

## Independent Living Curriculum Project



# Making Wise Decisions About Alcohol and Drugs

<b>Component:</b> CRS		<b>Service:</b> WSM- DDE		<b>Duration:</b> _____ <b>12</b> _____ # of Session at 45 minutes each.
<b>Service Definition (per Part 512):</b>	<p><i>Wellness self-management 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:</i></p> <p><i>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.</i></p>			
<b>Class Description:</b>	<p><i>This is a psychoeducational group for people with co-occurring disorders. The group will cover various facts on drugs and alcohol, and offer participants the opportunity to define what recovery means to them. Group material includes discussion of interactions between alcohol, illicit drugs and prescription drugs, the impact of substance use on physical and mental health, using alcohol and other drugs to cope with mental health symptoms, and using refusal skills to deal with situations where individuals feel pressured to use alcohol or other drugs.</i></p>			
<b>Learning Approaches/ Modalities</b>	<p> <input checked="" type="checkbox"/> Lecture                   <input checked="" type="checkbox"/> Discussion                   <input type="checkbox"/> Mixed media/ Art-based                   <input checked="" type="checkbox"/> Pen &amp; paper exercises  <input type="checkbox"/> Computer-based interventions                   <input checked="" type="checkbox"/> Role play interventions                   <input type="checkbox"/> Modeling/ coaching  <input type="checkbox"/> Other: _____             </p>			
<b>Pre-Requisite Facilitator Reading:</b>	<p>The group facilitator should have sufficient knowledge of co-occurring disorders.</p>			
<b>Location</b>	<p><input checked="" type="checkbox"/> Site-Based   <input type="checkbox"/> Community-Based: _____</p>			

<b>Who should participate?</b>	<i>This group is designed for individuals who are in various stages of recovery from co-occurring disorders. Individuals who would like information about substance use disorders and how they relate to mental health symptoms are encouraged to attend.</i>
<b>Purpose:</b>	<i>The purpose of this group is to educate individuals with co-occurring disorders on the relationship between substance use disorders and mental health symptoms.</i>
<b>Class Objectives:</b>	<i>Group participants will explore the relationship between mental health symptoms and substance use disorder. They will be given information on various types of addiction and courses of treatment. Individuals participating in this group will explore their support system and identify how those individuals will support their recovery. Participants will also receive information on the impact of substance use on one's physical health.</i>
<b>Source(s):</b>	<i>Please see curriculum for resource list.</i>

Notes:

## *Table of Contents*

*Session 1: Facts on drugs*

*Session 2: Myths about alcohol and drugs*

*Session 3: Harmful interactions*

*Session 4: Making good decisions*

*Session 5: Substance use's impact on health*

*Session 6: Risks of using alcohol and other substances to relieve pain*

*Session 7: The relationship between mental health and drug use*

*Session 8: Types of addiction*

*Session 9: Risky substance use*

*Session 10: Facts about co-occurring disorders*

*Session 11: FAQs about alcohol and drugs*

*Session 12: Recovery is possible!*

## 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)

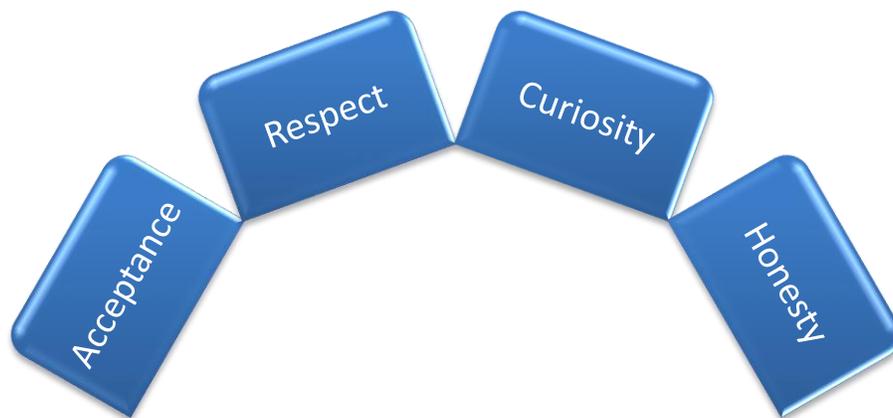
**Presentation** – The purpose of the Presentation is to impart the essential information needed to learn a new skill (15-20 minutes)

