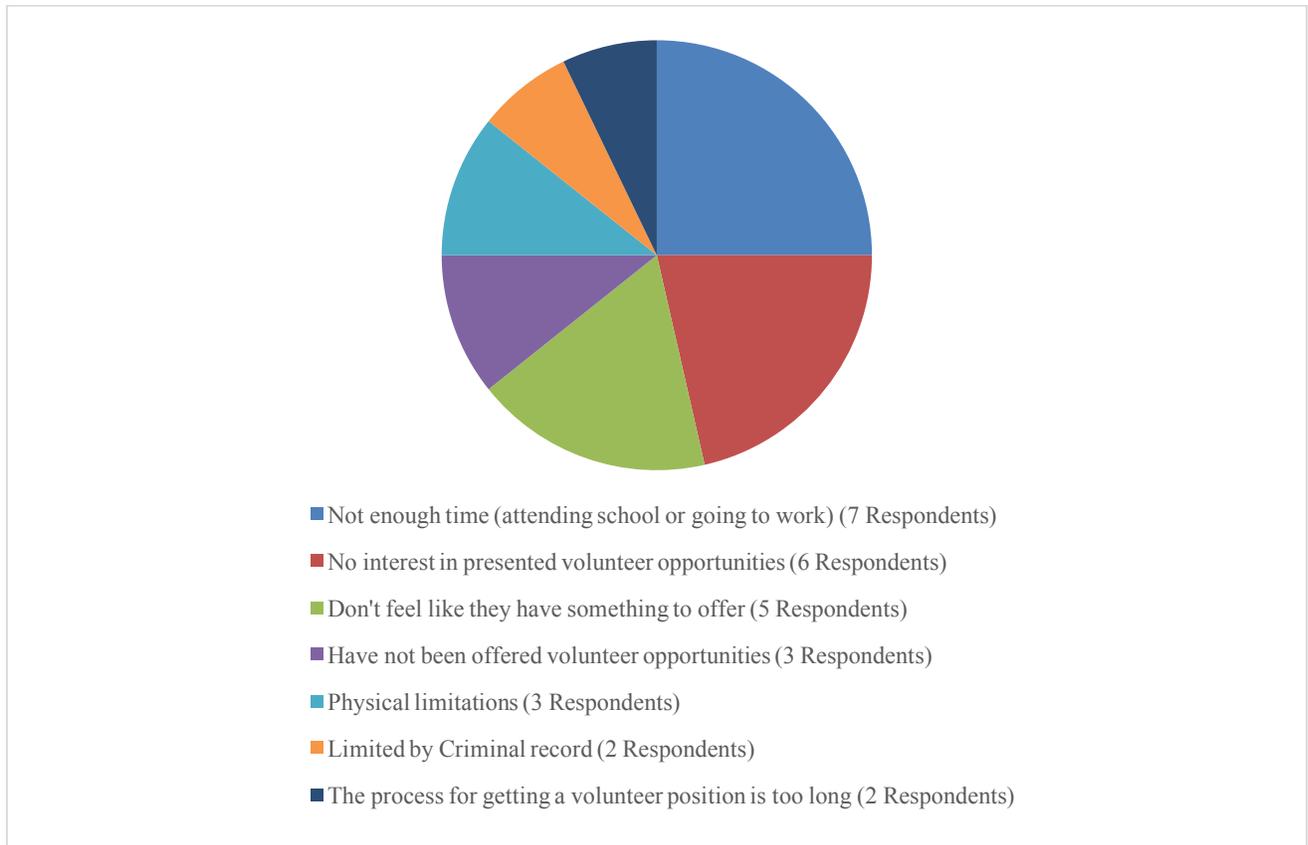
4.1.3 Barriers to Volunteering

The second half of the survey addressed the volunteer requirement for SSR participants and their observations on participation, barriers, and connections made. For this particular segment of the survey, the questions were only applicable for seven of the eight respondents as one respondent does not work directly with SSR participants when they are looking for volunteer opportunities.

Staff were asked to identify if the SSR participants were working with were actively volunteering. Among those that answered no or some do and some don't, the stated reason why was prior time commitments (work and school), tired, opportunity, stressed, fear and no justifiable reason.

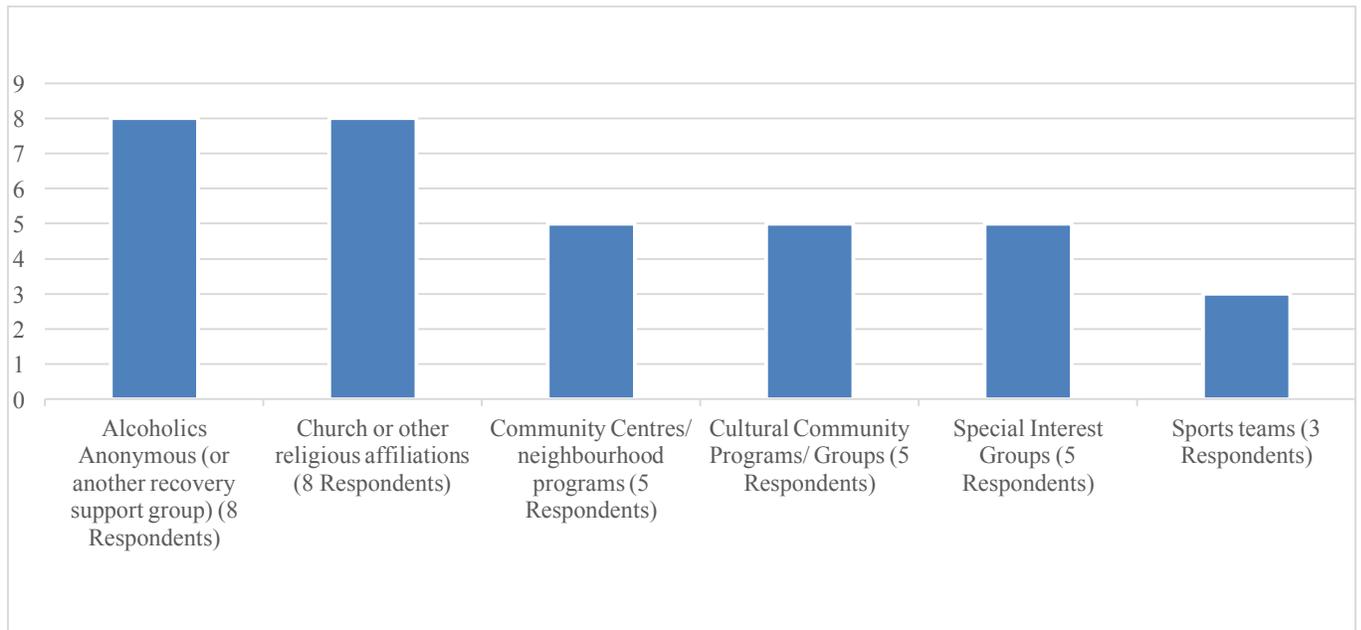
Among the barriers that were identified, there was a mix of structural, environmental, physical, and interpersonal limitations that contribute to participants not regularly volunteering. The question was a checkbox format with an "other" box where they could include additional observations. Respondents were able to select as many barriers as thought were important. The barrier that was identified by all seven respondents was "not having enough time." Barriers that were also identified by six of the respondents was that participants "did not show interest in the volunteer opportunities that were presented" and five respondents identified that participants "did not feel like they had anything to contribute". Figure 1 reviews the various barriers that respondents were observing among the SSR participants.

Figure 1: SSR Participant Barriers to Volunteering



Staff were also asked to identify the community connections that they observed participants connecting with. The question was a checkbox format with an “other” box where they could include additional observations. Respondents were able to select as many connections as they have observed. All respondents observed that SSR participants were connected to Alcoholics Anonymous or other supportive recovery groups and a church or another religious affiliation. Figure 2 reviews the various known community connections that SSR participants are engaged in.

Figure 2: SSR Participant Community Connections



4.1.4 Other Notable Comments

The final question on the survey asked staff if there was anything else that they would like to share. The following comments were the three comments were shared by staff.

- “I have always believed that designated Second Stage staff would strengthen the support of the Second Stage Program, and we just don't have this capacity right now.”
- “I think this is an important time but they can be missed in the busyness of the present needs of the 6 month men in program.”
- “I believe there is no real accountability for these requirements, thus the men don't bother with such. No consequence.”

4.2 Second Stage Participant Asset-based Questionnaire

Based on an edited version of an Asset-Based Community Development tool developed by Kretzmann and McKnight (2005), participants were asked to identify both hard and soft skills

that they currently possess, as well as what skills that they would like to learn (p. 21). A total of six SSR participants took part in the asset-based questionnaire, where the researcher read out a list of skills and participants responded with 'yes', 'no' or 'interested' to each skill. Each participant was scheduled for 30 minutes to go through the questionnaire with the researcher. The following section reviews the logistics of the questionnaire and the observations that were recorded by the researcher.

4.2.1 Asset Based Skills Questionnaire

While the questionnaire was based on the original tool developed by Kretzmann and McKnight, there needed to be updates to be adjusted to fit the current context. The questionnaire consisted of seven pages of skills, with space to add skills that might have been missed. It was not common that participants added to the list. With this in mind the asset questionnaire should be updated and relevant regularly to be applicable to the participants.

The questionnaire was read out loud by the researcher as the participants answered "yes", "no" or "interested in learning" to each of the skills. The questionnaire was conducted in this manner to give the opportunity to discuss the types of skills, limitations, or concerns that they had around any given task. The allotted time was sufficient for some participants and not for others, with the latter wanting to discuss the process or share stories as they identified their skills. The questionnaires were given to the participants to keep and use at the follow up workshop, if they chose to attend. Observational notes were taken by the researcher after each meeting.

4.2.2 Participant Observations

As participants went through the questionnaire, many wanted to share stories of the skills that they have or how they acquired them. The process of storytelling allowed for participants to take pride in their accomplishments and brag about what they have been a part of. There were varying levels of confidence among participants as they identified their skill. Some identified that they could do many things on the asset inventory and others had a hard time identifying anything.

Participants also commented about being able but not willing to do some things. Additionally, some participants were cautious to say that they could do some things and followed up by saying that they would not be able to do them now because of their criminal record or physical limitations.

There was one participant in particular that used to be able to do many things but because of illness and physical limitations was no longer able to perform those tasks. While at first this seemed to be challenging for him, when it came time to talk about interpersonal skills and storytelling, he was able to see the unique way that he could contribute to a community in a different way. His posture instantly changed from lament to pride.

Some participants also expressed a desire to participate in informal volunteering opportunities like helping seniors in the neighbourhood that may need help getting groceries or cleaning. This is challenging because it is harder to make connections to these volunteer jobs and harder to record for their volunteer requirement.

4.3 Second Stage Participant Follow-up Workshop

On Thursday July 25th 2019, four SSR participants attended the follow-up workshop, three of whom had completed the asset questionnaire. The 45-minute workshop discussed how to take their asset lists and use them to find a meaningful volunteering opportunities. In an interesting turn of events, two of the other participants that had completed the questionnaire were not able to attend due to the fact that they were volunteering.

The workshop consisted of reviewing the informed consent, benefits of volunteering, addressing concerns about volunteering, how to look for volunteer opportunities using volunteer posting boards and search engines, outlining a typical volunteer application process, and how to stand out as a volunteer. All of the participants were eager to engage in discussion at each point of the presentation and share about their personal experience volunteering in different capacities. Two of the workshop participants provided written feedback about their experience.

4.3.1 Benefits of Volunteering

At different points of the presentation, participants expressed a desire to “give back” to the community in some way. Four of the participants were interested in assisting people on the margins of society that struggle to get their basic needs met. Additionally, many of the participants expressed that volunteering was a helpful process in supporting their recovery, as it helped them to think “outside of themselves.” An observation that was noted was the desire to work more with people than on projects or events, unless the projects and events directly benefited people.

4.3.2 Concerns about Volunteering

While there seemed to be interest in participating in volunteering, many of the participants expressed concerns about their personal limitations, which included physical limitations, skill ability and most prominent criminal records. For some participants, their physical limitations have changed over the years and they are not able to do the same things that they once were able to do.

There were additional concerns about what would be asked of them and if they would be asked to do too much or things that they did not want to do. These are valid concerns to express, but it can also be a point to review with participants about setting healthy boundaries and expressing what they are feeling or experiencing, both practices that will additionally support their recovery process.

4.3.3 Volunteer Opportunity Exploration and Search Engines

None of the participants were familiar with volunteer posting boards or search engines or how to use them. Additionally, they did not know where to start or how to narrow a search on the Internet. During the presentation in an example of one of the search engines (charityvillage.com), participants commented on not being aware of the variety of volunteer positions that might be

available to them. Concerns arose again about the level of commitment that they were signing up for and there were questions about the ability “to just try new things.”

