



RHYTHM2RECOVERY FACILITATOR TRAINING



NBCC – 12, CE CREDIT HOURS
PROFESSIONAL DEVELOPMENT
LEARNING OUTCOMES

Day 1

Session 1 - 1.5 CE hours

Keynote/Lecture/Videos/Modelling.

A Keynote presentation is viewed with the slides aligning to the pages of the training workbook. The facilitator lectures to each slide and models how to introduce, lead and summarise each activity. The participants are in a circular formation with their instruments and for each activity they play along, just as their group work clients would, and discuss the SEL topics just as their clients would.

They also get to practice starting and finishing the drumming and leading and participating in the conversational element.

Explanations of the R2R model that combines rhythmic music & reflection (group discussions) to develop social and emotional skills. Insight into the evidence supporting the model and the SEL outcomes derived.

Introduction to preliminary techniques – playing rhythmic music on drums and the associated use of analogies to connect these musical exercises to reflective discussion on SEL themes.

Introduction of key analogy that links the Bass note to elements of stability and security in life. In drumming the Bass note is the core note that holds the music together when we play as a group – participants explore what that symbolises in real life i.e., what holds you steady and secure when you lose your way?

Learning Objectives

1. Participants learn the theory of the Rhythm2Recovery model – combining group music making with reflective discussions and linking the exercises to real life scenarios using analogies.
2. Participants examine the evidence, & journal studies, that support the rhythm2recovery model and the outcomes derived from these studies with different population groups, as well as the extensive history of music in healing traditions.
3. Participants learn the rudiments of working with drums and percussion in therapy situations, with a particular focus on improvised music allowing clients of all abilities to participate, and on how to foster participation, including the reflective element, in a safe and fun way
4. Participants learn a number of introductory exercises aimed at cementing the therapeutic alliance, building trust and safety using the drum.

Session 2 - 1.5 CE hours

Keynote/Lecture/Videos/Modelling.

This session focuses on exercises that assist clients identify values and using this to foster a greater sense of identity and as a motivator for behavioral choices.

Insight into the application of Acceptance & Commitment Therapy theory within these exercises and discussions.

Additional exercises explore the relationship between values & boundaries and extends this into the importance of clear boundaries in healthy relationships and personal safety.

The end of the session includes two exercises that focus on improving self-control (emotional regulation).

Learning Objectives

1. Participants learn how to implement rhythmic musical exercises linked by analogy to group discussions in order to assist clients identify their own personal values
2. Participants learn how to implement rhythmic musical exercises linked by analogy to group discussions in order to assist clients understand the relationship between values, identity and behavior
3. Participants learn how to implement rhythmic musical exercises linked by analogy to group discussions in order to assist clients reflect on the nature of boundaries and their importance in inter-personal relationships
4. Participants learn two exercises using the drum to assist clients with impulse control and regulation

Session 3 - 1.5 CE hours

Keynote/Lecture/Modelling.

This session focuses on exercises that assist clients identify the factors that either support or undermine healthy relationships. Participants learn specific rhythmic exercises that, linked through analogy, allow for reflection on issues such as trust, values, teamwork, respect & balance within relationships.

The final exercises in this session look at the importance of fun in helping clients feel at ease during a session, lift mood and provide a balance to the more serious and sometimes confronting group discussions.

Learning Outcomes

1. Participants learn specific exercises that examine different elements of 'trust' between people in relationship - when to trust, how far to trust, who to trust and how to rebuild trust
2. Participants learn specific exercises that examine elements of relationships that can become unbalanced, with specific reference to 'giving and receiving' & power and control.
3. Participants learn how to connect the group drumming activities to teamwork and an awareness of the skills required to work collaboratively with others
4. Participants learn a number of fun games, played on the drum to help put clients at ease, lift mood and provide balance to the nature of a group session that is convened to discuss issues of a serious and personal nature. Note – over 20 different research studies of drumming in mental health report significant improvements in affect & mood.

Session 4 - 1.5 CE hours

Keynote/Lecture/Modelling

This session focuses on exercises that further skill development with the instruments, drums & percussion, and explore the relationship between musical harmony and social harmony.

It uses the improvisation process to look at how we can assist people connect in healthy ways to others and reduce social isolation. And through this same technique explore how individual difference enriches the groups musical output thus fostering tolerance and acceptance of individual differences.