**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)

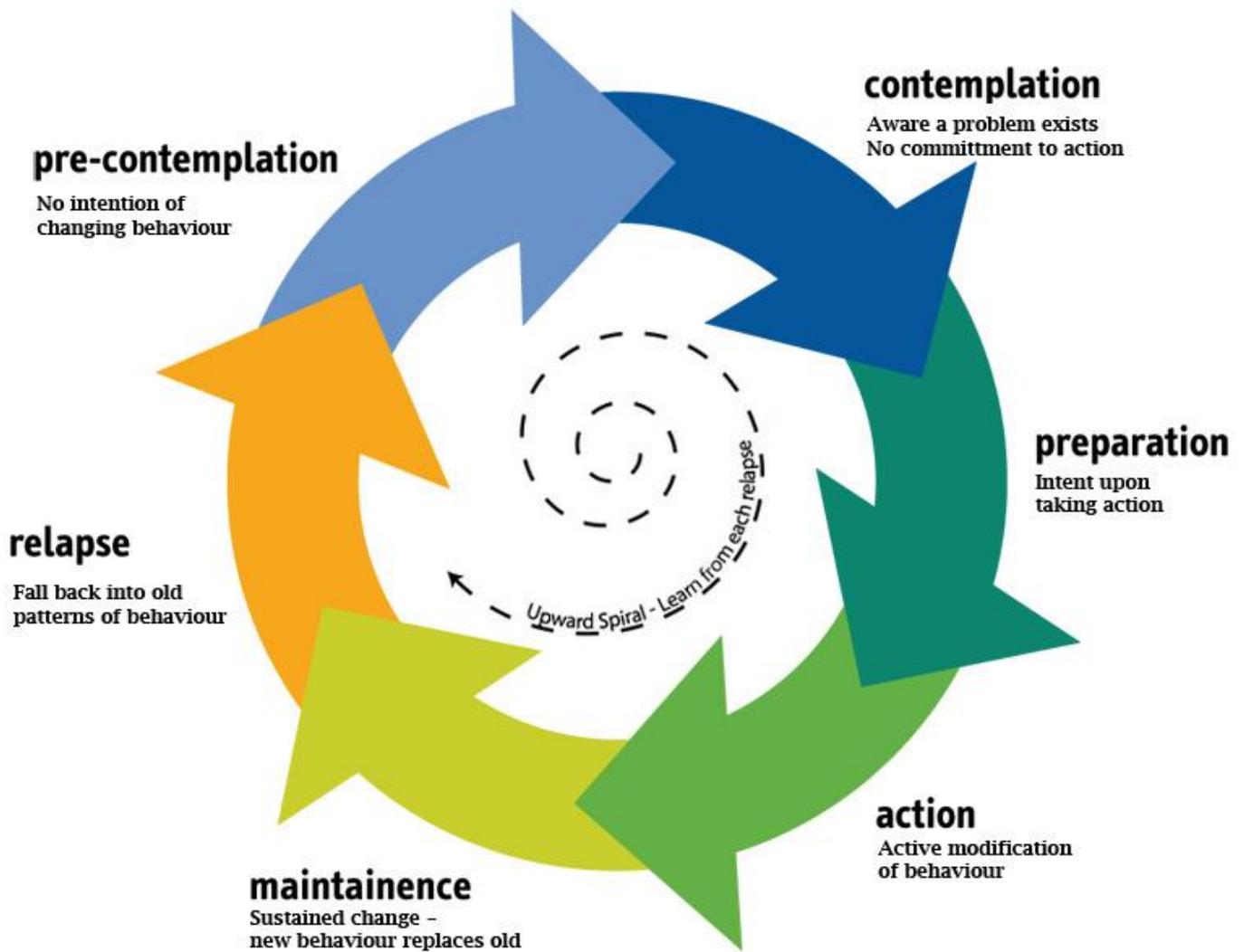
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### ARCH Principles



*Micucci, Joseph A. (2009)*

## Stages of Change



### **Transtheoretical Model of Change** Prochaska & DiClemente