

Curriculum by Design: A Practical Workshop on Group Development

Presented, Live, In-Person:
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11:45AM-12:45 PM

Created By Melissa Diaz, MPS, LCAT, CLAT, ATR-BC
Presented By Natalie Lleras, LCSW, CPRP
& Daisy Tan, MA, ATR-BC, LCAT

Introductions



Hello
my name is

Natalie Lleras, LCSW, CPRP
Director of Training for the Center
for Rehab and Recovery

Daisy Tan, LCAT, ATR-BC
Goodwill Harlem PROS
Program Director, Art Therapist

Melissa Diaz, LCAT, CLAT, ATR-BC
Senior Trainer & Implementation Specialist
Art Therapist, Educator

Objectives for Today:

1. You will be able start trying to develop a topic into a full group curriculum that utilizes appropriate Psychosocial Rehabilitation services.
2. As a result of this training, you will be able to start trying to create lesson plans that demonstrate clear structure and flow.
3. As a result of this training, you will be able to start trying to design group sessions that strengthen participant engagement and skill development.



1) What thoughts and/or feelings come to mind when you hear “Curriculum & Lesson Planning” ?

What are some barriers for? (Time, the How Tos, Types of activities, etc.)

P.S. There's no wrong answers!

Agenda

1. **Intro to Psych Rehab & Groups**
2. **Group Curricula – The Basic Steps**
3. **Lesson Planning & Flow**
4. **Facilitation & Challenges**
5. **Tips & Take Aways**



12 Principles of Psych Rehab

Hope

Culture

Shared-Decisions

Strengths

Person-Centered

Community

Empowerment

Supports

Quality of Life

Wellness Planning

Best Practice, EBP

Integrated Care

PROS Principles and Values in Redesign

Figure 2 Key Values & Principles of the PROS Model

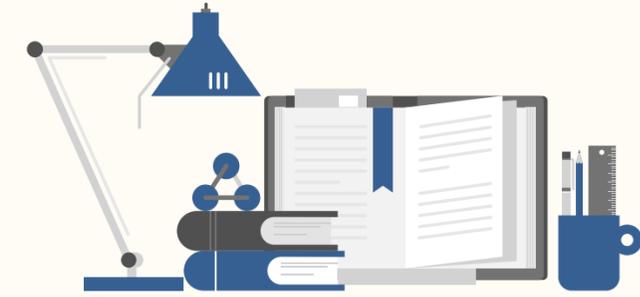


[PROS Manual](#)

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:65ab46db-2d2b-4d65-8928-11f44321c8a7>

<https://www.psychrehabassociation.org/about/core-principles-and-values>

What is a Curriculum?



Curriculum is the academic content and lessons taught in a course. It's a guide for educators on what's essential for teaching and learning, and is designed to enhance participant learning.

A curriculum includes:

- Learning standards and objectives
- Units and lessons
- Assignments and projects
- Books, materials, videos, presentations, and readings
- Tests, assessments, and other methods used to evaluate student learning

The Basics Steps 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
8. Suggest a team meeting



Group Member Selections

Barriers to Overcome

Will this group address any known barriers this individual identifies

Life Goals

Does this group address the overall goal of the individual?
Does it get them any closer to the life they want to have?



Readiness

How open is the individual to the topic being discussed? Do they share some belief of the others coming to the space?

Literacy Level

Is the individual comfortable with the structure you are using to hold the group? Do they have the opportunity to learn in their learning style?

3. Creating a Group Protocol



Consider this your compass & the Lesson Plans as the map.

PROS Redesign & Group

Components:

1. **CRS-** (IRP, PSR)

2. **IR-** (RP, ITCOOD, Cog-Rem)

3. **CT-** (CCT, SM)



GROUP PROTOCOL

Group Name:			
Component & Service:		Number & Duration of Sessions:	Frequency:
Service Definition (Per Part 512: PROS Only)	<p><i>PSR: improving both individual skills and introducing environmental changes to create a life of the best quality, with optimal level of independent functioning.</i></p>		
Class Description:			
Learning Approaches/Modalities:			
Location:			
Who should participate:			
Class Objectives/Goals:			

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				

What's the takeaway??



Group Name: Creative Arts for Coping					
Component & Service	CRS-PSR	Number & Duration of Sessions:	12 weeks	Frequency	45 mins
Service Definition (Per Part 512: PROS only)	Psychosocial Rehabilitation is a skills training and psychoeducation service designed to assist the participant to overcome mental health barriers that may have interfered with their ability to function independently and perform normative adult roles in settings where they live, work, learn, and socialize. Rehabilitation counseling, skill building, and psychoeducational interventions are used to support the attainment of person-centered recovery goals and valued life roles and restore the participant's functional level to the fullest possible and promote independence and full community participation.				
Class Description:	This group provides approaches and applications for the therapeutic use of art making. Through creating art and reflecting on the product and process, participants can increase awareness of self, their relationship to others, gain insight into their behavior, strengths and barriers, all within the affirming creative outlet of art making. This strengths-based approach,				
Learning Approaches/Modalities:	Group discussion; Art making; Role play; Visual media; Modeling/Coaching				
Location:	In-Person, Site Based				
Who should participate	<ul style="list-style-type: none"> • PROS participants that would benefit from a creative approach to building coping skills to support objectives/goals and face mental health barriers. • Participants whose challenges with self-expression, self-regulation, and self-worth 				

