

CURRICULUM CHAMPIONS

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THE COLLECTIVE VOICE FOR ADDICTION & MENTAL HEALTH IN NY
INUNITY
ALLIANCE

CENTER FOR
REHAB. &
RECOVERY



WHAT COMES TO MIND WHEN
YOU HEAR THE TERM
CURRICULUM DEVELOPMENT?

The Basics of Curriculum Development in a PROS Program

1. Idea/Need/Voluntold
2. Researching of your idea
3. Creating of a Protocol
4. Brainstorming of potential sessions
5. Curating potential sessions to your needs
6. Developing of each lesson plan
7. Submitting to a supervisor or lead for approval
8. GO RUN THAT GROUP
9. Make revisions and edits as needed as you go



1. Idea/Need/Voluntold

- The version of this that rings true for you can become the lens you see this through. It is important to have a why to a curriculum, to have the thing in mind that you want folks to be able to walk away with at the end. This why will help guide you.

- Important questions to ask yourself:

How do I connect to this topic? What does it remind me of personally? What excites me about it?

2. Researching your idea



Leave no stone unturned:

1. Poll Participants on what they would like to see
2. Ask your colleagues how such a group has gone in the past
3. Review past curriculum to better understand the history
4. Talk your ideas through in supervision
5. Sit in a group that could inspire you
6. Talk one on one with a person you hope to engage in this group and ask them questions
7. Use your own experience and strengths

*How long do you feel this step should take?

3. CREATING OF A PROTOCOL

Consider this your map, your
compass



PROTOCOL

Group Name: So Fresh, So Clean

Component & Service:	CRS: Basic Living Skills Training	Number & Duration of Sessions:	Twelve (12) <u>45 minute</u> sessions	Frequency:	1X Weekly
Service Definition (Per Part 512)	Basic Living Skills Training is a service designed to improve an individual's ability to perform the basic skills necessary to achieve maximum independence and acceptable community behaviors that are critical to his or her recovery. This service focuses on the acquisition of skills, as well as strategies for appropriate use of the skill, utilizing teaching interventions such as motivational, educational and cognitive-behavioral techniques. The service may include opportunities to practice, observe, reinforce and improve the individual's skill performance. The topics which may be covered <u>include, but</u> are not limited to: grooming and personal hygiene, nutrition, homemaking, building relationships, childcare, transportation, use of community resources, and engaging in social interactions.				
Class Description:	So Fresh, So Clean is a Basic Living Skill training service that assists PROS participants with obtaining the skills of personal hygiene. This group is designed to define personal hygiene norms, it's impact on various life roles and offer the various skills that are considered essential to personal hygiene. It's designed to normalize the discomfort people may experience when discussing hygiene.				
Learning Approaches/Modalities:	Group discussion; Pen and paper exercises; Role play; Visual media; Modeling/Coaching				
Location:	Site based				
Who should participate:	PROS participants whose challenges with personal hygiene norms may be a barrier to goal acquisition and retention.				
Class Objectives/Goals:	Participants will be able to articulate personal hygiene norms; Be able to perform tasks associated with oral hygiene, bathing, and grooming				



4. BRAINSTORMING POTENTIAL SESSIONS

List them all, list any that might apply
"Spaghetti on the Wall"

