

Location	<input checked="" type="checkbox"/> Site-Based <input type="checkbox"/> Community-Based: _____
Who should participate?	<p>Show Me the Money is designed for people who enter a PROS program, receives public benefits, and who are in the pre-contemplative stage of change.</p>
Purpose:	<p>The purpose of this group is to explore how living on benefits negatively impacts their lives and that many of the problems they face have nothing to do with mental illness and everything to do with living in poverty.</p>
Class Objectives:	<ol style="list-style-type: none"> 1. Demonstrate an understanding of how poverty impacts their lives. 2. Describe their dissatisfaction with living in poverty. 3. Explore what they want their life to look like and compare it to their life in poverty. 4. Decide and commit to moving beyond poverty. 5. Identify strengths that will help move them into freedom and out of poverty.
Comments:	<p>During this class, participants will be taking a hard look at their lives. It is important that they be supported during this process as it can be painful and participants might want to give up. As participants increase their level of dissatisfaction with living in poverty, it is important they be supported but not given relief from the feelings of discomfort they may feel; being uncomfortable with poverty is a good thing and will spur them to explore options to move out of poverty. When participants decide and commit to moving beyond poverty, support and commendation should be given on a regular basis.</p>
Source(s):	<ul style="list-style-type: none"> • <i>Dunn, E.C., Wewiorski, N.J., & Rogers, E.S., (2008). The meaning and importance of employment to people in recovery from serious mental illness: Results of a qualitative study. Psychiatric Rehabilitation Journal, 32 (1), 59-62.</i> • <i>New York Makes Work Pay: Research and Resources for People with Disabilities, Employers, Service Providers, and Policy Makers on Employment. Retrieved from: http://www.nymakesworkpay.org/index.cfm.</i> • <i>Paul, K.I., and Moser, K. (2009). Unemployment impairs mental health: Meta-analyses. Journal of Vocational Behavior, 74(3), 264-282.</i> • SAMHSA (2012). <i>The Road to Recovery: Ready Willing Able to Work: Employment for People in Recovery/Discussion Guide</i>: Retrieved from: http://ec2-96-127-46-6.us-gov-west-1.compute.amazonaws.com/~media/Images/Files/Webcast%20Transcript/R2R2012July_EMPLOYMENT_DG.ashx

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: Show Me the Money – Part 1

This class is designed to show participants how earning money (and the value of work) is important and meaningful. They will imagine their lives at different income levels and the freedoms that come with it. This is part 1 of this message.

Session 3: Show Me the Money – Part 2

This class is designed to show participants how earning money (and the value of work) is important and meaningful. They will imagine their lives at different income levels and the freedoms that come with it. This is part 2 of this message.

Session 4: The Effects of Poverty

During this class, participants will begin to look at the impact of poverty has made on their lives. Participants will begin to see that the effects of poverty far outweigh any fear they might have about working and the stresses related to it.

Session 5: The Benefits of Employment

This class focuses on the benefits of employment. Participants will learn what they can personally gain from employment and that despite their fears they are more ready for employment than they think.

Session 6: Can I really Work?

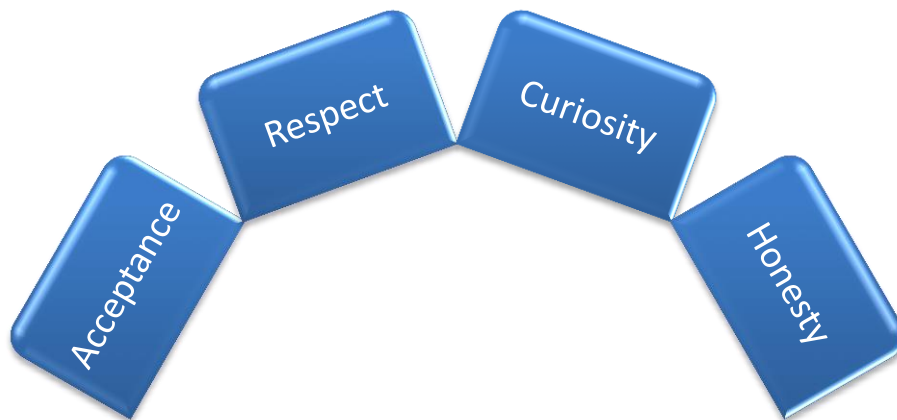
The purpose of this class is to help participants that they are ready to work despite their fears. They will be given tools to help them move forward and envision a life different than the one they are living now – one that involves employment and hope.