Class Objectives/Goals

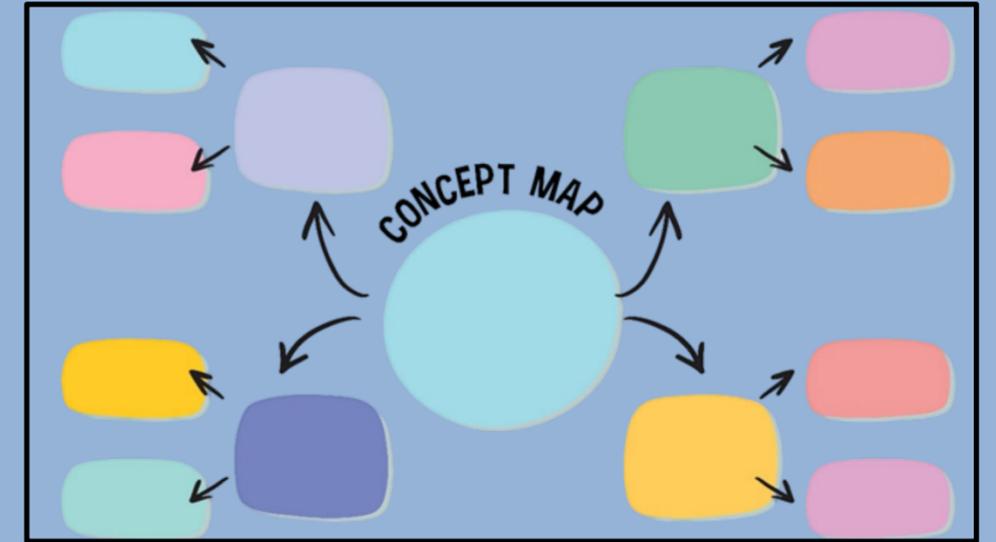
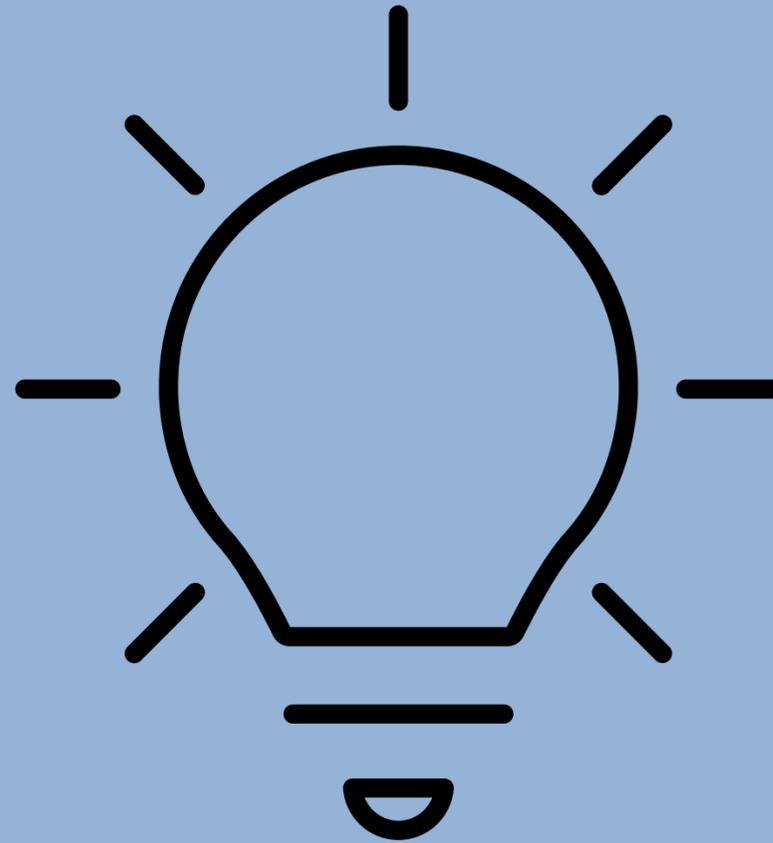
Group Objectives:

Participants will be able to:

- Explore using art for self-expression and evaluate which modalities help in coping with mental health barriers.
- Utilize a variety of art techniques introduced to expand the participant's abilities to create.
- Explore non-verbal communication through art to understand and express feelings and experiences that may be difficult to put into words.
- Share and discuss art works at the end of each session. This offers interpersonal skills training, agency and an opportunity to develop insight into personal strengths and barriers.