5. Curate your list of potential sessions

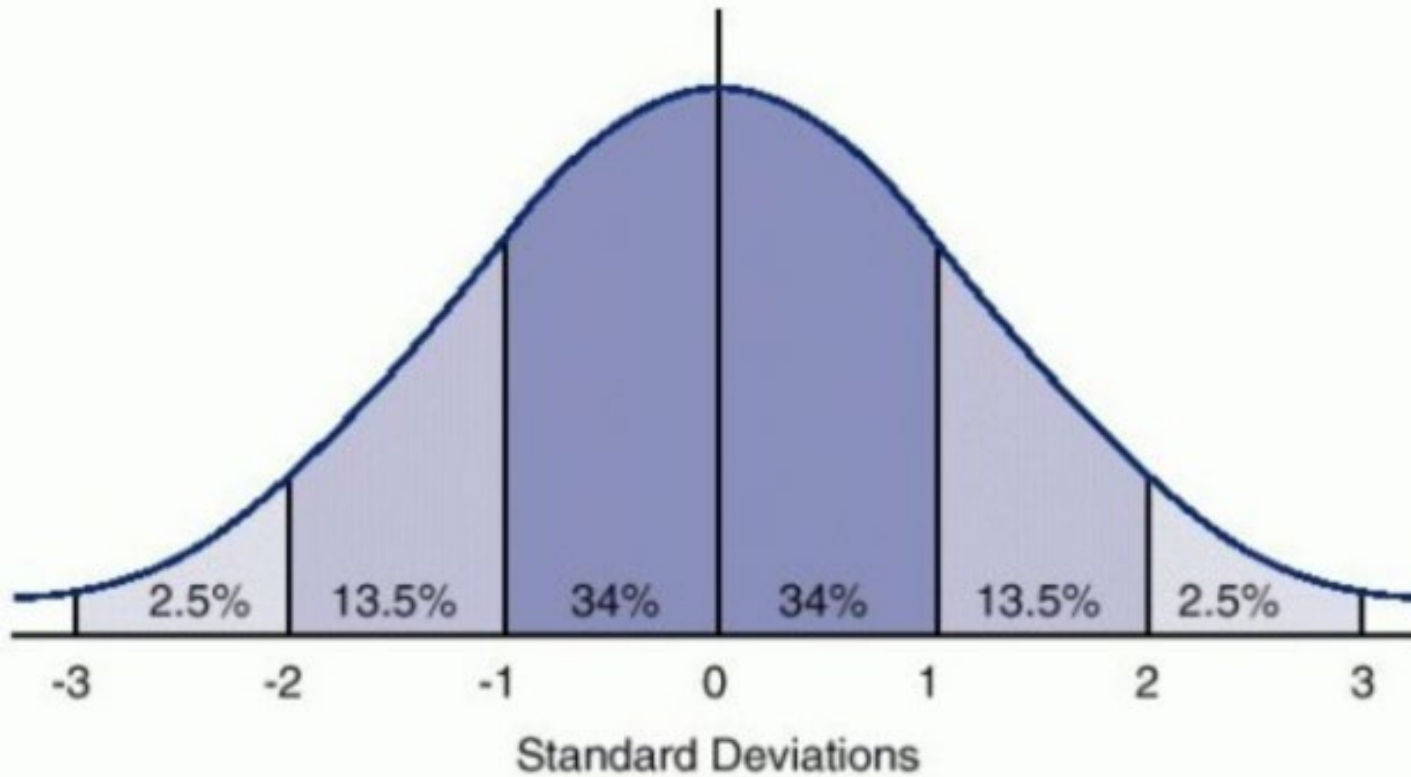
And consider Sequencing



Scratch off any potential topics that are:

- -Over ambitious
- -Extraneous
- -Overdone in the past
- -That don't fit the flow
- That you don't have the resources for

Will these be stand alone or need to be sequential.
Will this be an open or closed group



LE PACING

Applies to
Curriculum
and Group

Lesson Planning Part 2: Have a Structure

Opening/Warm-Up (ritualized)

- Statement of goal/aim
- Review of prior week
- Warm-up question/activity

Presentation of material

- Presentation
- Activity
- Process questions

Closing (ritualized)

- A Sending off
- Intention for the rest of the day

6. Developing of each lesson plan

- Its not enough to just state the topic
- Includes handouts or other materials (ie: specifics re: video clips to be shown)
- Should be enough for substitute facilitator to step in and run your group as planned
- Vary presentation of information, activities, process

Topic/Group Name: _____

• Theme of Session: _____ Session # _____

Goals/Skills for this session (What you want participants to LEARN/TAKE AWAY from the session):

Core Activity in Session (if any): _____

Steps by step instructions for Facilitator (sequence of group content):

Reminder: Always start with reminder of last session, check in, before digging in. End with a wrap-up/summary/ritual closing.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

How to do activity (steps):

Materials or Prep needed: _____

1. _____
2. _____
3. _____
4. _____
5. _____

Any processing questions:

Other issues to consider:

What is Money?