4.3.3 Second Stage Participant Follow-up Workshop Feedback

Participants were given a chance at the end of the workshop to give written feedback about information that they found helpful in the workshop and if there was anything that they would like to see changed about the workshop. Out of the four attendees, two provided written feedback. Both indicated that the process had been very positive and that they really appreciated learning about the volunteer posting boards and search engines. No other feedback was given.

4.4 Summary of Findings

Among the staff that participated in the online survey, there was a consensus that the SSR program has great value in the long-term benefits and stabilization that it can offer participants. That being said, there was also a consensus that the program in its current state needs some intentional redesign to better support for participants.

For example, many of the staff respondents expressed frustrations with the current program and the lack of accountability or structure for participants. There was also a common belief that the program is important but also that it was not operating at its best, and there was a desire to see the program improved which included some partial suggestions as to how it might be achieved.

The assets questionnaire allowed participants to share the specific examples and stories of their skills and the responses demonstrated they often took great pride in what they knew and how they could use that to contribute in a meaningful way. The questionnaire has the ability to help reframe and give direction to participants as they plan their next steps, allowing them to make more informed decisions about what they can and want to do to participate in the greater community.

The follow-up workshop gave participants space to learn new processes like navigating search engines and posting boards; however, it also opened up discussion about the variety of concerns that they have about the volunteer process and possible challenges that they may face. This process has the potential of giving A&D staff more information on what the participants are experiencing and how to support them in more comprehensive ways than in the past.

5.0 Discussion and Analysis

This study explored how volunteering can be a supportive practice for men after they have completed a structured substance recovery program and gave the report also gave guidance to creating a tool to support both participants and staff. While volunteering has been part of the SSR program for some time, it has often been very challenging to connect participants to meaningful volunteer opportunities and there has been inconsistent involvement and follow-up from staff. The following section answers the research questions and provides additional themes that emerged throughout the research. Through the information gathered in the literature review, insights from the online staff survey, observations from SSR participants' asset inventory questionnaire meetings, and the follow-up workshop, there are three main themes that have emerged as possible guiding practices moving forward. The three themes were the need for structure with choice, a distinction between doing for and doing with participants and a need for follow up practices.

5.1 Answering the Research Questions

The primary research question- How can participants of the Men's Second Stage Residential Alcohol and Drug Recovery Program at Union Gospel Mission become connected to meaningful volunteer opportunities that promote lifelong sobriety and stability?

The literature review pulled together insights from the study and practice of Recovery capital and Recovery Oriented Systems of Care. These approaches both focus on the importance of connection to community as paramount in supporting a recovery pathway (Laudet and White, 2010, Best et al, 2010). While making these initial connections may have challenges associated with them, by using a guided ABCD approach, participants are able to start with themselves as a source to explore how and with who they would like to contribute to the community and make connections. Volunteering supports lifelong sobriety and stabilization by build trusting relationships in the greater community, which increases the feeling of belonging and the belief that their investment of contributing will be reciprocated back to them (Putnam, 2000; Benenson and Stagg, 2016).

The secondary research questions that support the answering of the main research question are:

- ***What is the current state of UGM's program and finding volunteer opportunities?***

The information gathered in the online staff survey indicated that while staff see the benefit in the SSR program, they also see a great deal of places that the program could be developed and improved. Both benefits and challenges were shared about the SSR program. Among the benefits that were identified were recovery capital, access to housing and programs, and ease of transition. Among the challenges the one that was noted by seven out of the eight respondents was that there was a lack of direction and structure for participants in the SSR program. Within the specific area of volunteer involvement of SSR participants, the respondents indicated a

number of barriers. Among the top three were not enough time, didn't like the options that were offered to them, and didn't feel like they had anything to contribute.

- *What approaches and tools can UGM use to support a participant's connection to meaningful volunteer opportunities?*

Through the exploration that was done in for the literature review, the responses from the staff survey and the observations from the SSR participants in the participant observational interviews and workshop, a curriculum and worksheet as a tool to assist in building a bridge between SSR participants and making connections through intentional volunteer engagement.

Through two sessions, participants will be taken through an interactive process that will identify skills, explore the benefits of volunteering, best practices, and go through the process looking for and applying for volunteer positions that align with their skill sets and how they would like to contribute to the greater community. The tool uses an ABCD approach to begin the process of using the participants self-identified skills as the first step in learning how participants can and would like to engage in the greater community. After participants identify their skills, the curriculum guides participants through using their skills as search words for volunteer search engine and posting boards. Participants will be asked to narrow down their search to two postings and go through the process of applying for those positions. Throughout the process, participants are encouraged to connect and update their counselors on where they are in their process. A more detailed outline of the worksheet and the curriculum is available in the Recommendations section and Appendix M and N.

5.2 Theme 1: Structure with Choice

Providing additional supports after completing an initial treatment program is supported both in practice and in literature. Lack of structure and follow up for SSR participants is problematic as it does not provide holistic support for participants as they creating new habits and introducing them to new processes.

A recurring theme in the staff online survey was the lack of structure that was in place for SSR participants as they navigate their way through the SSR process. While structure is very beneficial, the literature also indicated that choice is an important component when creating a structured program. Structure provides guidelines, while choice gives space for autonomy and ownership.

5.3 Theme 2: Doing for vs. Doing With

The current process that the A&D staff for connecting participants to volunteer opportunities consists of gathering information on various volunteer opportunities and then asking them to sign up for them on a clipboard at their monthly meeting. While well intentioned, many of the opportunities are chores that need to be done around UGM, or other various clean up roles at very specific times that may not take into account timing, ability, desire, or skill set.

By moving from a “doing for” to a “doing with” approach, participants are given an opportunity to explore and learn new ways of being that offer both freedom and choice. Volunteering is a beneficial practice for SSR participants to use already acquired skills, give back to the community and create social capital. When they can go through the process of identifying skills, looking for volunteer opportunities and applying for positions, there can be a significant increase in both interest and ownership.

5.4 Theme 3: Follow up, follow up, Follow up

Following up with participants is vital in both the literature and survey results from staff to seeing participants engage in new communities or behaviours that they previously did not participate in. Follow up communicates care and dignity to participants. It gives space for participants to ask questions, seek guidance, and be encouraged that what they are pursuing is important. Following up also gives practitioners information as to what participants are learning and experiencing during this process, which may give insight into how they can support the participant in other ways.

5.5 Limitations and Further Research

Further research could look into the long-term effect of using the ABCD process in the substance abuse treatment process. The tools that have been developed in this project are limited in creating a baseline for usage, but there is no specific measurement into how effective it is as part of a holistic program. While identifying skills and applying them to volunteer opportunities offer some great insights into being a supportive practice for recovery, it is merely one of many practices that benefit a textured recovery journey.

As discussed in the literature review, one avenue of research that is encompassing both the positive effects of volunteering as well as the overall quality of life is that of Recovery Capital (Laudet & White, 2010; Best et al., 2017). Further research could also include an exploration into recovery capital and developing a textured understanding of the process for participants as they develop and assess some of the best pathway forward. This may include measurements of how well the program is creating recovery-oriented systems of care, which explores the environments that institutions and organization create to support participants as they develop their own recovery path (McKay et al., 2009; Laudet & White, 2010).

Finally, there is further research that could be conducted to with women and people that identify on the gender spectrum. While there are many aspects that may prove to be transferable, it is important to be mindful that the female experience may offer additional insights that may shift some of the way that this tool is used.

6.0 Recommendations

6.1 Introduction

The following section outlines the recommendations that the researcher has compiled from the literature review, findings of the online staff survey, and the observations and feedback from SSR participants. Included in these recommendations is an outline of the tool that has also been specifically designed in response to this research.

The focus of these recommendations is to provide a clear pathway to improve the structure and participant ownership, as it pertains to finding meaningful volunteer opportunities. In developing these recommendations, the criteria that was used to guide the development of them was ease and likelihood of being implemented, resource capacity, program participant support, and management and staff support.

The following recommendations are in sequential order.

6.2 Recommendations

- ***Recommendation 1 – Define the Learning Process for SSR Participants***

Create a clearly defined process for SSR participants as they explore volunteer opportunities, which includes expectations, staff support, regularly scheduled classes, and realistic timelines. If possible, allocate one staff person that specifically follows up with participants and their volunteer experience on a weekly basis. This may help remind participants to be active in their pursuits, but also give needed support for those who may have unspoken concerns and do not naturally reach out or ask questions. This process may be flexible, but should span a minimum of one month.

- ***Recommendation 2- Designate Class Time to Intentional Learning***

Within the process of defining the process, include specific classes that will provide time for participants to learn about the asset-based inventory as a way to finding meaningful volunteer opportunities. This class time should include how to find volunteer roles, addressing barriers (e.g., criminal records, pardons, time constraints) and assessing how they would like to contribute to the community. This recommendation will require a minimum of two classes (one hour each), printed materials (Workbook is found in Appendix M) and access to computers for the second lesson. The following is the proposed lesson plans that are expanded upon in Appendix N:

Lesson 1- Skills Inventory and Exploration

Lesson 1 consists of completing the asset inventory questionnaire with participants individually (i.e., may be done one on one or by individually in a group setting) and walking participants through the first page of the Asset Summary Workbook (see Appendix M), which asks participants to choose five assets that they like to do the best and to summarize why they like those particular assets. The purpose of this first lesson is to identify skills and narrow their search, which is intended to give participants focus as they start their search for a volunteer opportunity.

Lesson 2- Volunteer processes and Smart practices

Lesson 2 using the lesson plan (see Appendix N) includes exploring volunteering opportunities and starting the application process. The first half of this session will discuss the processes of searching for volunteer opportunities through the use of search engines and volunteer posting boards. They will then identify the application processes, possible barriers, and volunteer rights and responsibilities. For the second half of the session, participants are expected to use the next three pages of the Asset Summary Workbook (Appendix M) to walk through searching for volunteer opportunities and starting the application process. The purpose of this session is to provide participants with vital information on how to apply and go through a volunteer application process as well as getting them to take the first steps in the process. It is important to have the process be participant led with the each of the participants exploring how they would like to contribute to the community and how they would like to improve and share their skills.

- ***Recommendation 3 - Celebrate Accomplishments***

A formal follow-up process was expressed by many staff as an area that is currently lacking in the organization. One tangible way of doing this that is both engaging and information giving is to establish regular ways of celebrating accomplishments. This may include participants sharing their experience in monthly meetings, collecting a tabulation of collective volunteer hours, or having a “thank you for contributing” celebration for participants on an annual basis. Staff could also potentially work with participants to decide what kind of celebration they would like to participate in.

6.3 Summary

The development and design of the recommendations and ultimately the worksheet and lesson plan is based on the literature review and information gathered throughout this research. There is an intentional balance between equipping practitioners and providing space for participants to guide and make decisions for their own journey. Establishing a clear process with tangible steps gives structure with choice, a way of walking with participants instead of doing things for them and following up as a way celebrating and keeping communication lines open.

7.0 Conclusion

The recovery process is a journey filled with many possible pathways and support systems. Among them, second stage practitioners have an opportunity to walk with participants as they navigate and design a pathway that is appropriate for them. The three themes noted in this report (structure with choice, doing for versus doing with, and follow up) attempt to balance the need for information sharing and access, with self-discovery, agency, and autonomy. While this specific report is being developed for a specific organization and program, these themes can be transferable and adaptable to many formats with the necessary changes made according to culture, resources, program type, and other variables. The goal is to keep the participant and their decision making ability central to the program as they plan for the future.

The aim of this research was to assess and address the current concerns of the second stage recovery program as it works to assist participants find connection meaningful volunteer opportunities. The result was a developed curriculum based in an ABCD approach that works with participants to help them identify skills and choose how they would like to participate through volunteering, along with teaching valuable skills on how to search and apply for volunteer positions. Additionally, the curriculum offers a structure that may have additional benefits like information gathering from the experience and feedback from the participants. Further research could include measuring the effectiveness of the curriculum and the experiences of the participants.

More than ever, there are opportunities and pathways for practitioners to assist participants as they explore and develop their own recovery journeys. Using principles and practices from Recovery Capital and ABCD approaches, practitioners can help guide and give choice to participants as they determine the path that is best for them. Within this kind of recovery approach, both the individual and collective experiences have the opportunity to be transformed.

8.0 References

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Appendix A - Second Stage Recovery Program Online Survey- Staff Insights

The purpose of the survey is to get your thoughts about the current state of the Second Stage Recovery Program, the barriers to participation and improvement that you hope to see. The survey is anonymous and will only take about 15 minutes to complete. Your time and feedback is greatly appreciated.

By completing and submitting this survey, your free and informed consent is implied and indicates that you understand the conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

The lead researcher, Kari Bergrud may be contacted at 778-822-5274 or kari.bergrud@gmail.com regarding this study.