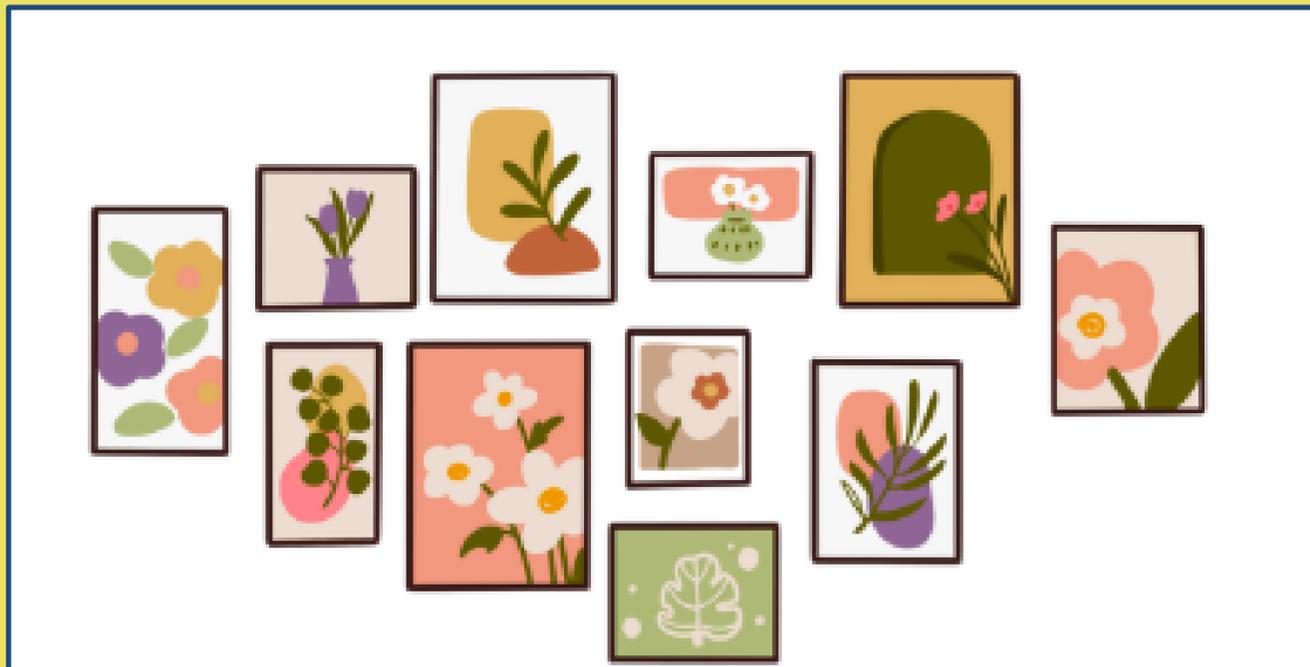
4. Brainstorming Potential Sessions

- Mind Maps
- Team Meetings
- Trading Curricula
- Reviewing each others
- Practicing a lesson w/ your team
- Poll participants
- Discuss in IRP review
- Review in Community Meeting



Seeing what Sticks!

5. Curate your list of potential sessions & Consider Sequencing



Scratch off any potential topics that are:

- **Over ambitious**

Do a run through

- **Extraneous**

Is this a review or are we just repeating?

- **Overdone in the past**

Within the same group, within the schedule, program

- **That don't fit the flow**

Open or closed, Stand alone lesson & build 1 upon next

- **That you don't have the resources for**

Lesson Planning: Have a Structure & Thinking in Thirds

Opening/Warm-Up (ritualized)

- Statement of goal/aim
- Norms
- Review of prior week & any HW
- Warm-up question/activity

Presentation of material

- Presentation
- Activity = Skills Training.
- Process questions

Closing (ritualized)

- A Sending off, Intention for the rest of the day
- Summary of session
- Prep for next week
- Weekly space to connect content with goals, barriers, and lived experience.

What warm -ups/rituals do you practice in your groups or would like to try?

Pacing

Session Agenda

1. Welcome & Check-in (5-10 min)

- Brief warm-up activity (optional, could be mindfulness or expressive arts-based)
- Quick emotional/goal check-in

2. Introduction to Topic (5 min)

- Explain why this skill/topic is important in psychiatric rehabilitation and recovery
- Encourage participants to share their experiences and thoughts

3. Core Skill Development (20 min)

- "Tell, Show, Do" Method:
 - **Tell:** Explain the skill concept
 - **Show:** Model or demonstrate
 - **Do:** Participants engage in hands-on practice or discussion
- Structured practice (role-play, worksheet, interactive discussion, or creative activity)

4. Application to Daily Life (5 min)

- Reflection questions: "How will you use this skill?"
- Support participants in identifying real-life applications
- Discuss potential barriers and solutions

5. Wrap-up & Takeaways (5 min)

- Summarize key learning points
- Set personal goals for practicing skills before the next session
- Closing reflection or grounding exercise



Stay aware of your pace. Sometimes we move ahead because we believe in the group's potential, and other times we slow down when we expect less. Gently recalibrate.

Set clear time limits for each section and use a timer, provide time reminders before activity ending. Offers a warning, transition time, adds comfort in shared knowing.

Applies to Curriculum and Group sequencing, pace throughout & within each lesson.

More on Pace: Consider the flow...

Participants will be able to _____ (overall activity).

What would come after “Ideas & Brainstorming” in this curriculum skills lineup?

Step 1 skill, topic: Introduction, Overview, Intentions, 9 steps

Step 2 skill, topic : Ideas & Brainstorming

Step 3 skill, topic : * _____ *

Step 4 skill, topic :

Step 5 skill, topic :

Step 6 skill, topic I:

Step 7 skill, topic :

Step 8 skill, topic :

Step 9 skill, topic :

Step 10 skill, topic :

Step 11 skill, topic : Culminating activity

Step 12 skill, topic : Review

• **Let's use this training as an example! What if you were running a 12-week group on curriculum planning:**

• **What's next??**

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6. Developing each lesson plan

- It's not enough to just state the topic.
What's the PURPOSE?
- Includes handouts or other materials (e.g.: specifics re: video clips to be shown), specify media, location on comp or irl.
- Activities do not involve reading from handouts.
- Should be enough for substitute facilitator to step in and run your group as planned.
- Vary presentation of information, activities, process, themes & Interventions.
- Content pulls from diverse viewpoints, materials and voices.
- Instructions not vague (e.g.: today we'll talk about anger).
- Is this an open or closed group?
- What's the time of day like?



Lesson Plan

Topic: _____

Theme/PRS Intervention (if applicable): _____ Session # _____ of _____

Location: _____

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. _____

How to do activity (steps):

Materials or Prep needed: _____

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

Processing questions:

Reminder: Always ask how the material covered relates to the goals and/or objectives of group participants.

Other issues to consider:

LESSON PLAN

Topic: Mindfulness Through Upside Down Drawing

Theme: Psychosocial Rehabilitation Coping Skill Building, Mindfulness Observing Skills

Location: On-site Session # 2 of 12

Goals and Skills for this Session- (The Takeaway):

- Participants will use creative arts to review and practice DBT Mindfulness, How & What Skills
- Participants will practice strengthening focus and reducing self-criticism during art making exercise.
- Participants explore how mindful art processes support their recovery goals.

Core Activity: Upside Down Drawing: Practicing mindfulness skills by replicating an upside-down coloring page.