Location:	<input type="checkbox"/> Onsite <input type="checkbox"/> Off-Site: _____
Materials (incl. handouts):	May use "Group Outline" when reviewing previous session (optional); "My Money Strengths" Handout
Additional Resources:	White board, chalk board or large piece of paper; Audio device;

Facilitator reviews prior session including purpose of group (very brief if running consecutive sessions). If not running consecutive sessions, do another introductory go-around. Review group rules and goals.

Facilitator introduces topic for Session 2, "What is the purpose of money?" In this session, we're going to talk about the value of money in our life. But before we get started, let's take a few minutes to identify our strengths when it comes to money. Facilitator distributes the "My Money Strengths" handout and asks participants to identify their money "strengths".

Facilitator asks members to also note any money challenges. Ask how overcoming their money challenges will help them meet their objectives toward their housing goal. Facilitator should record each participant's response and refer to the objectives ongoing as appropriate in order to personalize the material. The "My Money Strengths" handout will be used again in Lesson 16. The facilitator may wish to collect or make copies of the completed handouts. If new people join the group, ask them to complete the "My Money Strengths Handout" as an introduction to the group.

Facilitator introduces the activity: What can we get with money? (write list on board including such items as food, housing, clothes, etc.) Take at least 10 minutes and try to create an extensive list.

Facilitator reviews list and asks: "Can you get anything on this list without money?" Ask participants to explain. For instance, you can get food without money at a Food Bank. Facilitator can pick various items and ask the group if it can be obtained legally without money.

Facilitator explains, "Money is a tool we exchange for services and things we need or want." Today we're going to focus on "needs".

Benefits Curriculum

Lesson Plan example

Session 2 continued

Facilitator defines the concept of a "need". A "need" is something that a person must have to survive. Ask: What is an example of a "need"?


Ask group members to review the list on the board. Which of the items are needs? Can also divide into two smaller groups and ask each to identify what is a need.

Group Discussion: Do we all have the same needs? What are some common needs? What are some unique needs?

Summarize: Money is a tool we exchange for services and things we need and want. We have some common needs like food and shelter. We also have some unique needs. We can also get some services and things without money. When you think about how to spend your money, it's important to prioritize your needs.

Next session we will continue to discuss needs.

Theme song: "Can't Buy Me Love", The Beatles



BENEFITS BASED CURRICULUM

Part 2

Activities

Many different types

Appeal to multiple intelligence and learning styles

Engagement as well as practice

A way to expand on topic

Dittos..... 😞



SECRET SLIDE! HERE IS A TOOL

Green:
Idea/Need/Voluntold

Blue: Research and
Brainstorming

Orange: Protocol

Yellow: Lesson Plans

Pink: Facilitation

Element	Yes	No	N/A
I am clear on what I want folks to walk away with from this group. (Idea)			
I did a variety of research and feel like I have a handle on the topic (Research, Brainstorming)			
A complete <u>Protocol</u> I feel if representative of the group I intended to run			
A review that I am using the right Code to identify this group (Protocol)			
Separate description for each session(s) (Lesson Plans)			
Clear indication how the subject covered relates back to potential barriers to recovery			
At least 50% of sessions include an activity, not just discussion.			
Variety of kinds of activities that acknowledge the different learning styles of visual, auditory, or actual doing			
Handouts and other materials are attached to the Lesson plans			
If media will be used, specific direction are included (ie: what book or written resource is being used, from what point to what point,)			
Instructions are not vague (ie: talk about anger management skills)- specifics are provided			
I have found a reason for myself why this group is valuable and beneficial to the people joining me			
Structure should include opening with references to past session, middle (knowledge or skill), and closing that summarizes and preps for next week.			
Opportunity each week for participants to relate content to specific recovery barriers or life experiences			



7. SUBMITTING TO A
SUPERVISOR OR LEAD
FOR APPROVAL



8. GO RUN THAT
GROUP!

9. Make revisions and edits as needed as you go

- Making pivots is expected. Perhaps you learn from the audience that one topic takes longer or shorter, some will go smoothly, and some will feel forced or even out of place. Adjustments to the curriculum after it is run means you care enough to make sure it fits the needs of the individuals who join you and you as a facilitator.