1. Do you currently work with men that are enrolled as Second Stage Recovery Participants? (multiple choice)
 - Yes
 - No
 - Unsure

2. Have you worked with men in the past that have been enrolled as Second Stage Recovery Participants? (multiple choice)
 - Yes
 - No
 - Unsure

3. What are some of the specific ways that you work with participants? (Checkboxes)
 - One on one Counselling
 - Group counselling
 - Workshops
 - Volunteer opportunities
 - Extra- curricular Activities
 - Other (please specify)

4. Please identify 3 benefits that you have observed of men participating in the second stage recovery program. (Paragraph answer)

5. Please identify 3 challenges or gaps that you see in the Second Stage Recovery Program that specifically pertain to the men participating. (Paragraph answer)

6. If you are currently working with a Second Stage participant, are they currently participating in a volunteer activity as part of the program? (multiple choice)

- Yes
- No
- I don't know
- Not Applicable

7. To the best of your knowledge, have they missed scheduled volunteer shifts? (multiple choice)

- Yes
- No
- I don't know
- Not Applicable

8. If they are not participating in a volunteer activity, what are some of the reasons? (Short answer)

9. In your understanding, what are some of the barriers to volunteering that they might be facing? (Please check all that apply) (Checkboxes)

- No interest in the available choices
- Not enough time (attending school or going to work)
- Have not been offered volunteer opportunities
- Don't feel like they have any skills that would be helpful
- Physical limitations
- Other:

10. To the best of your knowledge, what communities are participants connecting with? (Click all that apply) (Checkboxes)

- Alcoholics Anonymous
- Church or other religious affiliations
- Community Centres
- Community Gardens
- Cultural Community Programs/ Groups
- Neighbourhood Organizations
- Special Interest Groups
- Sports teams
- Other
-

Appendix B- Asset Inventory Questionnaire

Asset Inventory Checklist

| Date: | | | | |
|--|--|------------|-----------|-------------------------------|
| | Specific skill | Yes | No | Interested in learning |
| <i>Caring for People (Seniors, People in need of assistance, people that are sick)</i> | Cooking | | | |
| | Feeding | | | |
| | Exercising and Escorting | | | |
| | Grooming | | | |
| | Spending Time/ reading to/ playing games | | | |
| | | | | |
| | | | | |
| <i>Child Care</i> | Caring for Babies (under 1 year) | | | |
| | Caring for Children (1 to 6) | | | |
| | Caring for Children (7 to 13) | | | |
| | Taking Children on Field Trips | | | |
| | Youth mentoring | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>No</i> | <i>Interested in learning</i> |
|-----------------|----------------------------------|------------|-----------|-------------------------------|
| <i>Food</i> | Home Cooking (11 people or less) | | | |
| | Home Baking | | | |
| | Cooking for 12- 20 people | | | |
| | Cooking for 20+ people | | | |
| | Food preparations | | | |
| | Setting/ Cleaning tables | | | |
| | Dishwashing | | | |
| | | | | |
| | | | | |
| | | | | |
| <i>Computer</i> | Word | | | |
| | Excel | | | |
| | Power Point | | | |
| | Illustrator | | | |
| | Paint | | | |
| | InDesign | | | |
| | Video Editing | | | |
| | Sound Editing | | | |
| | Coding | | | |
| | Software Design | | | |
| | Website formatting | | | |
| | Website Design | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>No</i> | <i>Interested in learning</i> |
|---------------|--|------------|-----------|-------------------------------|
| <i>Office</i> | Answering phones | | | |
| | Inventory | | | |
| | Product ordering | | | |
| | Bookkeeping | | | |
| | Database navigation | | | |
| | Note taking | | | |
| | Proposal writing | | | |
| | Filing and organization | | | |
| | | | | |
| | | | | |
| <i>Events</i> | Set up | | | |
| | clean up | | | |
| | Greeting/ Way finding | | | |
| | Facilitating crafts | | | |
| | Facilitating games | | | |
| | Facilitating programs (movies, activities, etc.) | | | |
| | Tech Support | | | |
| | Crowd Control/ Security | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>No</i> | <i>Interested in learning</i> |
|------------------------|--|------------|-----------|-------------------------------|
| <i>Sales</i> | Operating a Cash Register | | | |
| | Customer Service | | | |
| | Merchandising | | | |
| | Inventory | | | |
| | | | | |
| | | | | |
| | | | | |
| <i>Hobbies</i> | Going outside (Hiking, Biking, Water sports) | | | |
| | Sewing/ Dressmaking | | | |
| | Crocheting/ Knitting | | | |
| | Woodworking | | | |
| | Singing | | | |
| | Play an Instrument (Which one?) | | | |
| | Playing a sport | | | |
| | Watching Sports | | | |
| | | | | |
| | | | | |
| <i>Interior Design</i> | Painting | | | |
| | Home remodeling | | | |
| | Decorating | | | |
| | Furniture Making | | | |
| | Room organizing | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>No</i> | <i>Interested in learning</i> |
|--------------------|-------------------------------------|------------|-----------|-------------------------------|
| <i>Maintenance</i> | General Household Maintenance | | | |
| | General Household Cleaning | | | |
| | Small Appliance repair | | | |
| | Large Appliance repair | | | |
| | Mowing Lawns | | | |
| | Planting & Caring for Gardens | | | |
| | Pruning Trees & Shrubbery | | | |
| | Painting | | | |
| | Repairing Automobiles | | | |
| | Repairing Trucks/Buses | | | |
| | Auto body repair | | | |
| | | | | |
| | | | | |
| <i>Trades</i> | General Construction | | | |
| | General Carpentry | | | |
| | Plumbing | | | |
| | Electrical | | | |
| | Bricklaying & Masonry | | | |
| | Cabinetmaking | | | |
| | Heating/Cooling System Installation | | | |
| | Installing Windows | | | |
| | Using a Forklift | | | |
| | Hair Styling/ Cutting | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>No</i> | <i>Interested in learning</i> |
|---------------------------------------|--|------------|-----------|-------------------------------|
| <i>Transportation</i> | Driving a Car | | | |
| | Driving a Van | | | |
| | Driving a Tractor Trailer | | | |
| | Driving a Commercial Truck | | | |
| | Delivering Goods | | | |
| | Operating Farm Equipment | | | |
| | Moving Furniture or Equipment to Different Locations | | | |
| | | | | |
| | | | | |
| <i>Interpersonal and other assets</i> | Telling stories | | | |
| | Listening to friends/ family | | | |
| | Speak more than one language | | | |
| | Helping people feel welcome | | | |
| | Sharing ideas | | | |
| | helping get people motivated | | | |
| | Organizing groups of people | | | |
| | Noticing when something is missing | | | |
| | Detail oriented | | | |
| | Playing board games | | | |
| | Playing strategy games | | | |
| | Making friends | | | |
| | Networking | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>No</i> | <i>Interested in learning</i> |
|--|--|------------|-----------|-------------------------------|
| <i>Have you ever organized or participated in any of the following community activities?</i> | Alcoholics Anonymous/ Celebrate Recovery | | | |
| | Boy Scouts/Girl Scouts | | | |
| | Sports Teams | | | |
| | Field Trips | | | |
| | Political Campaigns | | | |
| | Block Clubs | | | |
| | Community Groups | | | |
| | Yard Sales | | | |
| | Community Meals | | | |
| | Community Gardens | | | |
| | Community Events | | | |
| | Faith community | | | |
| | Other Groups or Community Work? | | | |
| | | | | |
| | | | | |

Appendix C – Workshop Draft Agenda

Second Stage Recovery Program Participants Identifying skills to connect with meaningful volunteering Workshop

Draft Agenda

1. Volunteer Benefits
 - Meet new people.
 - Develop professional relationships
 - Hone and sharpen skills.
 - Develop new skills
 - Boost your performance
 - Build your resume

2. Volunteer Search engines
 - Volunteergo, Charity Village, Volunteer BC, City websites
 - How to search with key words
 - Refining your search
 - Identifying your capacity and limitations

3. Volunteer Application Process
 - a. Application
 - b. References
 - c. Interview
 - d. Criminal Record Check

4. The role of a volunteer- Volunteer Canada- Code of Volunteer Involvement

5. How to Stand Out as a Successful Volunteer
 - a. Choose an appropriate program.
 - b. Make sure you have time to dedicate to the cause.
 - c. Learn your mission and focus on it.
 - d. Interact with locals, program participants, and other volunteers frequently.
 - e. Think of new ideas to improve situations.
 - f. Keep an open mind and learn.
 - g. Enjoy the experience.

Appendix D- Second Stage Reflection Survey Group-2

Second Stage Participants Workshop Reflection

The purpose of the survey is to get your thoughts about your experience that you had participating in the interview and workshop. The will only take about 5 minutes to complete. Your time and feedback is greatly appreciated.

By completing and submitting this survey, your free and informed consent is implied and indicates that you understand the conditions of participation, as reviewed at the beginning of the session, in this study and that you have had the opportunity to have your questions answered by the researchers.

The lead researcher, Kari Bergrud may be contacted at 778-822-5274 or kari.bergrud@gmail.com regarding this study.

1. Please indicate which sessions you participated in? (Check all that apply)
 - a. - Asset Inventory Interviews
 - b. - Skills connecting Workshop

2. What was something that you enjoyed about this process?

3. What was something that you did not enjoy or frustrated you about this process?

4. What improvements do you think could be made to make this process better for others?

5. Is there anything else that you would like to share?

Appendix E- Recruitment Script (spoken)- Alcohol and Drug Recovery Staff- Group 1

Good afternoon everyone,

My Name is Kari Bergrud and I am a Church Relations Advisor at UGM. Currently I am completing a Masters of the Arts in Community Development at the University of Victoria. As a graduate student, I am required to conduct research as part of a Capstone project to assist in supporting a community. This is my project.

My Project is titled “Volunteering as a Supportive Practice for Substance Addiction Recovery: Uncovering Tools for Meaningful Volunteer Opportunities.” The purpose of this study is to explore how to bridge the gap between participants of the second stage recovery program and connections to volunteer opportunities through the use of an asset-based community development approach. The goal of this process is to identify and acquire strategies and tools that will help make these connections intentional, self-guided, and meaningful for participants.

In the coming weeks I will be conducting one on one interviews to assist Second Stage Recovery Participants identify skills and assets that you can use to give back to the community. A follow up workshop will take place to explore and discuss how the skills that you already have identified can be linked to meaningful volunteer opportunities. We will discuss where to find volunteer opportunities, how to apply, and best practices for volunteers.

I am asking staff from the alcohol and drug recovery program to participate in a survey to provide insights into how you view the current state of the Second stage recovery program. This will help to establish a baseline for what exactly the program is doing and where some of the believed gaps are.

Please note that your choice to participate is completely voluntary and has no bearing on your employment. Anything that you share will be completely anonymous.

I will be sending out an email to alcohol and drug recovery staff with this information and a link to the survey in the next couple of days. If you would like to participate, please follow the link in the email to start the survey. If you do not wish to participate, please just disregard the email all together.

Brian McGrath will be my supervising Addictions counsellor. Please feel free to contact Brian for any questions or concerns. This project is being done under the supervision of Dr. Kim Spears at the University of Victoria.

If you have any questions I am happy to answer them now or feel free to send me an email at kari.bergrud@gmail.com.

Appendix F- Staff invitation Script (Survey)

Dear Alcohol and Drug Recovery Staff,

Thank you for the time you gave me at your weekly meeting to discuss my capstone project, “Volunteering as a Supportive Practice for Substance Addiction Recovery: Uncovering Tools for Meaningful Volunteer Opportunities”

The purpose of this study is to explore how to bridge the gap between participants of the second stage recovery program and connections to volunteer opportunities through the use of an asset-based community development approach. The goal of this process is to identify and acquire strategies and tools that will help make these connections intentional, self-guided, and meaningful for participants.

I am asking staff from the alcohol and drug recovery program to participate in a survey to provide insights into how you view the current state of the Second stage recovery program. This will help to establish a baseline for what exactly the program is doing and where some of the believed gaps are.

Please note that your choice to participate is completely voluntary and has no bearing on your employment. Anything that you share will be completely anonymous and no member of the research or management team will know who has participated in the study.

This study is also being conducted for Brian McGrath, Alcohol and Drug Recovery Counsellor. Please note that Brian will not have access to any of the raw data and will only be provided with anonymized data as part of the final report.

The survey is anonymous and will take under 15 minutes to complete. A link to the survey is provided below. Your time and feedback is greatly appreciated!

If you would like to participant, please follow this < insert link > to start the survey.

Thank you for your consideration,
Kari Bergrud
Kari.bergrud@gmail.com

I am a Church Relations Advisor at UGM and am currently I am completing a Masters of the Arts in Community Development at the University of Victoria. As a graduate student, I am required to conduct research as part of a Capstone project to assist in supporting a community. This study is not related to my employment duties. This project is being conducted under the supervision of Dr. Kimberly Speers. You may contact my supervisor at kspeers@uvic.ca.