Step by Step Instructions for Facilitator:

- 1) **Introduction:** Start with reminder of last week's session-topic, Check-in, Warm-Up: Everyone share how you're feeling today with a color, i.e.: "I'm feeling blue because...", "I'm feeling orange because..."
- 2) **Introduce topic:** introduce mindfulness skills for the session and the intention practicing these skills with a drawing exercise, relying on observing lines rather than creating a realistic drawing.
- 3) **Briefly review & Discuss-** How and What Skills Handouts to refresh from last week or share with new members. Ask participants what's their experience focusing on the here and now moment, pros and cons.
- 4) Distribute drawing paper and a graphite pencil without an eraser (or pen) to each participant.
- 5) Hand out or let participants choose a coloring pages, Ask participants to make sure the coloring page is upside down when viewing. (Ensuring neighbors do not receive the same design.)
- 6) **Demonstrate how to begin:** focus on the relationship of each line rather than naming objects. Encourage giving attention to the present moment rather than accuracy.
- 7) After drawing is completed, allow participants to view their work right side up, then transition into coloring, modifying, or embellishing as desired.

How to Do the Activity (Steps for Participants):

1. Look at the upside-down image without trying to identify what it is.
2. Begin drawing by noticing the length, direction, and connection of each line.
3. Continue without erasing. Adjust or add lines freely.
4. When done, flip the drawing over and notice what stands out.
5. Use colored pencils, markers, or pastels to complete, embellish, or modify the image.

Materials or Prep Needed: -Variety of printed out coloring pages from books or internet (complicated enough, but not overly detailed-time consuming images). -Blank white drawing paper or printer paper, -Graphite pencils without erasers, -pens, colored pencils, markers, pastels.

Processing Questions:

- 1) How would you describe this experience?
- 2) Did the process get easier as you went along?
- 3) Were there moments when your internal dialogue became quieter?
- 4) Was there a point where you were drawing and observing lines, rather than concentrating on the image you're trying to draw, or the outcome?
5. **How does focusing on the present moment connect to your recovery goals?**

Name:

Upside Down Drawing

DRAWING UPSIDE DOWN IS AN EXERCISE THAT ACTIVATES THE BRAIN'S RIGHT SIDE AND ENHANCES HOW YOU RECOGNIZE SHAPES AND LINES IN A PICTURE. PEOPLE TEND TO DRAW WHAT THEY KNOW, SO ARTISTS DRAW UPSIDE DOWN TO FOCUS ONLY ON WHAT THEY SEE. COMPLETE THIS ENTIRE DRAWING UPSIDE DOWN. WHEN IT IS COMPLETELY FINISHED, AND ONLY THEN, YOU CAN TURN IT THE "RIGHT" WAY.



DBT Skills: Mindfulness

[What & How] Skills

What does it mean to be mindful? How do you practice it?

What

Observe

- Sensing and experiencing without describing or labeling the experience
- Don't react and get caught in rumination, preoccupation, or obsession - Take a step back
- Unpleasant emotions may come up, experience the moment without judging it good or bad, pleasant or unpleasant, let the thoughts go by
- Reduce intensity of thoughts/emotions by learning that they come and go

Describe

- Label the experience without judgment
- Statements of what you observe
- Clarifies the connections between yourself and the environment
- Helps you stay in the present and focus on what you can do to make the situation better
- Label emotions, increase awareness and

Vs

How

One Mindfully

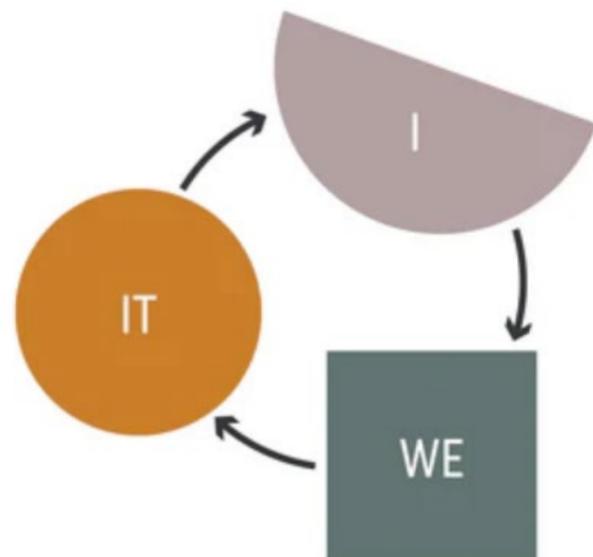
- Do one thing at a time and give it your full attention - be present
- Requires practice and willingness - let go of distractions, re-focus yourself when needed

Non-judgmentally

- Be open to thinking in different ways
- Judgment can create a hostile, negative environment leading to shame, sadness, and guilt
- Simply observe it, note it, and let it move away.
- What is judgment? An opinion or qualifier on an observation eg. Sadness is a bad emotion vs sadness is not bad or good, it

Facilitation Tips:

- Who we are in the groups and lessons (ie: our expertise, interests, values, and foundations, & styles.)
- Be flexible: Meeting folks where they're at, plans can be adjusted based on group dynamics, improvisation, balance.
- Varying skill levels within the group. Offer options and adapt activities to meet different needs. Three levels: 1, 2, 3



Balance	Balance Engagement and Learning: Alternate between educational content, interactive activities, and discussions to keep participants engaged and allow time for reflection and processing. (50%)
Break Down	Break Down Complex Topics: Present information in small, manageable segments to avoid cognitive overload and allow participants to fully absorb and apply new skills.
Monitor and Adapt	Monitor and Adapt: Continuously observe how the group is responding to the pacing. Use feedback to adjust future sessions, ensuring that the pace aligns with the group's progression and recovery journey. * Group Eval provided in Handout Packet!*