HOW DOES THIS PROCESS FEEL TO YOU NOW THAT WE HAVE
REVIEWED "THE BASICS"?

LE PROS SERVICE CATEGORIES

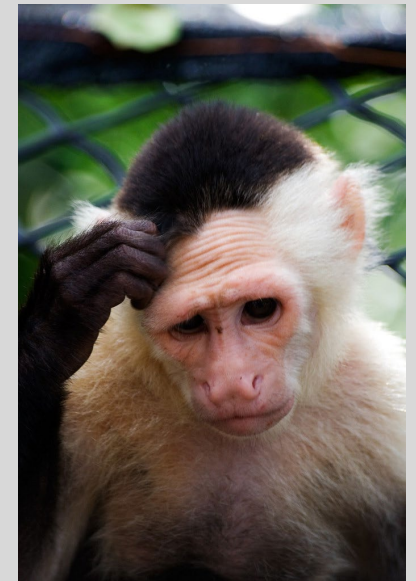


WHAT COMES TO MIND
WHEN I SAY THAT?

The Service Codes That Get Most Confused:

1. Wellness Self Management (WSM) and its umbrella
2. Information & Education Regarding Self Help (IERSH)
3. Intensive Rehabilitation (IR's) and its version
4. Benefits and Financial Management (BFM)
5. Community Living and Exploration (CLE)
6. Basic Living Skills Training (BLST)

PLEASE KEEP IN MIND THAT SOME OF THESE SERVICES ARE
MORE REHABILITATION BASED THAN OTHERS



1. Wellness Self Management

- (also known as illness management and recovery) is a service designed to develop or improve personal coping strategies, prevent relapse, and promote recovery. Such services may be provided to recipients and/or collaterals, and may include, but are not limited to...

KEYWORDS: DISCUSSION, FEELINGS, COPING, PROCESSING, DIAGNOSIS,
MEDICATION, RELAPSE PREVENTION

1. Wellness Self Management

- **coping skills training** which means teaching individuals strategies to address symptoms, manage stress and reduce exposure and vulnerability to stress
- **disability education** which means instruction on the facts concerning mental illness and the potential for recovery. The intent of this service is to give individuals admitted to PROS programs and collaterals hope as well as practical information on prevention and recovery practices, including evidence-based practices
- **dual disorder education** which means providing individuals admitted to PROS programs and/or collaterals with basic information on the nature of substance abuse disorders and how they relate to the symptoms and experiences of mental illness
- **medication education and self-management** which means providing individuals admitted to PROS programs or collaterals with information on the individual's medications, including related efficacy, side effects and compliance issues. Individuals are supported in managing their medications and in learning about the effects of the medication on their mental health condition and in managing the side effects of medication through healthy lifestyle changes such as smoking cessation, nutrition, and weight loss
- **problem-solving skills training** which means a series of learning activities designed to assist individuals admitted to PROS programs and collaterals develop effective solutions for stressful responses to routine life situations. These activities may include, but are not limited to: role playing exercises, homework assignments or the mastery of specific principles and techniques
- **relapse prevention planning** which means a process to engage individuals admitted to PROS programs and collaterals in understanding factors which may trigger a recurrence of severe symptoms of mental illness and ways to cope with the potential for recurrence. Planning activities may include the development of an advance directives document and specific instructions on what steps need to be taken in the event of a relapse.