Appendix G - Staff reminder email (Survey)

Dear Alcohol and Drug Recovery Staff,

This is a reminder for those of you who have not yet completed the survey and who wish to participate in providing insights into how you view the current state of the Second Stage Recovery Program.

Your responses to the survey questions are important and valuable as they will help us to establish a baseline of how the program is currently operating and how we can develop tools and strategies to better support participants of the Second Stage Recovery Program.

Again I remind you that the survey is anonymous, on a voluntary basis, and will take under 15 minutes to complete. A link to the survey is provided below. Your time and feedback is greatly appreciated!

If you would like to participant, please follow this < insert link > to start the survey.

Thank you for your consideration,
Kari Bergrud
Kari.bergrud@gmail.com

I am a Church Relations Advisor at UGM and am currently I am completing a Masters of the Arts in Community Development at the University of Victoria. As a graduate student, I am required to conduct research as part of a Capstone project to assist in supporting a community. This study is not related to my employment duties. This project is being conducted under the supervision of Dr. Kimberly Speers. You may contact my supervisor at kspeers@uvic.ca.

Appendix H- Verbal Project Introduction Script- Group 2

Recruitment Script (spoken)- Unity forum **

Good evening gentlemen,

My Name is Kari Bergrud and I am a Church Relations Advisor at UGM. Currently I am completing a Masters of the Arts in Community Development at the University of Victoria. As a graduate student, I am required to conduct research as part of a Capstone project to assist in supporting a community. This is my project.

My Project is titled “Volunteering as a Supportive Practice for Substance Addiction Recovery: Uncovering Tools for Meaningful Volunteer Opportunities.”. The purpose of this study is to explore how to bridge the gap between second stage recovery participants and connections to volunteer opportunities through the use of an asset-based community development approach. Asset- Based Community Development is a practice that looks at the skills and assets that already exist in a person or community as the first step to creating sustainable change and meaningful connection. The goal of this process is to identify and acquire strategies and tools that will help make these connections intentional, self-guided, and meaningful for participants.

During the week of <date> to <date> I will be conducting one on one interviews to assist Second Stage Recovery Participants identify skills and assets that you can use to give back to the community. Interview times will be between <time> and <time>. Individual interviews will take approximately 30 – 40 minutes.

A follow up workshop will take place the following Tuesday <date> at <time> in the Multipurpose Room to explore and discuss how the skills that you already have identified can be linked to meaningful volunteer opportunities. We will discuss where to find volunteer opportunities, how to apply, and best practices for volunteers. This workshop will be approximately 45 minutes in length.

Please note that your choice to participate is completely voluntary and has no bearing on your participation in the Second Stage Recovery Program. Anything that you share will be completely anonymous.

If you are interested in participating, please speak with your counsellor to sign up.

If you are interested in participating, please sign up with Allana (Career Development Coordinator).

Brian McGrath, Alcohol and Drug Recovery Counsellor, is my client for this project that I have been working with to develop it. ~~will be my supervising Addictions counsellor.~~ Please feel free to contact Brian for any questions or concerns. This project is being done under the supervision of Dr. Kim Spears at the University of Victoria.

If you have any questions I am happy to answer them now or feel free to send me an email at a later date.

** The Unity forum is the monthly meeting of Second Stage Recovery Participants to check in with each other, discuss volunteering opportunities and ways to give back to the community. It is led by the Alumni Coordinator Richard LeMarch.

Appendix I - Interview Poster - Group 2

Second Stage Recovery Program Participants
Identifying skills to connect with meaningful volunteering

Interviews and Workshop

Would you be interested in learning how to connect your already established skills to meaningful volunteer opportunities?

During the week of <date> to <date> I will be conducting one on one interviews to assist Second Stage Recovery Participants identify skills and assets that you can use to give back to the community. Individual interviews will take approximately 30 – 40 minutes.

A follow up workshop will take place the following Tuesday <date> at <time> in the Multipurpose Room to explore and discuss how the skills that you have identified can be linked to meaningful volunteer opportunities. We will discuss where to find volunteer opportunities, how to apply, and best practices for volunteers. This workshop will be approximately 45 minutes in length.

Please note that your choice to participate is completely voluntary and has no bearing on your participation in the Second Stage Recovery Program. Anything that you share will be completely anonymous.

If you are interested in participating, please sign up with Allana (Career Development Coordinator).

More about the research:

My Project is titled “Volunteering as a Supportive Practice for Substance Addiction Recovery: Uncovering Tools for Meaningful Volunteer Opportunities.” The purpose of this study is to explore how to bridge the gap between second stage recovery participants and connections to volunteer opportunities through the use of an asset-based community development approach. Asset- Based Community Development is a practice that looks at the skills and assets that already exist in a person or community as the first step to creating sustainable change and meaningful connection. The goal of this process is to identify and acquire strategies and tools that will help make these connections intentional, self-guided, and meaningful for participants.

Who I am:

My Name is Kari Bergrud and I am a Church Relations Advisor at UGM. Currently I am completing a Masters of the Arts in Community Development at the University of Victoria. As a graduate student, I am required to conduct research as part of a Capstone project to assist in supporting a community. This is my project.

What else is good to know:

Brian McGrath, Alcohol and Drug Recovery Counsellor, is my client for this project that I have been working with to develop it. Please feel free to contact Brian for any questions or concerns at

bmcgrath@ugm.ca. This project is being done under the supervision of Dr. Kim Speers at the University of Victoria. She can be contacted at kspears@uvic.ca.

Appendix J - Second Stage Participant Consent Form - Group 2

You are invited to participate in a study entitled “Volunteering as a Supportive Practice for Substance Addiction Recovery: Uncovering Tools for Meaningful Volunteer Opportunities”, that is being conducted by Kari Bergrud

I am a Church Relations Advisor at Union Gospel Mission and also currently a Graduate student in the department of Public Administration at the University of Victoria and you may contact her if you have further questions by emailing her at kari.bergrud@gmail.com. As a Graduate student, I am required to conduct research as part of the requirements for a degree in Masters of the Arts in Community Development. It is being conducted under the supervision of Dr. Kimberly Speers. You may contact my supervisor by email at kspeers@uvic.ca.

This study is also being conducted for a client, Brian McGrath, Alcohol and Drug Recovery Counsellor at the Union Gospel Mission.

Purpose and Objectives

The purpose of this research project is to explore supportive practices for men who have completed a six-month Alcohol and Drug recovery program at the Union Gospel Mission (UGM). Through an asset-based participatory approach, participants will explore and identify their own skill sets as a means to investigate how they can make community connections through strength- base volunteer opportunities.

Importance of this Research

Research of this type is important because it will investigate potential supportive practices to connecting to strength- base volunteer opportunities to strengthen community connection and support long-term sobriety.

Participants Selection

You are being asked to participate in this study because you are currently enrolled in the Second Stage Recovery Program.

What is involved

If you consent to voluntarily participate in this research, your participation will include a one on one interview to identify skills and assets that you can use to give back to the community and a follow up presentation to explore and discuss how the skills that you already have identified can be linked to meaningful volunteer opportunities. We will discuss where to find volunteer opportunities, how to apply, and best practices for volunteers. This interview should be approximately 30 minutes in length and the presentation will be approximately 45 minutes in length, a total of 75 minutes.

Inconvenience

Participation in this study may cause some inconvenience to you, including the time it will take to attend the interview and the workshop.

Risks

There are no known or anticipated risks to you by participating in this research.

Benefits

The potential benefits of your participation in this research include the opportunity to explore your already acquired skills and assets, and learning how they can be used in a community volunteering context. Additionally, the tools developed may continue to assist program staff to better support program participants in the future.

Voluntary Participation

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study any collected result will be removed from the final results, unless they agree that partially collected results can be used.

On-going Consent

To make sure that you continue to consent to participate in this research, I will review the informed consent information before beginning the interview and the workshop.

Anonymity

Participants who agree to an in-person interview and workshop will not have anonymity from the lead researcher. However, results within the final report will be anonymous and will not be linked to an individual.

Confidentiality

Your confidentiality and the confidentiality of the data will be protected by storing data on an encrypted USB memory key and backed-up on the Union Gospel Mission secured internal network.

Dissemination of Results

It is anticipated that the results of this study will be shared through a presentation to the alcohol and drug recovery team at UGM with consent from the Program Manager.

This information gathered will be used as part of my capstone report for the Masters in Public Administration at the University of Victoria. The report will be circulated to my supervisory committee and the examination committee and my research defended at an oral examination. The final report will be publicly available through the University of Victoria Library.

Disposal of Data

Data from this study will be disposed by deleting all files from the encrypted USB key and the network folder after the completion of the project and defense of the capstone project.

Contacts

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you consent to participate in this research project.

Name of Participant

Signature

Date

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix K- Second Stage Participant Workshop Poster

Second Stage Recovery Program Participants
Identifying skills to connect with meaningful volunteering

Workshop Reminder

This is a reminder for those of you that participated in the skills set interview that the follow up workshop will take place Tuesday <date> at <time> in the Multipurpose Room to explore and discuss how the skills that you have identified can be linked to meaningful volunteer opportunities. We will be discussing where to find volunteer opportunities, how to apply, and best practices for volunteers.

This presentation will be approximately 45 minutes in length.

Please note that your choice to participate is completely voluntary and has no bearing on your participation in the Second Stage Recovery Program. You are also able to withdraw at any point without consequence.

Who I am:

My Name is Kari Bergrud and I am a Church Relations Advisor at UGM. Currently I am completing a Masters of the Arts in Community Development at the University of Victoria. As a graduate student, I am required to conduct research as part of a Capstone project to assist in supporting a community. If you would like to contact me please do so at kari.bergrud@gmail.com

What else is good to know:

Brian McGrath will be my supervising Addictions counsellor. Please feel free to contact Brian for any questions or concerns at bmcgrath@ugm.ca. This project is being done under the supervision of Dr. Kim Speers at the University of Victoria. She can be contacted at kspears@uvic.ca.

Appendix L- Participant Survey Informed Consent- Group 1

TITLE: Volunteering as a Supportive Practice for Substance Addiction
Recovery: Uncovering Tools for Meaningful Volunteer Opportunities
SPONSOR: Union Gospel Mission, Brian McGrath
INVESTIGATORS: Kari Bergrud

You are invited to participate in a study entitled “Volunteering as a Supportive Practice for Substance Addiction Recovery: Uncovering Tools for Meaningful Volunteer Opportunities”, that is being conducted by Kari Bergrud

I, Kari Bergrud, am a Church Relations Advisor at Union Gospel Mission as well as a Graduate student in the department of Public Administration at the University of Victoria. As a Graduate student, I am required to conduct research as part of the requirements for a degree in Masters of the Arts in Community Development.

My Project is titled “Volunteering as a Supportive Practice for Substance Addiction Recovery: Uncovering Tools for Meaningful Volunteer Opportunities.”. This study will explore how to bridge the gap between second stage recovery participants and connections to volunteer opportunities through the use of an asset-based community development approach. Asset- Based Community Development is a practice that looks at the skills and assets that already exist in a person or community as the first step to creating sustainable change and meaningful connection. The goal of this process is to identify and acquire strategies and tools that will help make these connections intentional, self-guided, and meaningful for participants. This study is being conducted for a client, Brian McGrath, Alcohol and Drug Recovery Counsellor at the Union Gospel Mission, you can contact him at bmcgrath@ugm.ca.

This information sheet is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, please ask. Take the time to read this carefully and to understand any accompanying information.

Background:

The UGM Alcohol and Drug Recovery program is based on the principle that when people feel a sense of belonging in a community and have healthy connections, their likelihood of remaining sober and stable increases (Retrieved on December 30th 2018 from <https://www.ugm.ca>). Additionally, when participants participate in acts of volunteerism, they find deeper purpose, belonging and connection (Personal Communication, B. McGrath, October 1, 2018). This research wants to explore how to bridge the gap between participants of the second stage recovery program and connections to volunteer opportunities through the use of an asset-based community development approach. The goal of this process is to identify and acquire strategies and tools that will help make these connections intentional, self-guided, and meaningful for participants.

Purpose and Objectives:

The purpose of this research project is to explore supportive practices for men who have completed a six-month Alcohol and Drug recovery program at the Union Gospel Mission (UGM). Through a participant driven approach, second stage participants will explore and identify their own skills as a means to investigate how they can make community connections through strength-based volunteer opportunities.

Participants Selection

As Staff from the Drug and Alcohol Recovery program you are being asked to participate in this study because you have a unique insight into the internal function and benefits associated to second stage participants connecting to volunteer opportunities and improvements that should be made.

What is involved

If you consent to voluntarily participate in this research, your participation will include completing an electronic survey where you will be asked to share your insights into the current state of the second stage program, what are some of the challenges and where they see areas of improvement.

Inconvenience

Participation in this study may cause some inconvenience to you, including 15 to 20 minutes of your time.