Activities

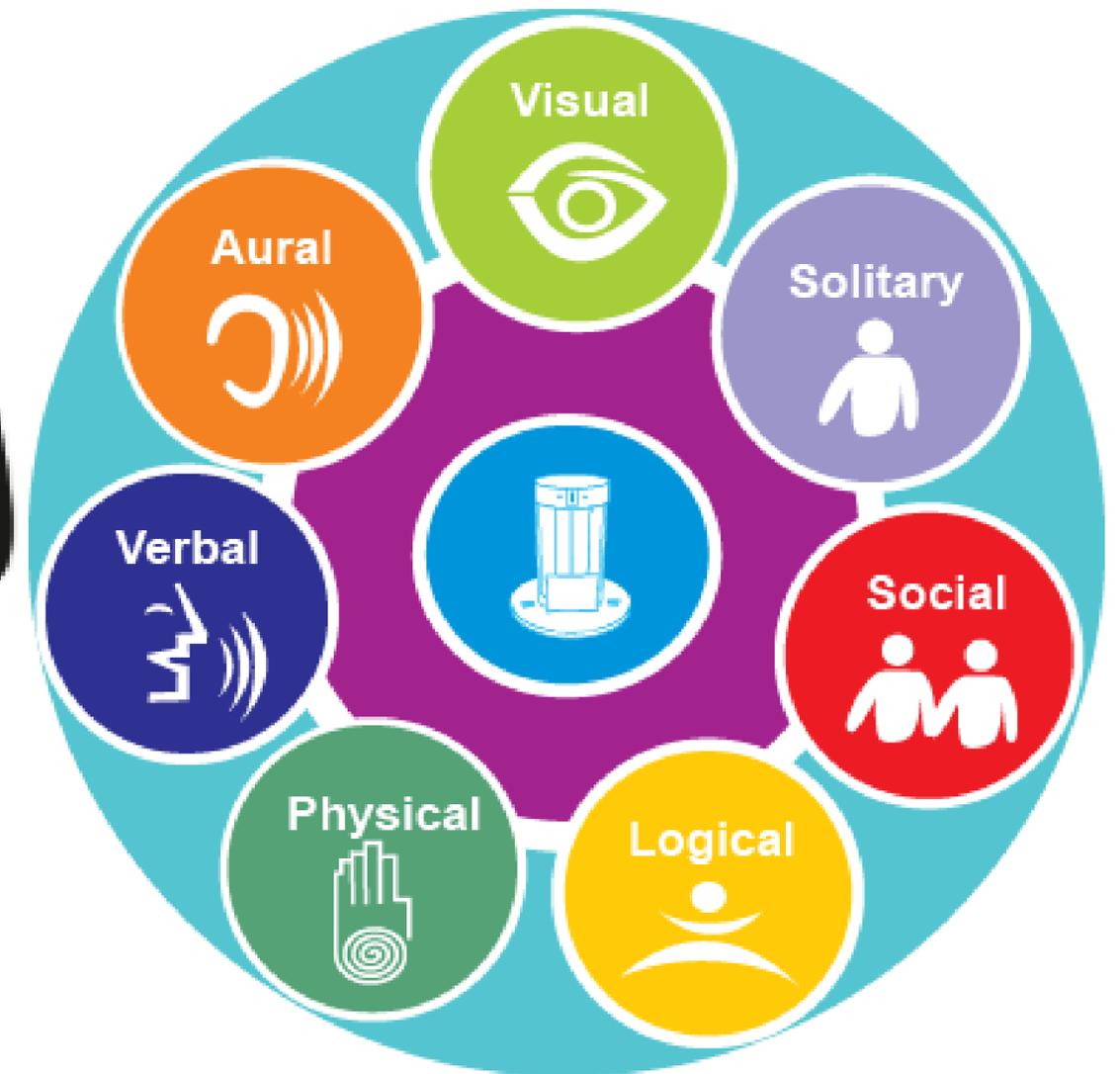
Appeal to multiple intelligence and learning styles

- Use Visual Aids: Incorporate charts, handouts, and diagrams for visual learners.
- Engage with Audio: Include discussions, verbal instructions, and audio resources for auditory learners.
- Incorporate Hands-On Activities: Use role-playing, movement exercises, and interactive tasks for kinesthetic learners.

Consider Props!

If you're learning a new skill:

- What supports your learning?
- What doesn't help?



Learning Styles:

<https://www.lifehack.org/799023/learning-style-quiz>

Strengths Quiz:

<https://www.personality-quizzes.com/via-character-strengths>

Stage-wise Groups:

Sample Outlines:

1. Engagement Stage: Awareness and Readiness

Group Name: Exploring Housing Goals: What's Possible?

Objective: Help participants identify their housing goals and explore personal motivations for change.

Focus:

- Build trust and rapport.
- Increase awareness of the importance of stable housing in recovery.
- Address ambivalence about change.

Activities:

- Guided discussions: "What does home mean to you?"
- Vision board creation: Imagining your ideal living situation.
- Peer sharing: Success stories from participants who secured housing.

Duration: Open-ended; members can join at any time.

2. Preparation Stage: Goal Setting and Skill Building

Group Name: Steps to Stable Housing

Objective: Equip participants with the knowledge and skills needed to start pursuing housing goals.

Focus:

- Develop a personal housing action plan.
- Address barriers to stable housing (e.g., financial literacy, documentation).

Activities:

- Housing readiness checklist: Assessing individual needs and resources.
- Budgeting basics: Creating a simple budget for rent and living expenses.
- Role-playing: Practicing conversations with landlords or housing authorities.

