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| **Goal Setting: Going for the Goal !****Goal Setting for Getting Back on Track** |
| **Component:**IR | **Service:**IRGA | **Duration:**6 weeks | 1 Session weekly for 6 weeks at 45 minutes each | The course is designed in 6 sessions so that programs can fit 2 cycles in a 12 week semester.  |  |
| **Service Definition (per Part 512):** | **Section 512.5. Service Categories and Requirements** (n) *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. |
| **Class Description:** | Going for the Goal is designed to allow participants to identify life-role goals by examining their hopes and dreams. Participants will review mental health recovery, their need for change, core values and how they can use their strengths to mitigate barriers. At the end of the course, participants will set at least one goal from which to work on.The course guides participants through a step by step analysis of who they are and where they want to go. It is recommended that each participant attend each session in order to fully engage in the process of determining their life-role goals.  |
| **Pre-Requisite Facilitator Reading:** | Read Recovery Oriented Psychiatric Rehabilitation: Choosing a Valued Role; Presentation by Dr. Marianne Farkas, Boston University, PROS Academy 2016 *(access to this presentation can be found on the NYAPRS PROS Clearinghouse website)*.  |
| **Learning Approaches/ Modalities** | 🗹 Lecture 🗹 Discussion 🞏 Mixed media/ Art-based 🗹 Pen & paper exercises 🞏 Computer-based interventions 🞏 Role play interventions 🞏 Modeling/ coaching🞏 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Location** | 🗹 Site-Based 🞏 Community-Based: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| **Who should participate?** | Going for the Goal is designed for people who enter a PROS program and need support in identifying and clarifying their life goals.  |
| **Purpose:** | The purpose of this group is to explore personal interests and strengths to identify a life-role goal.  |
| **Class Objectives:** | 1. Demonstrate an understanding of goal setting and the importance of future planning.
2. Describe their hopes and dreams and develop hope for the future.
3. Explore need for change within several life domains and identify their personal core values.
4. Explore their strengths and how to use them to mitigate barriers to achieving their goals.
5. Identify, at minimum, one goal area to pursue and the steps in which to achieve it.
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| **Comments:** | During this class, participants will create lists and fill out forms all of which are intended to get them closer to identifying and writing their own goal. They will need to reference these documents throughout the length of the course. Each group member should have a folder to maintain their documents for this purpose.  |
| **Source(s):** | * *Anthony, W.A. (1993). Recovery From Mental Illness: The Guiding Vision of the Mental Helath System in the 1990’s. Psychosocial Rehabilitation Journal, 16 (4), 11-23*
* *Self Directed Psychiatric Rehabilitation Activities: Sue McNamara, Debbie Nicolellis, and Rick Forbess*
* *Pat Deegan, 1993 at* [*www.patdeegan.com*](http://www.patdeegan.com)
* *Need for Change:* [*https://cpr.bu.edu/wp-content/uploads/2012/03/Preview-Self-Directed-Psychiatric-Rehabilitation-Activities.pdf*](https://cpr.bu.edu/wp-content/uploads/2012/03/Preview-Self-Directed-Psychiatric-Rehabilitation-Activities.pdf)
* <http://examples.yourdictionary.com/examples-of-core-values.html#qJbyDw4hQy2HUlTW.99>; <http://www.taproot.com/archives/37771>; The Recovery Workbook II: Connectedness: Boston University 2003.
* The Recovery Workbook II: Connectedness: Boston University, 2003.
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*Table of Contents*

*Session 1:* ***Introduction to Course***

*This class is designed for introductions, establishing group purpose and creating group norms. Participants will establish commonality and develop trust.*

*Session 2:* ***Recovery as the First Step***

 *This class is designed for people to understand mental health recovery and explore their mental health recovery and gain hope for the future.*

*Session 3:* ***Exploring My Readiness for Change***

*This class is designed for people to determine their satisfaction within life domains and through a guided example, they will experience a fictional person’s self-analysis. Participants will then closely examine and rate their Need for Change. For individuals living in an Adult Home who may have identified a Need for Change in the ‘Living’ domain, they have homework that includes examining how their life would be different if they were living on their own.*

*Session 4:* ***Personal Core Values***

*This class is designed for participants to understand the importance of identifying personal core values and how that directly relates to the development of their life-role goals.*

*Session 5:* ***Using My Strengths to Overcome Barriers***

*This class is designed for participants to identify their personal strengths by answering a series of questions. They will explore one fictional person’s barrier to achieving his goal of moving out of an Adult Home to live independently – the disapproval of family. We will see how that person uses his strengths to communicate with them. Participants will then go through the same process of identifying a barrier they may encounter and creating strength statements to help prepare them.*

*Session 6:* ***My Goals***

*Participants will wrap up the course by reviewing all of their accomplishments during the course, answer simple questions for people still unsure of their goal and then through an understanding of person-centered goals, participants will create at least one goal using the My Goal Setting Worksheet that provides a framework for identifying a goal and some of the steps (objectives) to attain their goal.*

**Facilitator Practice Considerations**

**ROPES METHOD**

**Review** – This is the first step in ROPES. Its purpose is to prepare individuals’ readiness for the class. This is done by having students relate to the topic you are about to teach (5-10 minutes)

**Overview** – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)

**Presentation** – The purpose of the Presentation is to impart the essential information needed to learn a new skill (15-20 minutes)

**Exercise** – The purpose of the Exercise is to have students perform and repeat the new skill. Assign activities that require students to practice the new skill. The activity should be narrowly focused on the new skill only. Include all the characteristics of the new skill as presented in the previous step (15 minutes)

**Summary** – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here (2-5 minutes)

**ARCH Principles**

*Micucci, Joseph A. (2009)*

**Stages of Change**

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