Facilitator Practice Considerations

ROPES METHOD

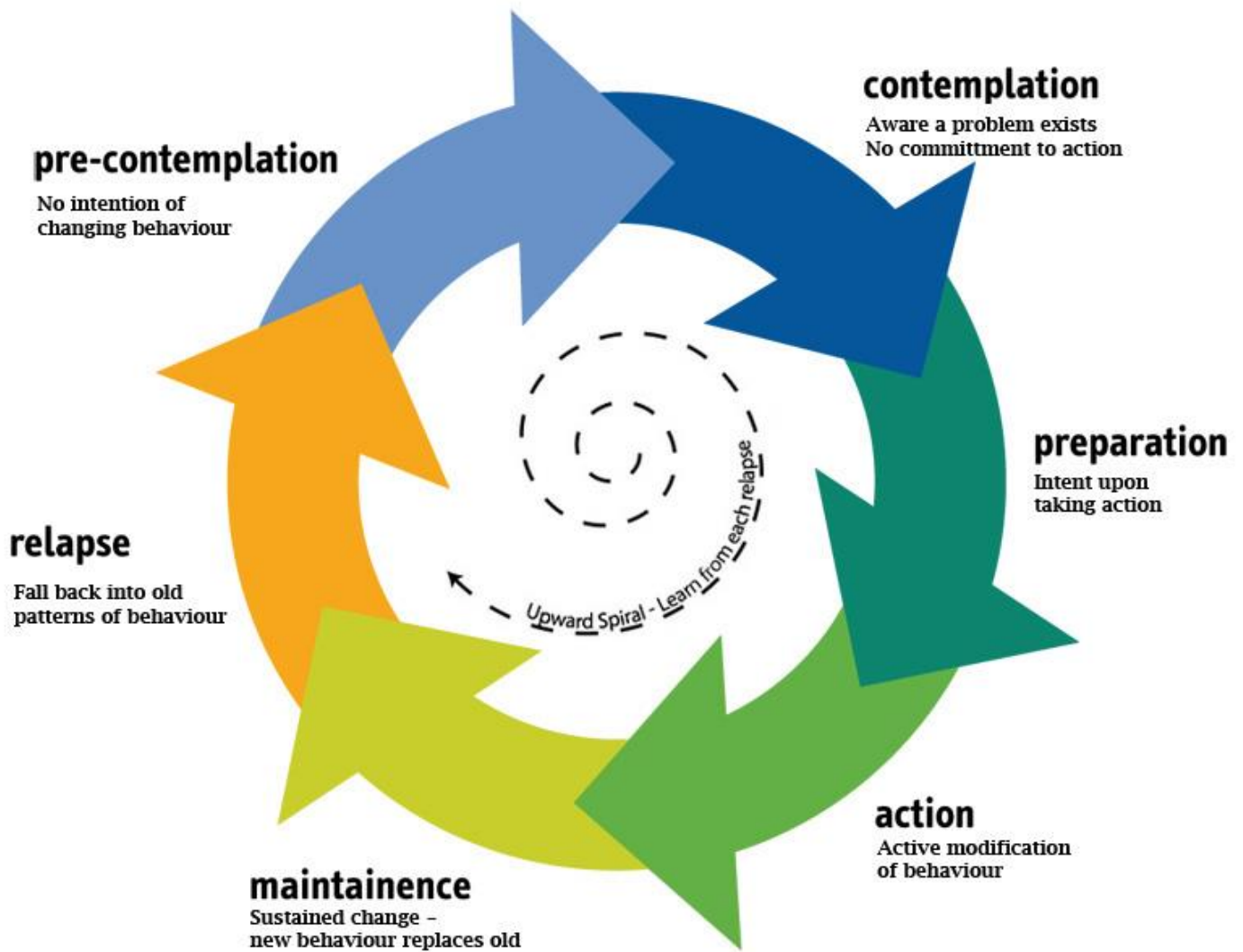
- Review** – This is the first step in ROPES. Its purpose is to prepare individuals' readiness for the class. This is done by having students relate to the topic you are about to teach (5-10 minutes)
- Overview** – The purpose of the Overview is to inform students about the context and importance of 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



Transtheoretical Model of Change Prochaska & DiClemente