Duration: 6-8 weeks, with specific modules for each skill area

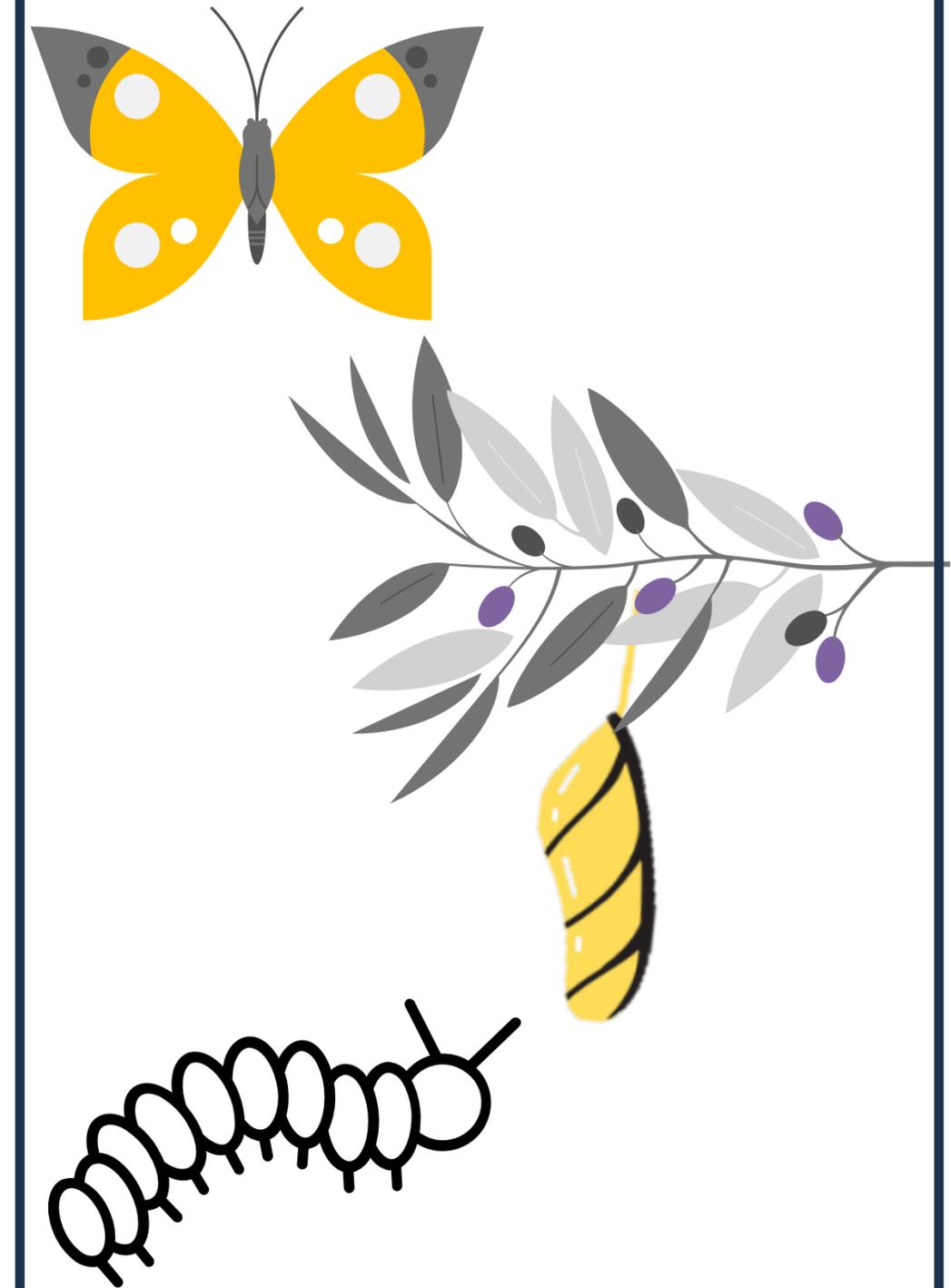
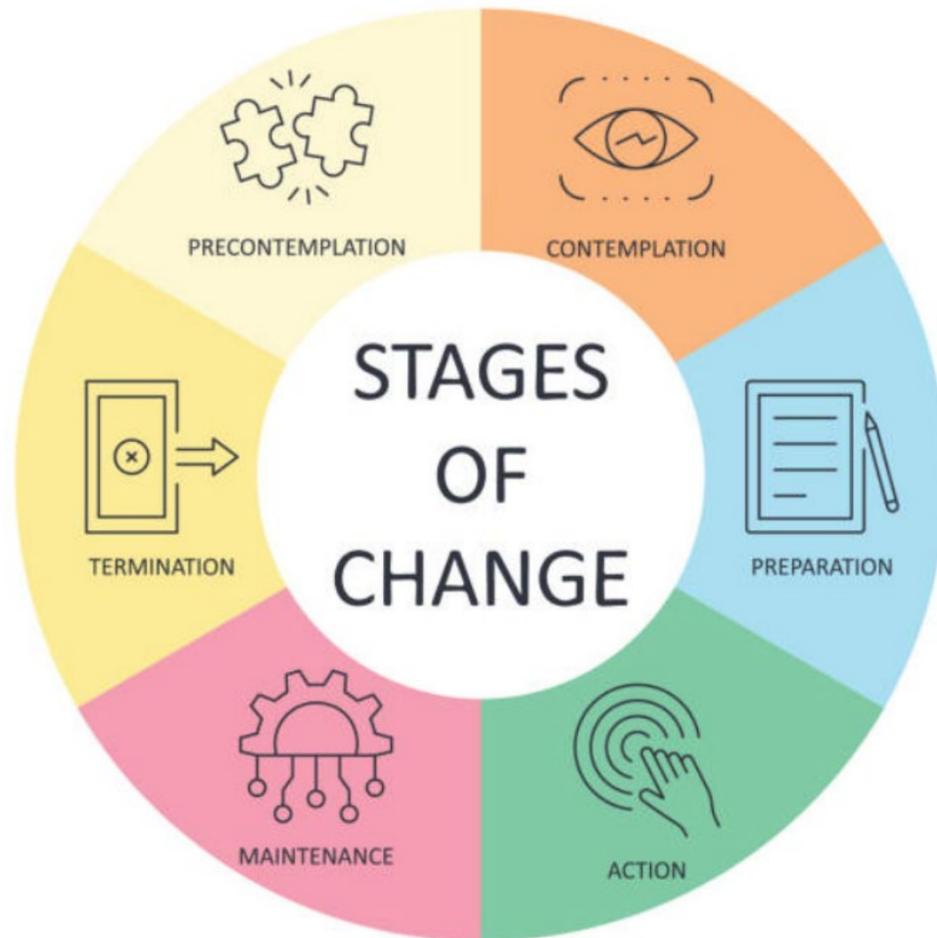
3. Action Stage: Applying Skills and Making Progress

Group Name: Navigating the Housing Journey

Objective: Support participants actively working toward securing or maintaining housing. Focus: • Problem-solving real-life challenges in housing applications. • Strengthening coping skills to manage stress and setbacks.