WSM: GREEN AND RED FLAGS

GREEN: YAY

- ENGAGEMENT
- TAILORED TO YOUR PROGRAMS POPULATION
- CREATIVE
- WSM WORKBOOK
- STILL SOMEWHAT STRUCTURED/PLANNED
- RECOVERY AND PSYCH REHAB ORIENTED

RED: WATCH OUT!

- DOESN'T CONNECT BACK TO THE GOAL OF THOSE PARTICIPATING
- STAYS THE SAME
- IS THE ONLY SUPPORT
- SPENDS TOO MUCH TIME ON DISABILITY AND NOT ENOUGH ON STRENGTHS
- ISN'T LEARNING ORIENTED

1. Information & Education Regarding Self Help

- is a service designed to encourage individuals to participate in self-help and mutual aid groups. The service is designed to help an individual understand what self-help resources are available in the community and how to benefit from participating in them. The service may be conducted by people who have common experiences and is intended to help the individual to learn how to share personal experiences with others who have had a common experience, to learn about the variety of available self-help groups, and to aid the individual in accessing the self-help options of his or her choice.

KEYWORDS: COMMUNITY, SELF HELP, EXPLORE

IERSH: GREEN AND RED FLAGS

GREEN: YAY

- ENGAGING
- TAILORED TO YOUR PROGRAMS POPULATION
- CREATIVE
- STRUCTURED/PLANNED
- RECOVERY AND PSYCH REHAB ORIENTED
- HIGHLIGHTS RESOURCES IN THE COMMUNITY AWAY FROM PROGRAM

RED: WATCH OUT!

- NO OPPORTUNITY TO TRY IT OUT
- NON-ACTIONABLE
- NO PLAN TO GO TO COMMUNITY
- PROGRAM BASED

1. Intensive Rehabilitation (IDDT, IRRP, IRGA)

- **IR Integrated treatment for dual disorders (IDDT)** is an evidence-based practice designed to address the mental health and substance abuse needs of persons with co-occurring disorders simultaneously. Such service includes, but is not limited to, motivational, cognitive-behavioral and harm reduction approaches, wherein practitioners coordinate care with appropriate substance abuse providers when it is determined that the co-occurring disorder is acute or serious, and the recipient is ready to accept related treatment.
- **IR Intensive rehabilitation goal acquisition** is a service designed to assist an individual in identifying, attaining and retaining personally meaningful goals that will help the person to resume normal functioning in adult life roles. This service should be used to provide active support once an individual has made a commitment to achieving a new role, such as returning to work or school, returning to adult care giving or parenting roles, resuming roles as a spouse or significant other, obtaining a desired housing arrangement, and resuming a role as a community volunteer. Due to the urgency associated with the individual's readiness to attain and maintain a preferred life role, this service is not normally a long-term intervention.
- **IR Intensive relapse prevention** is a service designed to address an exacerbation of acute symptoms, or manage existing symptoms that are not responsive to the current service formulation. This may include the provision of targeted, intensive interventions necessary to address immediate risks such as relapse, hospitalization, loss of housing, or involvement with the criminal justice system. This service may also include the execution of a series of predetermined steps identified in the relapse prevention plan.

KEYWORDS: SHORT TERM, CHANGE, INTENSIVE, SUPPORT, ACTION

IR'S: GREEN AND RED FLAGS

GREEN: YAY

- ENGAGING
- TAILORED TO YOUR PROGRAMS POPULATION
- STRUCTURED/PLANNED
- RECOVERY AND PSYCH REHAB ORIENTED
- HIGHLIGHTS STAGES OF CHANGE AND PROGRESS
- CONNECTION TO A LIFE ROLE GOAL

RED: WATCH OUT!

- LINGERING TOO LONG
- LACK OF TRAINING IN IT
- INFREQUENT
- LACKING IN FOCUS

1. Benefits & Financial Management

- is a service designed to support an individual's functioning in the community through understanding and skill in handling his or her financial resources. The instruction may include counseling on budgeting, income and benefits, including incentives for returning to work as well as basic counseling on income maintenance, eligibility for benefits from relevant sources, and determination of the need for plans for additional support and assistance in managing personal finances.