Risks

There are no known or anticipated risks to you by participating in this research.

Benefits

The potential benefits of your participation in this research include a better collective understanding of the current state of the Second Stage recovery program, assessment tools for program participants to identify skills and assets, and finally a reusable presentation on how to search for meaningful volunteer opportunities.

Voluntary Participation

Your participation in this research must be completely voluntary, with no obligation to participate. Choosing to participate or not will not affect your employment or relationships to the organization or within your department. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study after you have already submitted the survey, your data will be impossible to remove, as it will be submitted anonymously.

Anonymity

Participants who agree to contribute to the online survey will not be identified, as the answers will be submitted anonymously. As the information gathered is more general and personal information will not be collected, you will maintain your anonymity and the client (Brian McGrath) will not be informed who chose to participate.

Confidentiality

Your confidentiality and the confidentiality of the data will be protected by storing data on an encrypted USB memory key and backed-up on the Union Gospel Mission secured internal network.

Dissemination of Results

It is anticipated that the results of this study will be shared through a presentation to the alcohol and drug recovery team at UGM with consent from the Program Manager.

This information gathered will be used as part of my capstone report for the Masters in Public Administration at the University of Victoria. The report will be circulated to my supervisory committee and the examination committee and my research defended at an oral examination. The final report will be publicly available through the University of Victoria Library.

Disposal of Data

Data from this study will be disposed of by deleting all files from the encrypted USB key and the network folder after the completion of the project and defense of the capstone project.

Contacts

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Agreement to participate

By completing and submitting the survey, YOUR FREE AND INFORMED CONSENT IS IMPLIED and indicates that you understand the above conditions of participation in the study and that you have had the opportunity to have your questions answered by the researcher. Please retain a copy of this letter for your reference.

Appendix M - Asset Summary Workbook

Name:

Date:

Asset Inventory Checklist

| | Specific skill | Yes | Interested in learning | Would like to do this in a volunteer capacity |
|---|--|------------|-------------------------------|--|
| <i>Caring for People (Seniors, People in need of assistance, people that are sick)</i> | Cooking | | | |
| | Feeding | | | |
| | Exercising and Escorting | | | |
| | Grooming | | | |
| | Spending Time/ reading to/ playing games | | | |
| | | | | |
| | | | | |
| <i>Child Care</i> | Caring for Babies (under 1 year) | | | |
| | Caring for Children (1 to 6) | | | |
| | Caring for Children (7 to 13) | | | |
| | Taking Children on Field Trips | | | |
| | Youth mentoring | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>Interested in learning</i> | <i>Would like to do this in a volunteer capacity</i> |
|-----------------|----------------------------------|------------|-------------------------------|--|
| <i>Food</i> | Home Cooking (11 people or less) | | | |
| | Home Baking | | | |
| | Cooking for 12- 20 people | | | |
| | Cooking for 20+ people | | | |
| | Food preparations | | | |
| | Setting/ Cleaning tables | | | |
| | Dishwashing | | | |
| | | | | |
| | | | | |
| | | | | |
| <i>Computer</i> | Word | | | |
| | Excel | | | |
| | Power Point | | | |
| | Illustrator | | | |
| | Paint | | | |
| | InDesign | | | |
| | Video Editing | | | |
| | Sound Editing | | | |
| | Coding | | | |
| | Software Design | | | |
| | Website formatting | | | |
| | Website Design | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>Interested in learning</i> | <i>Would like to do this in a volunteer capacity</i> |
|---------------|--|------------|-------------------------------|--|
| <i>Office</i> | Answering phones | | | |
| | Inventory | | | |
| | Product ordering | | | |
| | Bookkeeping | | | |
| | Database navigation | | | |
| | Note taking | | | |
| | Proposal writing | | | |
| | Filing and organization | | | |
| | | | | |
| | | | | |
| <i>Events</i> | Set up | | | |
| | clean up | | | |
| | Greeting/ Way finding | | | |
| | Facilitating crafts | | | |
| | Facilitating games | | | |
| | Facilitating programs (movies, activities, etc.) | | | |
| | Tech Support | | | |
| | Crowd Control/ Security | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>Interested in learning</i> | <i>Would like to do this in a volunteer capacity</i> |
|------------------------|--|------------|-------------------------------|--|
| <i>Sales</i> | Operating a Cash Register | | | |
| | Customer Service | | | |
| | Merchandising | | | |
| | Inventory | | | |
| | | | | |
| | | | | |
| | | | | |
| <i>Hobbies</i> | Going outside (Hiking, Biking, Water sports) | | | |
| | Sewing/ Dressmaking | | | |
| | Crocheting/ Knitting | | | |
| | Woodworking | | | |
| | Singing | | | |
| | Play an Instrument (Which one?) | | | |
| | Playing a sport | | | |
| | Watching Sports | | | |
| | | | | |
| | | | | |
| <i>Interior Design</i> | Painting | | | |
| | Home remodeling | | | |
| | Decorating | | | |
| | Furniture Making | | | |
| | Room organizing | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>Interested in learning</i> | <i>Would like to do this in a volunteer capacity</i> |
|--------------------|-------------------------------------|------------|-------------------------------|--|
| <i>Maintenance</i> | General Household Maintenance | | | |
| | General Household Cleaning | | | |
| | Small Appliance repair | | | |
| | Large Appliance repair | | | |
| | Mowing Lawns | | | |
| | Planting & Caring for Gardens | | | |
| | Pruning Trees & Shrubbery | | | |
| | Painting | | | |
| | Repairing Automobiles | | | |
| | Repairing Trucks/Buses | | | |
| | Auto body repair | | | |
| | | | | |
| | | | | |
| <i>Trades</i> | General Construction | | | |
| | General Carpentry | | | |
| | Plumbing | | | |
| | Electrical | | | |
| | Bricklaying & Masonry | | | |
| | Cabinetmaking | | | |
| | Heating/Cooling System Installation | | | |
| | Installing Windows | | | |
| | Using a Forklift | | | |
| | Hair Styling/ Cutting | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>Interested in learning</i> | <i>Would like to do this in a volunteer capacity</i> |
|---------------------------------------|--|------------|-------------------------------|--|
| <i>Transportation</i> | Driving a Car | | | |
| | Driving a Van | | | |
| | Driving a Tractor Trailer | | | |
| | Driving a Commercial Truck | | | |
| | Delivering Goods | | | |
| | Operating Farm Equipment | | | |
| | Moving Furniture or Equipment to Different Locations | | | |
| | | | | |
| | | | | |
| | | | | |
| <i>Interpersonal and other assets</i> | Telling stories | | | |
| | Listening to friends/ family | | | |
| | Speak more than one language | | | |
| | Helping people feel welcome | | | |
| | Sharing ideas | | | |
| | helping get people motivated | | | |
| | Organizing groups of people | | | |
| | Noticing when something is missing | | | |
| | Detail oriented | | | |
| | Playing board games | | | |
| | Playing strategy games | | | |
| | Making friends | | | |
| | Networking | | | |
| | | | | |
| | | | | |

| | <i>Specific skill</i> | <i>Yes</i> | <i>Interested in learning</i> | <i>Would like to do this in a volunteer capacity</i> |
|--|--|------------|-------------------------------|--|
| <i>Have you ever organized or participated in any of the following community activities?</i> | Alcoholics Anonymous/ Celebrate Recovery | | | |
| | Boy Scouts/Girl Scouts | | | |
| | Sports Teams | | | |
| | Field Trips | | | |
| | Political Campaigns | | | |
| | Block Clubs | | | |
| | Community Groups | | | |
| | Yard Sales | | | |
| | Community Meals | | | |
| | Community Gardens | | | |
| | Community Events | | | |
| | Faith community | | | |
| | Other Groups or Community Work? | | | |
| | | | | |
| | | | | |

What are your top 5 assets that you like to do the most?

**Why do you like this asset?
What makes you proud of being able to do this?**

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Volunteer Search Engines:

<https://www.govolunteer.ca/>
<https://charityvillage.com/app/volunteer-listings>

General Google Search- “Volunteering in Vancouver”

Other places to find volunteer opportunities:

City Websites

<https://vancouver.ca/people-programs/volunteering.aspx>

Church communities

AA/ NA Meetings

Instructions:

1. Go to one of the search engines or other volunteer opportunities.
2. You can either do a general search which will give you all of the volunteer postings that have been posted or you can do specific search with a keyword to see if there are specific volunteer opportunities in a specific field or skill.
3. To do a specific search. Please note that this is an example from the Charity Village website, it might not be exactly the same on other sites.
 - Go to: <https://charityvillage.com/app/volunteer-listings>
 - Keyword: Sports
 - Country: Canada
 - Region: BC- Vancouver & Lower mainland
 - Duration: All
 - Target Group: All
 - Job Category: All
 - Organization Focus: All
 - Search
4. Pay attention to the details of the post, even though you put in a location, keyword or skill, there is still a chance that with a radius they often offer more opportunities elsewhere.
5. Make a list below of the volunteer roles that you are more interested in. Make note of what the requirements of each role.

Potential Volunteer Role

URL (Web address)

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Pro tips:

1. **Don't be discouraged if you cannot find something with your specific skill set right away. Sometimes it takes a little bit of time to find the right fit.**
 2. **Similarly, don't get too picky about what you apply for. You might like to do something that you have never tried before.**
 3. **Try going more general than specific. You may find something that you are really interested outside of what you initially thought that you wanted.**
 4. **Just because you apply does not mean that you will get the role, and just because you get offered the role also doesn't mean that you have to take it.**
 5. **Start small. Look for roles that are fewer hours and commitments. You can always increase your commitments later when you have become more settled.**
 6. **Many organizations rely on volunteers because they are short on staff. Sometimes this means that getting back to you may be delayed. Make sure to keep checking in with your counsellor and keep them up to date on how the process is going.**
-

Narrow the Search:

Choose your top two choices from the potential volunteer roles and write out what the application process is. If it is not indicated on the website either send an email or give them a call to find out what it is.

Organization #1:

Role:

Phone number:

Email:

Process (what do you need in order to apply):

Organization #2:

Role:

Phone number:

Email:

Process (what do you need in order to apply):

Apply:

It is now time to apply for the specific roles that you have chosen. You may hear back quickly or it may take some time for an organization to get back to you. If it does take longer than two weeks, consider following up with an email or phone call to see where things are at. Set a date to check in with your counsellor two weeks after you apply to follow up on the process.

Appendix N- Full Lesson Plan

Meaningful Volunteer Exploration Curriculum

Based on research and observations from:

Volunteering as a Supportive Practice for Substance Addiction Recovery:

Uncovering Tools for Meaningful Volunteer Opportunities.

Kari Bergrud, MACD candidate
School of Public Administration
University of Victoria
July 2019

Lesson 1- Skills Inventory and Exploration

Duration: 60 minutes

Purpose:

To introduce participants to an asset based approach to looking for meaningful volunteer roles and to have them start the process of identifying their own assets as they explore volunteer opportunities.

Outline:

- Discuss the value of volunteering as a supportive practice in their recovery path
- Define what personal assets are and how they can help establish how to discover volunteer opportunities
- Allow for individual time to complete the asset inventory. This may be conducted individually or one on one, based on the direction of the participant

Required Materials:

- Instructors notes
- Projector and computer
- Power Point Presentation
- Pen or Pencil
- Asset Summary workbook

Guided Practice:

Legend:

Blue: Instructions

Bold: Script

Italic: Possible answers

Slide 1



Welcome to the first of two sessions where we will be discussing and exploring ways to take our skills and use them to find meaningful volunteer opportunities.

Let's start with giving you an outline of what we are going to be doing today.

Slide 2



Today we are going to be:

- **We are going to be talking about why volunteering is beneficial both in our communities and as part of our recovery journeys.**
- **We are going to be discussing what your experiences with volunteering have been**
- **We are going to talk about an approach to finding a volunteer position called Asset based community development, where we identify our assets or the skills that we already have to help guide us as we look for a volunteer positions.**
- **Finally, we will be doing some practical work of identifying our assets to get us started along your path to finding a meaningful volunteer opportunity.**

Slide 3



Read quote:

“You make a living by what you get. You make a life by what you give.” - Winston Churchill



Ask the question: **What have you learned about yourself or others because of Volunteering?**

*** the purpose of this question is to have the group self- identify the benefits of volunteering. It may also bring up challenges that they have experienced which is also helpful for them to know as they explore what volunteer opportunity is a good fit for them.*

Answers may include (but are not limited to)

- *I learned a new skill*
- *It helped me focus on others and not myself*
- *I get to be part of a community*



Ask the question: **How do you think that volunteering can support your recovery?**

**The purpose of this question is to help create meaningful connections from volunteering to their recovery plan.*

Answers may include (but are not limited to)

- Helps me to think about others*
- Gives me something to do*
- Helps me find a community of people invest in*

Affirm answers

Volunteering Can...