Activities: • Mock interviews: Preparing for meetings with housing agencies. • Peer support and coaching: Sharing updates and receiving feedback on progress. • Mindfulness and stress management: Techniques to stay focused during the process.

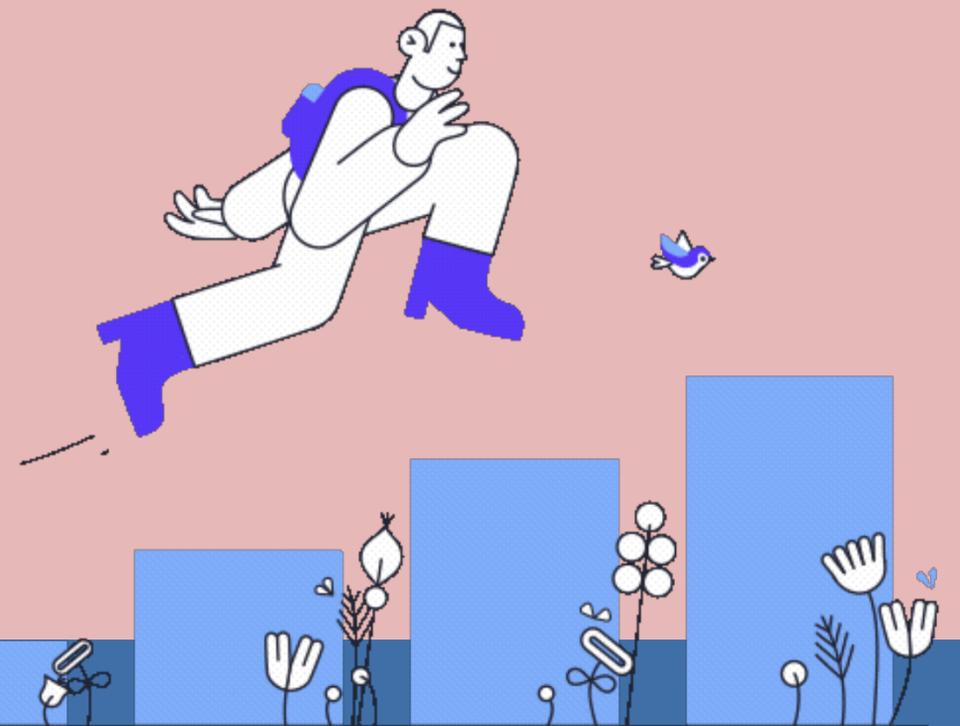
Duration: Rolling admission, ongoing weekly sessions.



7. Submitting to a supervisor or lead for approval



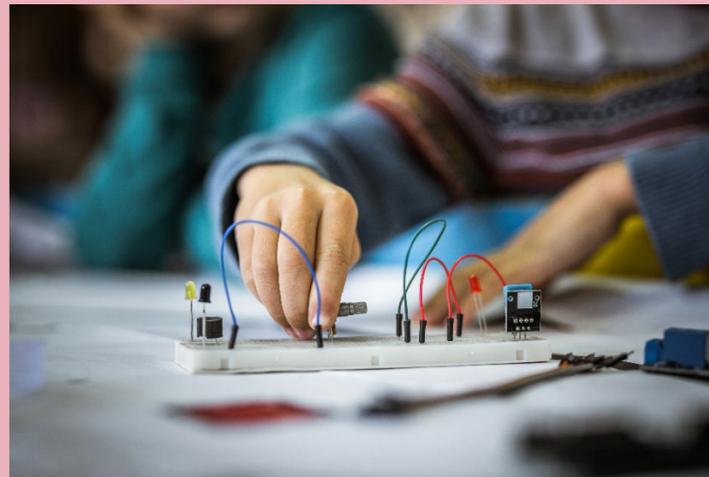
8. GO RUN THAT GROUP!



9. Make revisions & edits as needed as you go

- Making pivots is expected. Perhaps you learn from the participants 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.
- **Group evaluation** form completed at the end of group series/semester.

~ *Living Document* ~



PROS GROUP SERVICE EVALUATION INDIVIDUAL PARTICIPANT FEEDBACK FORM

GROUP NAME: _____ TIME: _____

DAY: _____ GROUP FACILITATOR: _____

Please take the time to answer the following questions to the best of your ability. This form is used for the purpose of getting information about your experience as a participant of this group service. Providing us with your opinion; your feedback; your constructive criticism will help us improve the quality of our group services to better meet your individual needs. Your input will assist us in becoming better group service providers. Thank you for your valued opinion and participation in this evaluation.

PARTICIPANT NAME: _____ DATE: _____

1. What did you understand to be your objective for choosing this group service. In other words, why did you choose to participate in this group? What did you hope to learn or get out of the group when you first joined the group?

2. What did you get from this group? What did you learn in the group?

3. What (if anything) did you like about the group?

4. What would you like to change or improve about the group? What did you NOT like about this group? Any suggestions?

5. Would you like to re-enroll in this group (stay in group), or graduate (move on from) this group?

- YES, I want to stay in this group!
- NO, I want to graduate and move on from this group!
- I am not sure at this time.