Other exercises explore help-seeking and other strategies for regaining social and emotional stability in the face of chaos

Learning Outcomes

1. Participants learn two key analogies and associated exercises that link playing music in the group in harmony to finding harmony in other social situations. How practicing collaborative music making increases social skill levels in a wide range of domains.
2. Participants learn exercises that examine diversity and its relationship to personal & community health. Discussions also focus on discrimination, tolerance and understanding in order to reduce alienation.
3. Participants explore issues around meaning in life and the difference between external and internal rewards using rhythmic exercises. Balance between the two elements of material and spiritual growth is discussed in relation to inner-harmony.
4. Participants learn of the potential for rhythmic affirmations to embed social and emotional learning based on memory studies and practice an empowerment exercise to this end.

Day 2

Session 5 - 1.5 CE hours

Keynote/Lecture/Modelling.

This session focuses on exercises that examine communication issues impacting individuals and their relationships. The facilitator introduces a number of exercises that open up opportunities for participants to practice communication skills and increase their awareness of communication issues generally.

Additional exercises explore resilience and managing adversity.

Learning Outcomes

1. Participants learn the history of drumming as a communication tool in traditional African societies and examine different elements of dialogue between individuals using the drum that can raise awareness of communication issues that are negatively impacting inter-personal relationships.
2. Participants learn how to deliver rhythmic exercises that explore different facets of communication and use these to develop communication skills. In particular specific exercises focus on listening skills and the challenge of 'deep listening'. As well as emotional attunement for individuals who have problems identifying such social cues.
3. Participants learn the three pillars of the Rhythm2Recovery model for managing adversity – acceptance, self-efficacy, and social support. Different rhythmic exercises are introduced and practiced that draw from these three sources in support of increased resilience
4. Participants examine the theory behind the use of the drum as a somatic tool, and practice rhythmic exercises that allow for the release of tension held in the body.

Session 6 - 1.5 CE hours

Keynote/Lecture/Modelling.

The beginning of this session extends on Session 5 to further examine effective ways to respond to adversity drawing on group processes including universality and shared experience. In particular, this session looks at reducing relapse into previous patterns of behavior that have led to set-backs in our client's lives. Focus on Positive Psychology and exercises that examine elements of a strength-based approach to supporting people dealing with mental health challenges. Finding your strengths and recognising the strengths in others. Actioning your strengths in pursuit of overcoming adversity and shifting negative thinking/attribution patterns to a positive focus.

Learning Outcomes

1. Participants learn further rhythm-based exercises that examine how to support clients manage adversity with a particular focus on how to resist falling back into old habits or problematic patterns of behavior.
2. Participants learn of the theory and evidence supporting Positive Psychology and different elements of a 'Strength-Based' approach as a counselling methodology.
3. Participants learn a range of rhythmic musical exercises that look at acknowledging their own strengths and how these can be exercised in responding to adversity. Strategies for assisting clients identify how they have employed their strength to overcome challenges in the past are examined and implemented to assist clients address current issues in their lives.
4. Participants learn a range of rhythmic exercises that identify the strengths in others as a means of strengthening relationships and also focus on gratitude and how this attitude can shift perspective to a more positive focus for the future.

Session 7 - 1.5 CE hours

Keynote/Lecture/Videos/Modelling.

This session focuses on emotional health. Exploring the evidence in trauma research re rhythm-based interventions.

Review of the evidence supporting the use of rhythmic music in assisting people with emotional regulation. Introduction of a series of exercises that explore emotional awareness, emotional expression, emotional regulation and grounding.

Learning Outcomes

1. Participants learn the theory and research linking rhythmic exercises to emotional regulation, including the audio-motor neuron link.

2. Participants learn specific exercises to use with clients that support emotional awareness and interoception.
3. Participants learn specific exercises to use with clients that support emotional regulation and impulse control.
4. Participants learn a range of rhythmic exercises that support grounding and mindfulness.

Session 8 - 1.5 CE hours

Keynote/Lecture/Facilitated Group Discussion/Modelling.

Broad discussion on strategies for successful implementation as well as evaluation. Selected Keynote slides examine central issues connected to:

Effective implementation

Behaviour Management

Empowerment

Flow

Evaluation

Specific focus on strategies for creating a safe environment for clients with sensory processing difficulties due to exposure to trauma or other neuro-divergent attributes.

Participants are informed of additional & ongoing resources including training videos, session templates and evaluation measures. And tip-sheets on best practice for successful implementation.

Learning Objectives

1. Participants learn and share strategies for successfully implementing the Rhythm2Recovery model within their own practice, with a particular focus on client empowerment.
2. Participants learn and share strategies for managing challenging behaviors from clients, in individual, family and group therapy situations with a strong focus on the concept of 'Flow'.
3. Participants learn options for assessment and evaluation of rhythmic-based musical interventions.
4. Participants learn of a broad range of supporting materials they can access for ongoing learning and support.