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| On My Own: Managing Symptoms and Medication |
| **Component:** | *CRS* | **Service:** | *WSM:MESM* | **Duration:** | **#12 Sessions at 45 minutes each***.* |
| **Service Definition (per Part 512):** | Medication education and self-management 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 life style changes such as smoking cessation, nutrition, and weight loss |
| **Class Description:** | *Participants will explore the role of medication, ways of side effects and reactions, personal beliefs about medication and the idea of personal medicine.*  |
| **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?** | *This group is appropriate for people who may be ambivalent about taking medication or have difficulty learning how to take medications as prescribed.* |
| **Purpose:** | *The purpose of this group is to help participants make informed decisions about medication and personal medicine as they work on their path to recovery.* |
| **Class Objectives:** | *Participants will learn information to help them make informed decisions about medication in each lesson.* |
| **Source(s):** | *Multiple sources. Please see curriculum for sources/references.* |

Notes:

*Table of Contents*

*Session 1: Introduction and living with a mental health condition*

*Session 2: Recovery is possible*

*Session 3: Facts about mental health conditions*

*Session 4: Managing symptoms*

*Session 5: Alcohol and drugs and a mental health condition*

*Session 6: Exploring personal beliefs about medication*

*Session 7: Information about medication (how it works)*

*Session 8: Strategies for staying on track*

*Session 9: Coping with side effects and reactions*

*Session 10: Making a decision about medication*

*Session 11: Personal medicine*

*Session 12: Individualized path to wellness*

**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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