Practice Activity:

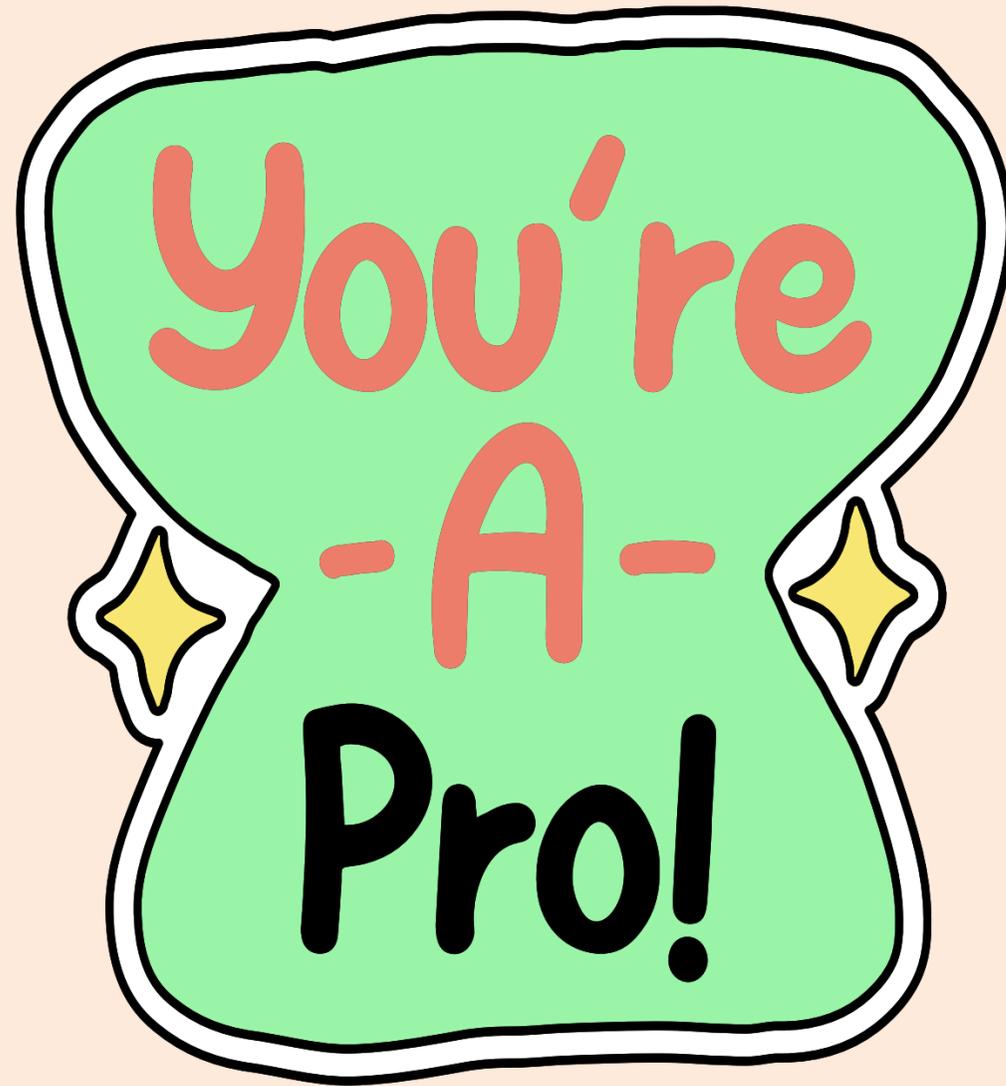
- 1) **Topic-Component, Intervention**
- 2) **Objective, skills**
- 3) **Activity**
- 4) **Instructions for facilitator (check-in, warm-up)**
- 5) **Materials**
- 6) **How to (activity/interaction added)**
- 7) **Closing**

Let's make a Lesson Plan for a group called:

- ***Friendship, Romance and Beyond:***
Focusing on developing & maintaining relationships & supports.



PROS: Personalized Recovery Oriented Services



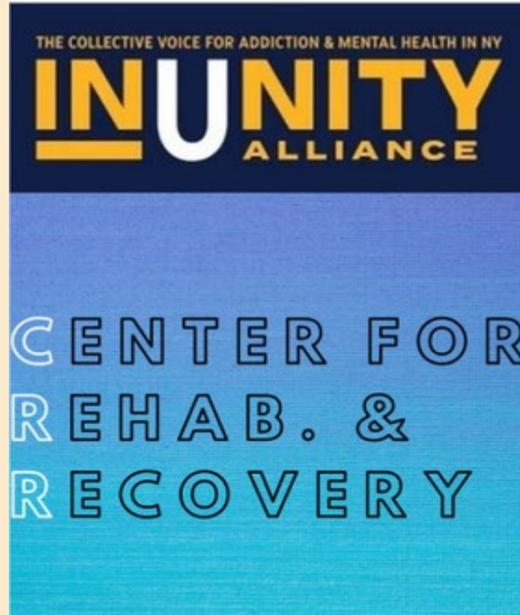
- Curriculum based structure and syllabi not only provide understanding of the expected outcomes of the group service for group facilitators or subs, but group participants as well.
- IR Groups max at 8 people, due to intense nature of the work.
- Cog-Rem& IR requires additional training and can only be provided by those with said training.
- Minimum of 30 minutes.
- If a group exceeds 12 members, a co-facilitator is needed, 13-24 members and documentation of rationale for expanded group size.
- Double units! Wha What? Community Groups & Lessons
- For Facilitators:**
 - Understand the material of the service being provided and the expected outcome of the service.
 - Be aware of individuals goals and barriers to be addressed through participating in group.
 - Ensure each participant understands what is expected from them in the group.
 - Consider back up activities, either per lesson or additional lessons per semester. (A 12 week Group, with 15 Lessons in the curriculum).

Checklist



Green: Idea/Need/Voluntold
Blue: Research & 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			



Contact:

Mdiaz@iuany.org

Nlleras@iuany.org

Dtan@goodwillny.org