- Help to meet new people.
- Develop professional relationships
- Hone and sharpen skills.
- Develop new skills
- Boost your performance
- Build your resume

STEP 12

“Having had a spiritual awakening as the result of these steps, we tried to carry this message to alcoholics, and to practice these principles in all our affairs.”

In addition to what we have already shared, here are some other ways that volunteering can be beneficial. Note how this is reflected in the twelfth step of the 12 steps.

Volunteering Can...

- **Help to meet new people.**
- **Develop professional relationships**
- **Hone and sharpen skills.**
- **Develop new skills**
- **Boost your performance**
- **Build your resume**

Step 12- “Having had a spiritual awakening as the result of these steps, we tried to carry this message to alcoholics, and to practice these principles in all our affairs.”

Or

Another way people talk about step 12 is “giving back”

VALUE OF VOLUNTEERING

Volunteer involvement is fundamental to a healthy and democratic society in Canada

- > It promotes civic engagement and active participation in shaping the society we want.
- > It encourages everyone to play a role and contribute to the quality of life in communities.

Volunteer involvement is vital for strong and connected communities

- > It promotes change and development through the collective efforts of those who know the community best.
- > It identifies and supports local strengths and assets to respond to community challenges while strengthening the social fabric.

CANADIAN CODE FOR VOLUNTEER INVOLVEMENT

Volunteer Canada provides national leadership and expertise on volunteerism in Canada. They aim to increase the participation, quality and diversity of volunteer experiences in Canada in order to help build strong and connected communities.

We are now going to take a look at some of the values of volunteering as outlined by Volunteer Canada, who provides national leadership and expertise on volunteerism in Canada. This organization aims to increase the participation, quality and diversity of volunteer experiences in Canada in order to help build strong and connected communities. These are the same guidelines that our volunteer resource team use here at UGM.

VALUE OF VOLUNTEERING

- **Volunteer involvement is fundamental to a healthy and democratic society in Canada**
 - > **It promotes civic engagement and active participation in shaping the society we want.**
 - > **It encourages everyone to play a role and contribute to the quality of life in communities.**
- **Volunteer involvement is vital for strong and connected communities**
 - > **It promotes change and development through the collective efforts of those who know the community best.**
 - > **It identifies and supports local strengths and assets to respond to community challenges while strengthening the social fabric.**

VALUE OF VOLUNTEERING CONT.

Volunteer involvement builds the capacity of organizations

- > It provides organizations with the skills, talents and perspectives that are essential to their relevance, vitality and sustainability.
- > It increases the capacity of organizations to accomplish their goals through programs and services that respond to and are reflective of the unique characteristics and needs of their communities.

Volunteer involvement is personal

- > It promotes a sense of belonging and general wellbeing.
- > It provides the opportunity for individuals to engage according to their personal preferences, interests, skills and motivations.

Volunteering is about building relationships

- > It connects people to the causes they care about, and allows community outcomes and personal goals to be met within a spectrum of engagement
- > It creates opportunities for non-profit organizations to accomplish their goals by engaging and involving volunteers, and it allows volunteers an opportunity to connect with and contribute to building community.

- **Volunteer involvement builds the capacity of organizations**
 - > **It provides organizations with the skills, talents and perspectives that are essential to their relevance, vitality and sustainability.**
 - > **It increases the capacity of organizations to accomplish their goals through programs and services that respond to and are reflective of the unique characteristics and needs of their communities.**
- **Volunteer involvement is personal**
 - > **It promotes a sense of belonging and general wellbeing.**
 - > **It provides the opportunity for individuals to engage according to their personal preferences, interests, skills and motivations.**
- **Volunteering is about building relationships**
 - > **It connects people to the causes they care about, and allows community outcomes and personal goals to be met within a spectrum of engagement**
 - > **It creates opportunities for non-profit organizations to accomplish their goals by engaging and involving volunteers, and it allows volunteers an opportunity to connect with and contribute to building community.**

Now that we have talked about the many ways that we can benefit from volunteering we are going to spend some time reviewing our own assets as a starting place for finding a meaningful volunteer opportunity.

What is an Asset?

1. The experiences, skills, gifts, interests, and passions of individual residents.
2. The power of local networks and voluntary associations.
3. The resources of local public, private, and nonprofit institutions.
4. The physical resources of the community—natural, built, transport, and so forth.
5. The local economy—production, consumption, barter, and so forth.
6. The culture, history, values, and stories that define the community.

Kretzmann, J. P. (2010). Asset-based strategies for building resilient communities. In J. W. Reich, A. Zautra & J. S. Hall (Eds.), *Handbook of adult resilience*. New York: Guilford Press.

ASSET BASED COMMUNITY DEVELOPMENT

Asset- Based Community Development seeks to provide a strengths-based approach for supporting individuals and communities and uses their already acquired skills and mobilize existing resources to become active and directive participants. This is a direct response to the needs based approach, requiring outside assistance and support for communities and individuals to experience positive change.

Review the definition of what an Asset is by Kretzmann. You can also ask for examples of each kind of asset, if you are needing for the group to engage.

What is an Asset?

1. **The experiences, skills, gifts, interests, and passions of individual residents.**
2. **The power of local networks and voluntary associations.**
3. **The resources of local public, private, and nonprofit institutions.**
4. **The physical resources of the community—natural, built, transport, and so forth.**
5. **The local economy—production, consumption, barter, and so forth.**
6. **The culture, history, values, and stories that define the community.**

Ask: Can you give some examples of what an asset may be?

Answers may include (but are not limited to)

- *Construction work*
- *Listening to others*
- *Cooking for people*
- *Art/ music etc.*

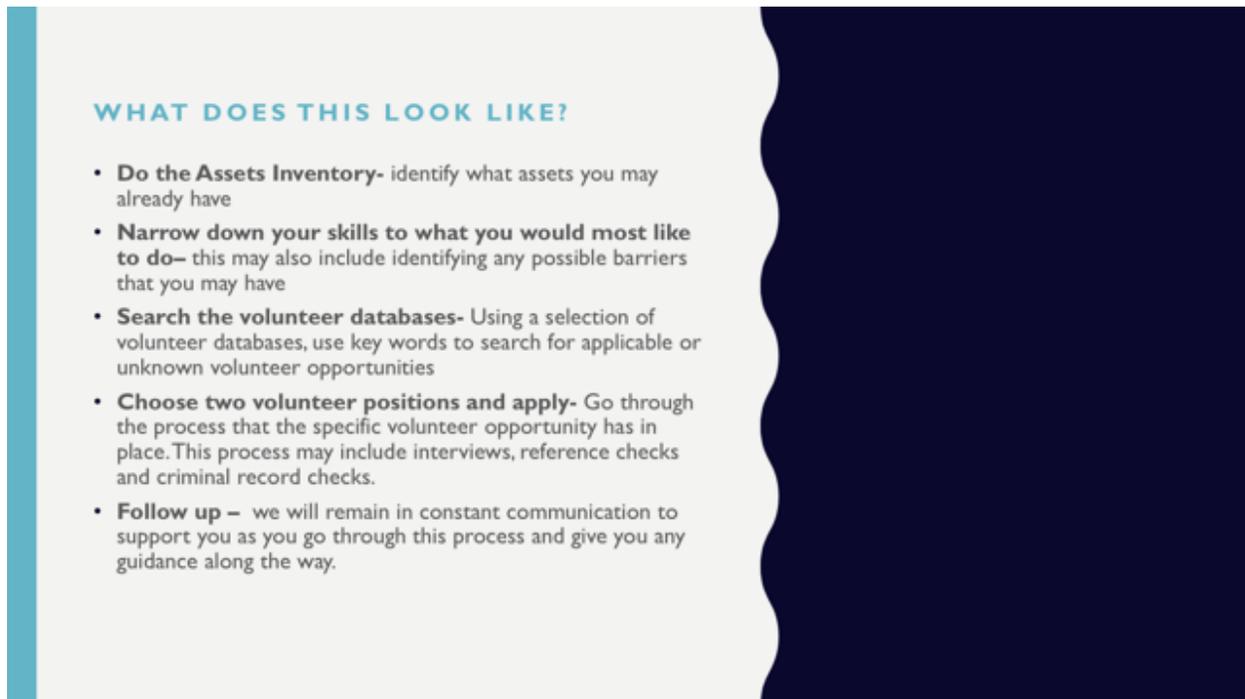
Now that we know what an asset is, let's look at what asset-based community development is and how it can help us as we look for volunteer opportunities.

Asset- Based Community Development seeks to provide a strengths-based approach for supporting individuals and communities and uses their already acquired skills and mobilize existing resources to become active and directive participants.

So you might be thinking, “what does this have to do with me and my volunteering?”. That is a great question.

What this practically means is that instead of just giving you a list of volunteer opportunities that may or may not be things that are reflective of your skill set, we are first looking at your experience and knowledge as a way to give direction and help you find something that will be meaningful for you.

Slide 10



WHAT DOES THIS LOOK LIKE?

- **Do the Assets Inventory-** identify what assets you may already have
- **Narrow down your skills to what you would most like to do–** this may also include identifying any possible barriers that you may have
- **Search the volunteer databases-** Using a selection of volunteer databases, use key words to search for applicable or unknown volunteer opportunities
- **Choose two volunteer positions and apply-** Go through the process that the specific volunteer opportunity has in place. This process may include interviews, reference checks and criminal record checks.
- **Follow up –** we will remain in constant communication to support you as you go through this process and give you any guidance along the way.

Practically the following list is what we are going to do to take you through this process:

1. **Do the Assets Inventory-** identify what assets you may already have
2. **Narrow down your skills to what you would most like to do–** this may also include identifying any possible barriers that you may have
3. **Search the volunteer databases-** Using a selection of volunteer databases, use key words to search for applicable or unknown volunteer opportunities
4. **Choose two volunteer positions and apply-** Go through the process that the specific volunteer opportunity has in place. This process may include interviews, reference checks and criminal record checks.
5. **Follow up –** we will remain in constant communication to support you as you go through this process and give you any guidance along the way.



Decide prior to this class if you will be doing one on one asset inventories or together as a group. If you do this in a group, it is recommended to simply read out the various assets and have them fill in their own inventory. If you are doing this one on one, either the instructor or the participant can fill in the inventory.

We are going to now do the Asset inventory checklist. We will be using these inventories in our next session to help find and apply for volunteer opportunities.

Hand out Asset Summary Workbook

This workbook is going to help guide you through this whole process. As you open to the first page you will see that there is a long list of different kinds of assets. Your task is to go through this list and mark all the assets that you have. You can also mark assets that you would like to learn and assets that you would like to use in a volunteering capacity.

While the list is long you may find that you have other skills that are not on the list. Simply use the space given at the bottom of each section to write in those skills.

Allow for 20 minutes to complete the checklist.

Closing:

This brings this session to an end. Thank you for sharing this time with me. It is exciting to see all of the assets and skills that exist in this class. Next session we will be looking at how

to translate these skills into different volunteer opportunities and we will start the process of applying for volunteer opportunities.

The next session is on <Date> at <Time> in <Location>

Lesson 2- Volunteer processes and Smart practices

Duration: 90 minutes

Purpose:

To review last sessions information, learn new resources and make a plan for finding a meaningful volunteer opportunity. Introduce them to volunteer search engines and the variety of options that there are.

Outline:

- Review individual assets and identify what kind of volunteer role they are looking for and how they would like to contribute to the larger community.
- Discuss the volunteer experience and expectations
- Discuss various limitation that may exist
- Start exploring what kind of volunteer opportunities exist and are accessible to participants.
- Review what will be required to apply for various volunteer positions, review how to succeed in volunteering.
- Decide and apply for two volunteer roles

Required Materials:

- Instructors notes
- Projector and computer
- Power Point Presentation
- Pen or Pencil
- Asset Summary workbook
- Individual Computers (for at the end of the session)

Guided Practice:

Legend:

Blue: Instructions

Bold: Script

Italic: Possible answers



Last session, we discussed how volunteering can be beneficial both personally as well as part of our recovery path. You also had a chance to complete an asset inventory.

Ask: What were some things that surprised you about doing an asset inventory?

Answers may include (but are not limited to)

- *How many skills I had*
- *How many things I have been involved with*

Ask: What was something that was helpful about doing the asset inventory?