KEYWORDS: BUDGET, BENEFITS, RESOURCES, PLANNING, MANAGING

BFM: GREEN AND RED FLAGS

GREEN: YAY

- ENGAGING
- TAILORED TO YOUR PROGRAMS POPULATION
- STRUCTURED/PLANNED
- RECOVERY AND PSYCH REHAB ORIENTED
- IS RELATIVE TO A PERSON'S SITUATION AND NEEDS
- OFFERS PRACTICE AND MULTIPLE LEARNING OPPORTUNITIES

RED: WATCH OUT!

- IS NOT RELATABLE
- MISSING APPLICABILITY
- SKIPS THE WHY OF THE CURRICULUM

1. Community Living & Exploration

- is a service designed to help an individual understand the demands of specific community life roles, in order to make decisions regarding participation in those roles. Community living exploration services can also be used to help motivate individuals who are not yet exhibiting active interest in more integrated community life roles, by increasing their knowledge of opportunities available in the community. Topics may include, but are not limited to: options for satisfactory experiences with living environments, work or career opportunities, educational opportunities, opportunities to connect to culturally-based community services, and resources for use of leisure time. It is expected that, to the extent possible, these services will be developed in natural community environments.

KEYWORDS: LIFE ROLE, DEMANDS, INTEREST, SATISFACTION, COMMUNITY

CLE: GREEN AND RED FLAGS

GREEN: YAY

- ENGAGING
- TAILORED TO YOUR PROGRAMS POPULATION
- STRUCTURED/PLANNED
- RECOVERY AND PSYCH REHAB ORIENTED
- GOALS OF INDIVIDUALS ARE CONNECTED
- IT INCLUDES AN ACTUAL CONNECTION TO THE COMMUNITY
- IT ENCOURAGES ACTUALLY GOING INTO THE COMMUNITY

RED: WATCH OUT!

- IS NOT RELATABLE
- JUST EXPLORES THE LOCAL COMMUNITY
- IS NOT REALLY WHAT THE PERSON WANTS TO DO
- LACKING IN SUPPORTS FOR COMMUNITY CONNECTION

1. Basic Living Skills Training

- is a service designed to improve an individual's ability to perform the basic skills necessary to achieve maximum independence and acceptable community behaviors that are critical to his or her recovery. This service focuses on the acquisition of skills, as well as strategies for appropriate use of the skill, utilizing teaching interventions such as motivational, educational and cognitive-behavioral techniques. The service may include opportunities to practice, observe, reinforce and improve the individual's skill performance. The topics which may be covered include, but are not limited to: grooming and personal hygiene, nutrition, homemaking, building relationships, childcare, transportation, use of community resources, and engaging in social interactions.

KEYWORDS: SKILLS, PRACTICE, STEPS, TELL SHOW DO

BLST: GREEN AND RED FLAGS

GREEN: YAY

- ENGAGING
- TAILORED TO YOUR PROGRAMS POPULATION
- STRUCTURED/PLANNED
- RECOVERY AND PSYCH REHAB ORIENTED
- TEACHES A SKILL OR SET OF SKILLS
- OFFERS PLENTY OF PRACTICE
- USES TELL SHOW DO PROCESS
- CONNECTION IS MADE TO LIFE ROLE GOAL

RED: WATCH OUT!

- LOTS OF PROCESSING
- A LOT OF TALKING
- DISCUSSION
- SKILL? WHAT SKILL?
- TOO AMBITIOUS

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WHAT ARE THE CHALLENGES?

- Matching the Service Codes
- Time, Staffing
- Comfort with being a "Curriculum Writer"



WE MADE IT!
HOW DO YOU FEEL ABOUT
CURRICULUM
DEVELOPMENT NOW?

A diverse crowd of people, including men and women of various ethnicities, are shown in a state of high energy and excitement. Many have their mouths open as if shouting or cheering, and several have their fists raised in the air. The background is dark, making the people stand out. A white rectangular border frames the central text.

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