Answers may include (but are not limited to)

- *Reminding me what I like to do*
- *Helping me start to think about what I would like to do*

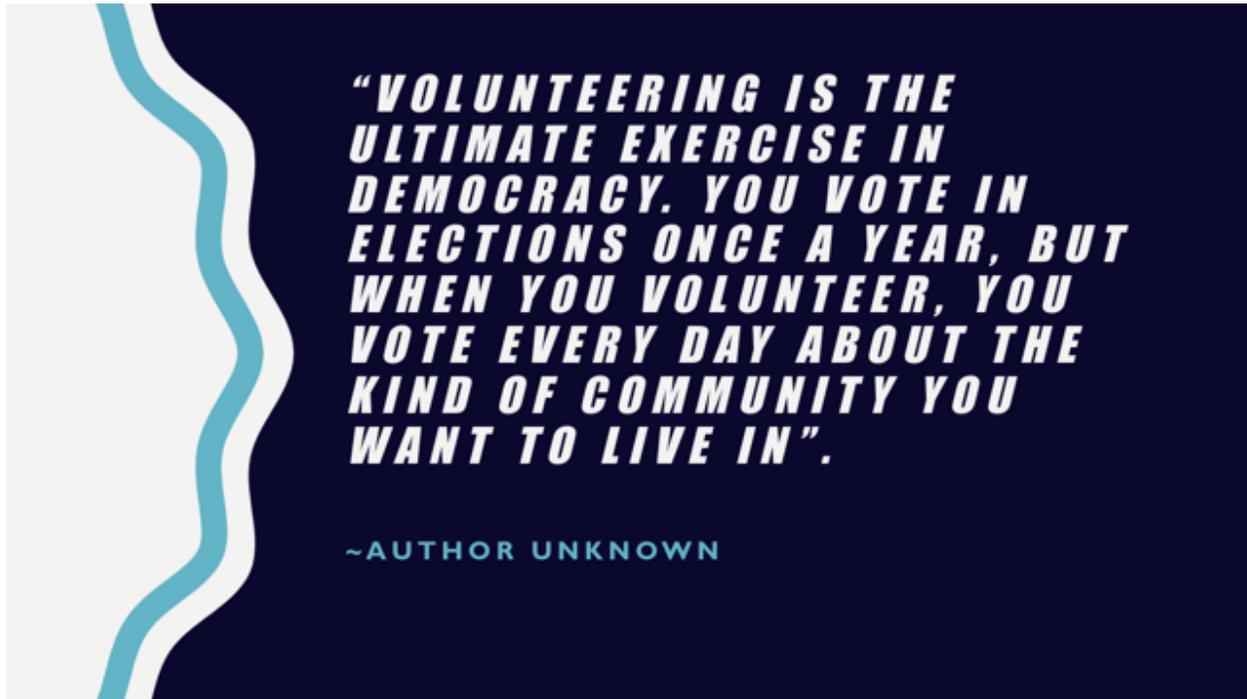
Affirm all the answers and give encouragement

OVERVIEW OF TODAY

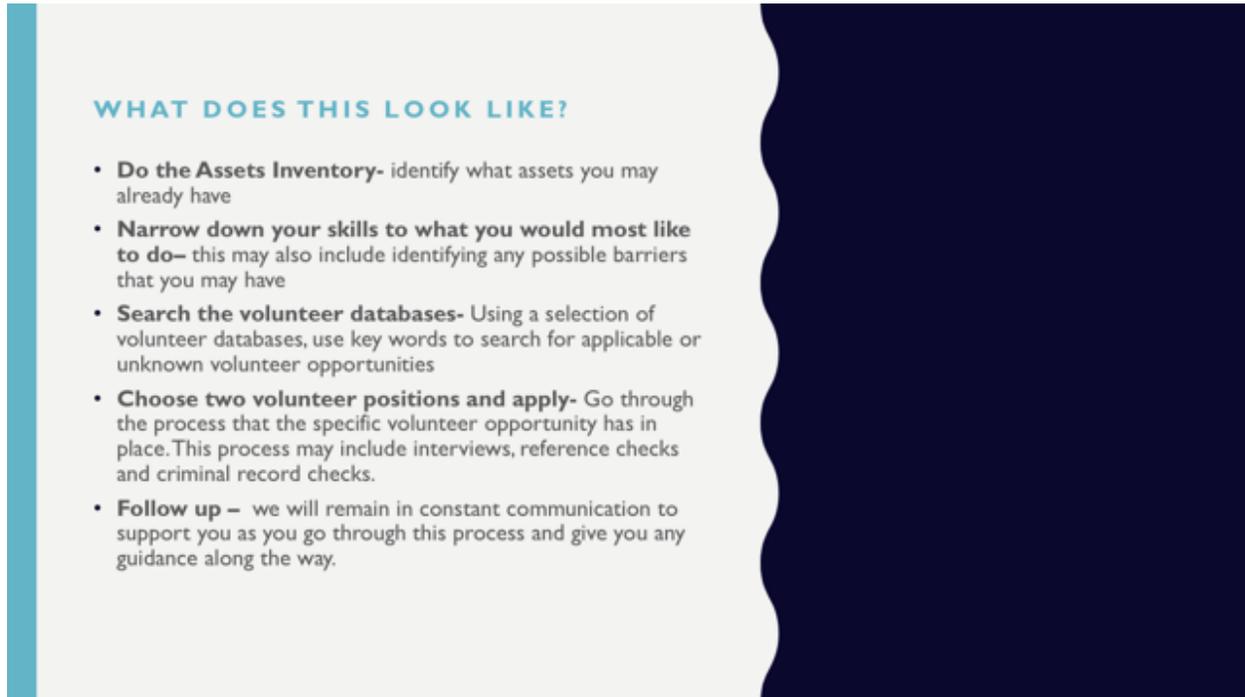
- Where to find volunteer opportunities?
- Concerns and barriers to volunteering
- Overview of the application process
- How to stand out as a successful volunteer

This session we are going to get a little more specific and come up with some plans for what kind of volunteer roles are available and what would be meaningful for you.

- **Volunteer experience and expectations**
- **Where to find volunteer opportunities?**
- **Concerns and barriers to volunteering**
- **Overview of the application process**



Read quote: “Volunteering is the ultimate exercise in democracy. You vote in elections once a year, but when you volunteer, you vote every day about the kind of community you want to live in”.



To start we are going to review the process of what we are going to do that we discussed last class.

1. **Do the Assets Inventory-** identify what assets you may already have
2. **Narrow down your skills to what you would most like to do–** this may also include identifying any possible barriers that you may have
3. **Search the volunteer databases-** Using a selection of volunteer databases, use key words to search for applicable or unknown volunteer opportunities
4. **Choose two volunteer positions and apply-** Go through the process that the specific volunteer opportunity has in place. This process may include interviews, reference checks and criminal record checks.
5. **Follow up –** we will remain in constant communication to support you as you go through this process and give you any guidance along the way.

Our focus today is going to be

- **mapping out what you are interested in doing**
- **how to look for a volunteer position that matches that (or finding one that you didn't even know was a thing)**
- **the application process and what your responsibility is.**

[Hand out Asset Summary workbook](#)



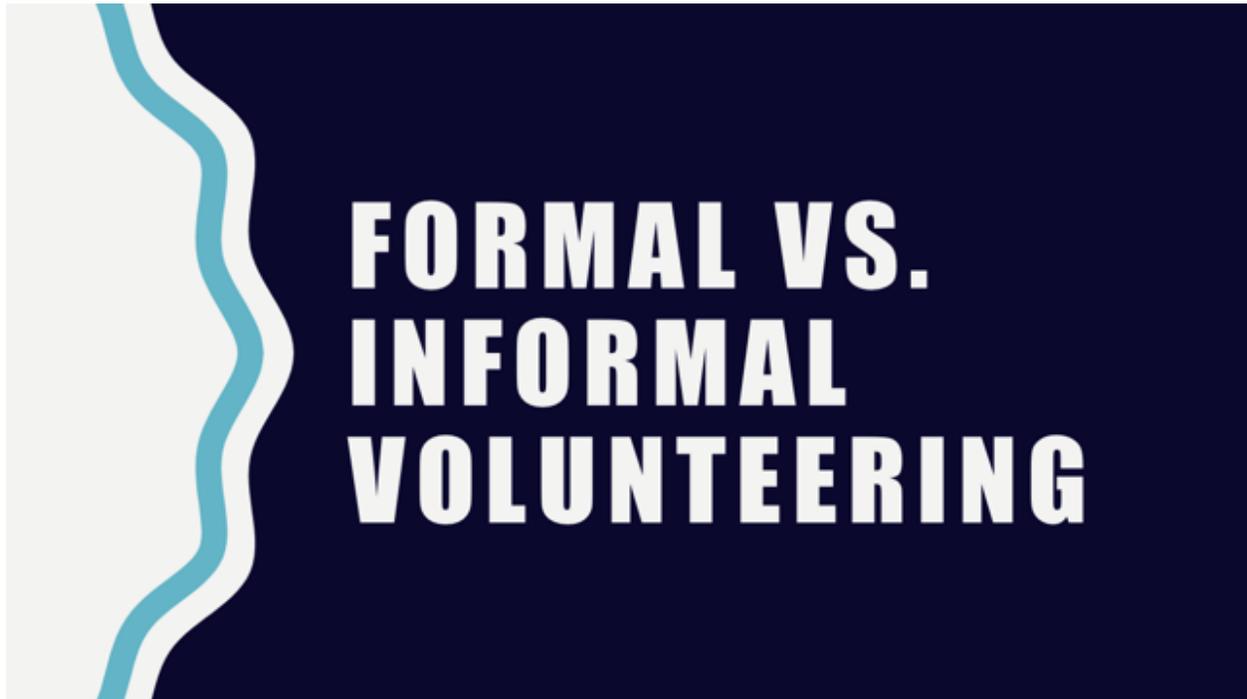
First we are going to be looking at the assets that you identified last time.

The next section of the worksheet asks you to note the top 5 assets that you have identified in yourself that you are that you most enjoy doing and to write out why you like this particular asset the best.

An example of this might be “my favorite asset is general construction because I like to work with my hands and I feel like I have accomplished something when I see the end product”

You will have 15 minutes to work on this. Then we are going to discuss what the volunteer experience can be like and what some general expectations are.

After 15 minutes gather back together to move onto the role of a volunteer



First I want to distinguish between formal and informal volunteer roles are.

A formal volunteer role is generally through an established organization or community group with includes municipalities that often have structured volunteer programs with supervising staff.

INFORMAL VOLUNTEERING

- Church set up/ clean up/ sound
- AA meeting assistance and sponsorship
- Community Sports team coaching/ organizing etc.
- Heritage Participation (Friendship Centres, Sons of Norway)
- Babysitting (does not include your own children)
- Anytime you are helping others for no profit to yourself

An informal volunteer role consists of smaller community groups like aa meetings or neighbourly support like babysitting for a family, or cooking meals for a grieving family.

We are going to be spending our time looking at formal volunteer opportunities as they are helpful when going through the application process and tracking hours.

We want to encourage you to do the informal volunteering as well, it is a great way to get to know the people that live right beside you and supporting your close community.



In the next couple of slides, we are going to go over an example of a volunteer program that is specific to events. This is meant to give you an idea of what a volunteer program might look like and some good guidelines for what might be expected of you.

Please note that there are going to be differences between volunteer programs and that this is just an example of one.



Example of a volunteer Program outline:

Our Volunteer program goal is to provide efficient, cooperative and friendly service to all event attendees. As a volunteer, you are a representative of The City of Vancouver so please remember to be respectful, professional and courteous.

VOLUNTEER ROLES

- Volunteer Centre
- Program activation assistants
- Hospitality Assistants
- Production assistant
- Site Hosts/Greeters
- Info Booth Assistants
- Floater
- Team Leader

Volunteer Roles

- **Volunteer Centre-** helping to check in volunteers and give them direction
- **Program activation assistants-** helping at a specific location (game, interactive display) to give instruction to the event attendees
- **Hospitality Assistants-** assisting with food and beverages for performers and/or event attendees.
- **Production assistant-** assisting on or around the stage with directing talent or running errands.
- **Site Hosts/Greeters-** welcoming people to the event. Handing out programs and answering questions
- **Info Booth Assistants-** giving information to event attendees which may include directions, performance times etc.
- **Floater-** a volunteer that can move around for one role to another depending on what the need is
- **Team Leader-** a volunteer that helps to organize and give direction to other volunteers

6 STEPS FOR A SUCCESSFUL VOLUNTEER CHECK-IN:

- PLAN YOUR MODE OF TRANSPORTATION!** Please bike, take transit or walk to the event.
- COME PREPARED!** Dress weather appropriate and look your best!
- KNOW YOUR VOLUNTEER SCHEDULE & ROLE!**
- BE AN EXPERT!** Review the website, know the program!
- GIVE YOURSELF PLENTY OF TIME!** Please arrive 15-20 minutes before your shift and take into account transportation time.
- CHECK-IN AT THE VOLUNTEER HEADQUARTERS!** All volunteers must check-in and out at the Volunteer Headquarters

The following are 6 steps for a successful volunteer check-in. Again this is not what all volunteer programs require, but it is a good baseline to work from

- **PLAN YOUR MODE OF TRANSPORTATION!** Please bike, take transit or walk to the event.
- **COME PREPARED!** Dress weather appropriate and look your best!
- **KNOW YOUR VOLUNTEER SCHEDULE & ROLE!**
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- Choose an appropriate program.
- Make sure you have time to dedicate to the cause.
- Learn the mission and focus on it.
- Interact with locals, program participants, and other volunteers frequently.
- Keep an open mind and learn.
- Enjoy the experience.

HOW TO
STAND OUT AS
A VOLUNTEER

Now let's spend a little time talking about how you can stand out as a volunteer

- **Choose an appropriate program.**
- **Make sure you have time to dedicate to the cause.**
- **Learn the mission and focus on it.**
- **Interact with locals, program participants, and other volunteers frequently.**
- **Keep an open mind and learn.**
- **Enjoy the experience.**



Now that we have talked about the volunteer experience and some ways for you to start on the right foot, we will introduce you to the various volunteer search engines that are available to you and how that can help you find a volunteer role that you might be interested in. Later on you will get a chance to explore them yourself.

General Volunteer Search Engines

- Volunteergo
- Charity Village
- Volunteer BC
- City websites

Other options

- Google Searches
- Specific organizations (UGM, SPCA etc.)
- Specific events (Canada Day, Bard on the Beach, Sports games etc.)

WHAT IS A SEARCH ENGINE

a program that searches for and identifies items in a database that correspond to keywords or characters specified by the user, used especially for finding particular sites on the World Wide Web.

First let's go over what a search engine is:

A search engine is a program that searches for and identifies items in a database that correspond to keywords or characters specified by the user, used especially for finding particular sites on the World Wide Web.

There are specific search engines that are set up to find volunteer opportunities:

General Volunteer Search Engines

- **Volunteergo**
- **Charity Village**
- **Volunteer BC**
- **City websites**

Other options

- **Google Searches**
- **Specific organizations (UGM, SPCA etc.)**
- **Specific events (Canada Day, Bard on the Beach, Sports games etc.)**

HOW TO USE A SEARCH ENGINE

You can either do a general search which will give you all of the volunteer postings that have been posted
or
You can do specific search with a keyword to see if there are specific volunteer opportunities in a specific field or skill.

To do a specific search. Please note that this is an example from the CharityVillage website, it might not be exactly the same on other sites.

Go to: <https://charityvillage.com/app/volunteer-listings>
Keyword: Sports
Country: Canada
Region: BC- Vancouver & Lower mainland
Duration: All
Target Group: All
Job Category: All
Organization Focus: All

Search

PRO TIP:

If you are having trouble finding a volunteer posting that you like with your specific search, try going general.

There might be some postings that you have never considered before.

In the next part of your workbook, you are going to get the chance to explore these sites and see what volunteer roles you would like to apply for. As part of this process we are asking that you apply for two roles but you will not be required to do both roles. Just like applying for a job posting, volunteer postings can be competitive and you might need to apply for a few before you get a role that works.

I will take you through the process of how to do a search and a little later you will get a chance to do one yourself.

Instructions:

6. Go to one of the search engines or other volunteer opportunities.
7. You can either do a general search which will give you all of the volunteer postings that have been posted or you can do specific search with a keyword to see if there are specific volunteer opportunities in a specific field or skill.
8. To do a specific search. Please note that this is an example from the Charity Village website, it might not be exactly the same on other sites.
 - Go to: <https://charityvillage.com/app/volunteer-listings>
 - Keyword: Sports
 - Country: Canada
 - Region: BC- Vancouver & Lower mainland
 - Duration: All
 - Target Group: All
 - Job Category: All

- Organization Focus: All
 - Search
9. Pay attention to the details of the post, even though you put in a location, keyword or skill, there is still a chance that with a radius they often offer more opportunities elsewhere.
 10. Make a list below of the volunteer roles that you are more interested in. Make note of what the requirements of each role.

Pro tip:

If you are having trouble finding a volunteer posting that you like with your specific search, try going general.

There might be some postings that you have never considered before.

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Before you get a chance to explore the search engines and posting boards. Let's spend a little time talking about limitations

Ask: What are some things that might get in way of volunteering?

Answers may include (but are not limited to)

- *Not enough time*
- *Scheduling conflicts*
- *Criminal Record Checks*

Just as you would a job posting you will need to pay attention to what the organization is asking of their volunteer applicants and if you fall into that criteria.

One particular area to pay attention to for some people will be if a Criminal Record Check is required. In this next section we will review some good practices for if this pertains to you.

Assess prior to the class if this section would be helpful or not. If this does not pertain to anyone in the class, feel free to skip this section. It is not recommended to ask the participants during the class time if this pertains to them.

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CONCERNS ABOUT CRIMINAL RECORD CHECKS

Before you apply- Take some time to check your background yourself. Find out more about what the volunteer organization will come across when looking into your history. You can do this by obtaining a credit report and a copy of your criminal record. Note that if you do it this way, it might cost some money.

Be upfront - It is common, especially in certain organizations that work with vulnerable people that they ask for a criminal record check. It's in your own best interests to be honest about this since they are bound to find out the truth when they look into your background anyway.

Criminal Records don't mean that you can volunteer- it just might mean that you are limited. Your criminal record does not necessarily disqualify you from that position right away but, if you try to hide it, you will come across as dishonest and you can almost guarantee that the position will go to somebody else instead.

Be realistic when applying- There are some that will not be available to you because of the nature of your criminal record. For example, if the position involves children or the elderly, they may not accept anyone with any kind of criminal history. You usually have a better chance of being successful in your application if you apply for a position where children or the elderly are not involved.

Concerns about Criminal Record checks:

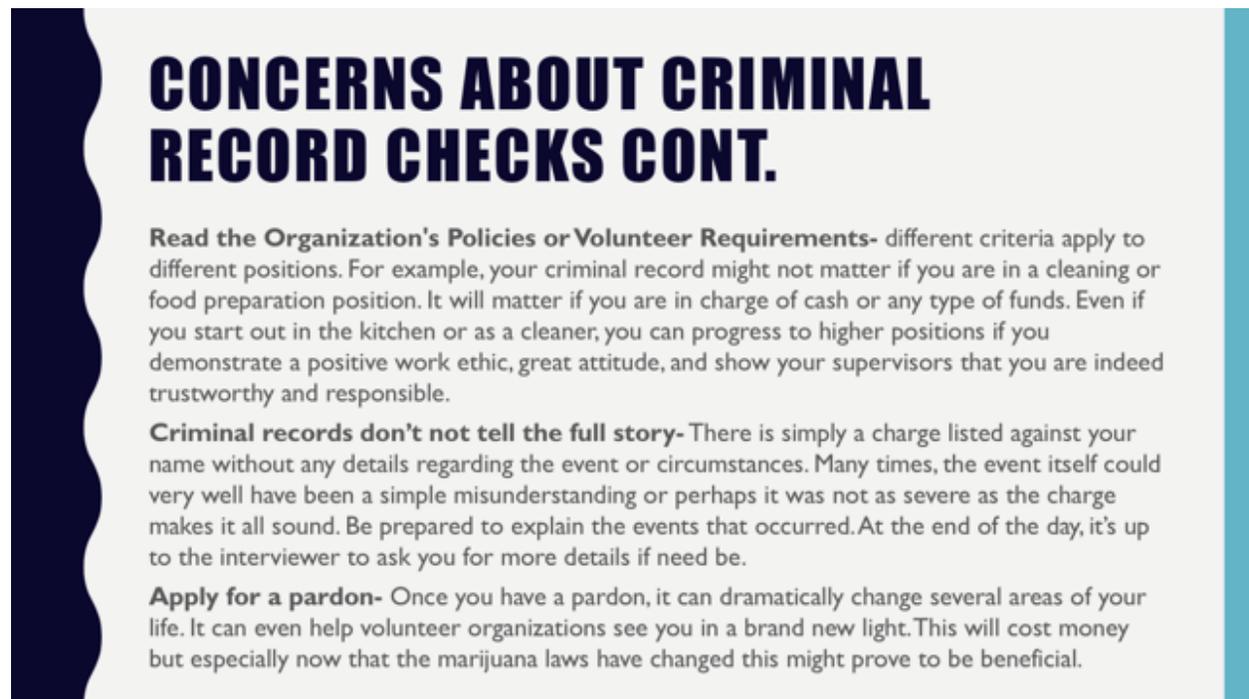
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CONCERNS ABOUT CRIMINAL RECORD CHECKS CONT.

- Read the Organization's Policies or Volunteer Requirements-** different criteria apply to different positions. For example, your criminal record might not matter if you are in a cleaning or food preparation position. It will matter if you are in charge of cash or any type of funds. Even if you start out in the kitchen or as a cleaner, you can progress to higher positions if you demonstrate a positive work ethic, great attitude, and show your supervisors that you are indeed trustworthy and responsible.
- Criminal records don't not tell the full story-** There is simply a charge listed against your name without any details regarding the event or circumstances. Many times, the event itself could very well have been a simple misunderstanding or perhaps it was not as severe as the charge makes it all sound. Be prepared to explain the events that occurred. At the end of the day, it's up to the interviewer to ask you for more details if need be.
- Apply for a pardon-** Once you have a pardon, it can dramatically change several areas of your life. It can even help volunteer organizations see you in a brand new light. This will cost money but especially now that the marijuana laws have changed this might prove to be beneficial.

Concerns about Criminal Record Checks Cont.:

Read the Organization's Policies or Volunteer Requirements- different criteria apply to different positions. For example, your criminal record might not matter if you are in a cleaning or food preparation position. It will matter if you are in charge of cash or any type of funds. Even if you start out in the kitchen or as a cleaner, you can progress to higher positions if you demonstrate a positive work ethic, great attitude, and show your supervisors that you are indeed trustworthy and responsible.

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In this next section we will be going over the general application process that many organizations use when they are selecting their volunteers.

GENERAL APPLICATION PROCESS FOR ORGANIZATIONS

Step 1- Application (some events only require this part of the process)

Step 2- References

Step 3- Interview

Step 4- Criminal Record Check (not always required)

There are some volunteer roles that will only require an application or an application and references. Here at UGM we require all four of these steps.

Step 1- Application (some events only require this part of the process)- this is your general information along with some questions about why you would like to volunteer with the organization or event. Be thoughtful, organizations don't want to hear "because my counsellor is making me". Try some things like "so that I can get better connected to the community and give back".

Step 2- References- people that can talk about your character and work ethic. This could be a counsellor, pastor, sponsor or former employer.

Step 3- Interview- this is for them to get to know you a bit and see if you would be a good fit for the role. It also gives you the chance to ask questions and see if the organization is a good fit for you.

Step 4- Criminal Record Check- there are two kinds of criminal records (1) general- which is a background check and (2) vulnerable sector- this is specifically checking for crimes against someone who is vulnerable (child, elderly etc.)



It is finally time to try out some of the things that you have learned

You will find in your workbook the instructions that we went over for how to use a search engine, along with a space to write out the information for two volunteer postings that you would like to apply for. Look back at your assets and start by using those as your search words. You might change your mind on what you would like to do, and that is just fine.

Take 20 minutes to explore and look for different volunteer roles. Use a scrap piece of paper or open a word document to save all of the postings that look interesting to you.

I will be around if you have any questions or need some suggestions.

Move to the computer lab

At the 20-minute mark- check in with them to see how they are doing. Assess if they need more time.

If you find that there is enough time, have the participants start to apply for the volunteer postings. An additional session may prove to be helpful if they are wanting assistance with the application forms themselves.

Regardless of whether there is an additional session or not, have the participants schedule a follow up with their counsellor or yourself to check in with them on the process, hear any feedback that they might have, and offer them some encouragement along their journey.

Closing:

This brings us to the end of our sessions. You have had the chance to reflect on your assets, narrow down which assets you would like to use to give back to the community, and gone through the process of finding a volunteer role that would fit your objectives. Well done!!!

While this process is not over yet, you have already done so great work. If you have not started already, finish applying for two volunteer postings.

Here are some helpful pro tips as you do this work (this is noted in the workbook as well)

- 1. Don't be discouraged if you cannot find something with your specific skill set right away. Sometimes it takes a little bit of time to find the right fit.**
- 2. Similarly, don't get too picky about what you apply for. You might like to do something that you have never tried before.**
- 3. Try going more general than specific. You may find something that you are really interested outside of what you initially thought that you wanted.**
- 4. Just because you apply does not mean that you will get the role, and just because you get offered the role also doesn't mean that you have to take it.**
- 5. Start small. Look for roles that are fewer hours and commitments. You can always increase your commitments later when you have become more settled.**
- 6. Many organizations rely on volunteers because they are short on staff. Sometimes this means that getting back to you may be delayed. Make sure to keep checking in with your counsellor and keep them up to date on how the process is going.**

Within the next two weeks, please make an appointment with <their counsellor or yourself> so that we can check in on how things are going and if there is anything that we can help you with.

Thank you for your participation and all the hard work that you put into this.