

Independent Living Curriculum Project



Reconnections: The Strength of Family and Friends in our Lives

Component: CRS	Service: <i>CST-WSM</i>	Duration: 12 weeks	1 Session weekly for 12 weeks at 45 minutes each	This curriculum can be condensed or extended to accommodate varying semester lengths.
Service Definition (per Part 512):	Section 512.5. Service Categories and Requirements Wellness self-management (also known as illness management and recovery) 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: coping skills training which means teaching individuals strategies to address symptoms, manage stress and reduce exposure and vulnerability to stress.			
Class Description:	This class will assist people in examining their past and those relationships that were important to them. They will explore their grief and begin the steps to reconnecting with the people they identify.			
Pre-Requisite Facilitator Reading:	Read <u>Recovery Oriented Psychiatric Rehabilitation: Choosing a Valued Role;</u> Presentation by Dr. Marianne Farkas, Boston University, PROS Academy 2016 (<i>access to this presentation can be found on the NYAPRS PROS Clearinghouse website</i>).			
Learning Approaches/ Modalities	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Mixed media/ Art-based <input checked="" type="checkbox"/> Pen & paper exercises <input type="checkbox"/> Computer-based interventions <input type="checkbox"/> Role play interventions <input type="checkbox"/> Modeling/ coaching <input type="checkbox"/> Other: _____			
Location	<input checked="" type="checkbox"/> Site-Based <input type="checkbox"/> Community-Based: _____			

Who should participate?	Reconnections is designed for people who enter a PROS program and are interested in reconnecting with family and/or friends.
Purpose:	The purpose of this group is to explore ways we can reconnect with family and friends in order to find support, joy and love.
Class Objectives:	<ol style="list-style-type: none"> 1. Participants will examine their past relationships 2. Participants will identify relationships they are interested in to reconnect 3. Participants will examine feelings of grief and loss in relation to lost relationships 4. Participants will learn some steps to reconnect with people from their past
Source(s):	<ul style="list-style-type: none"> • Anthony, W.A. (1993). <i>Recovery From Mental Illness: The Guiding Vision of the Mental Health System in the 1990's</i>. <i>Psychosocial Rehabilitation Journal</i>, 16 (4), 11-23 • Pat Deegan, 1993 at www.patdeegan.com • Susanne Babbel Ph.D., M.F.T. - https://www.drabbabel.com/about • Laura Davis: https://lauradavis.net/i-thought-wed-never-speak-again/ • Ben Healy: https://www.theatlantic.com/author/ben-healy/ • Kevin Daum: http://www.kevindaum.com/ • Susan Strow Stegeman: https://www.springfieldclinic.com/find-a-physician/provider/physician/stegeman-susan/id/870 • Dr. Lukin: https://www.psychologytoday.com/us/blog/the-man-cave/201808/5-proven-steps-reconnect-family-and-friends • Dialectical Behavioral Therapy: https://behavioraltech.org/ • Spradlin, S.E. (2003). <i>Don't let your emotions run your life: how dialectical behavior therapy can put you in control</i>. Oakland, CA: New Harbinger Publications, Inc. • Alaia Williams: https://www.lifeoptimizer.org/2008/08/29/build-stronger-friendships/ • Sue Varma: https://media3.s-nbcnews.com/i/newscms/2017_09/1916506/170227-better-mn-1705_68149589f2e1d0cdd78eeff045030568.fit-760w.jpg • Andrea Bonior, Ph.D. Adapted from <i>The Friendship Fix: The Complete Guide to Choosing, Losing, and Keeping Up With Your Friends</i>. • https://www.thekitchn.com/expert-tips-for-avoiding-awkward-conversations-with-old-friends-233286

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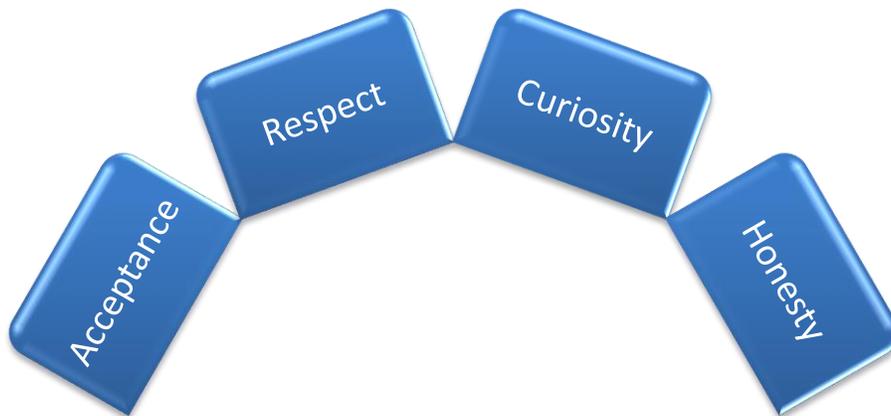
Session 1: Introduction to course	Session 8: Building better bonds
Session 2: Estrangement from family	Session 9: Conversation starters to get beyond the awkward stage of reconnecting
Session 3: To forgive or not to forgive	Session 10: Working on the friendship
Session 4: Four steps to 'Just Do It'	Session 11: Opportunities
Session 5: Power and joy of reconnections	Session 12: Wrap-up and closing
Session 6: Fixing broken relationships	
Session 7: From this day forward – 'Do this'!	

Facilitator Practice Considerations

ROPES METHOD

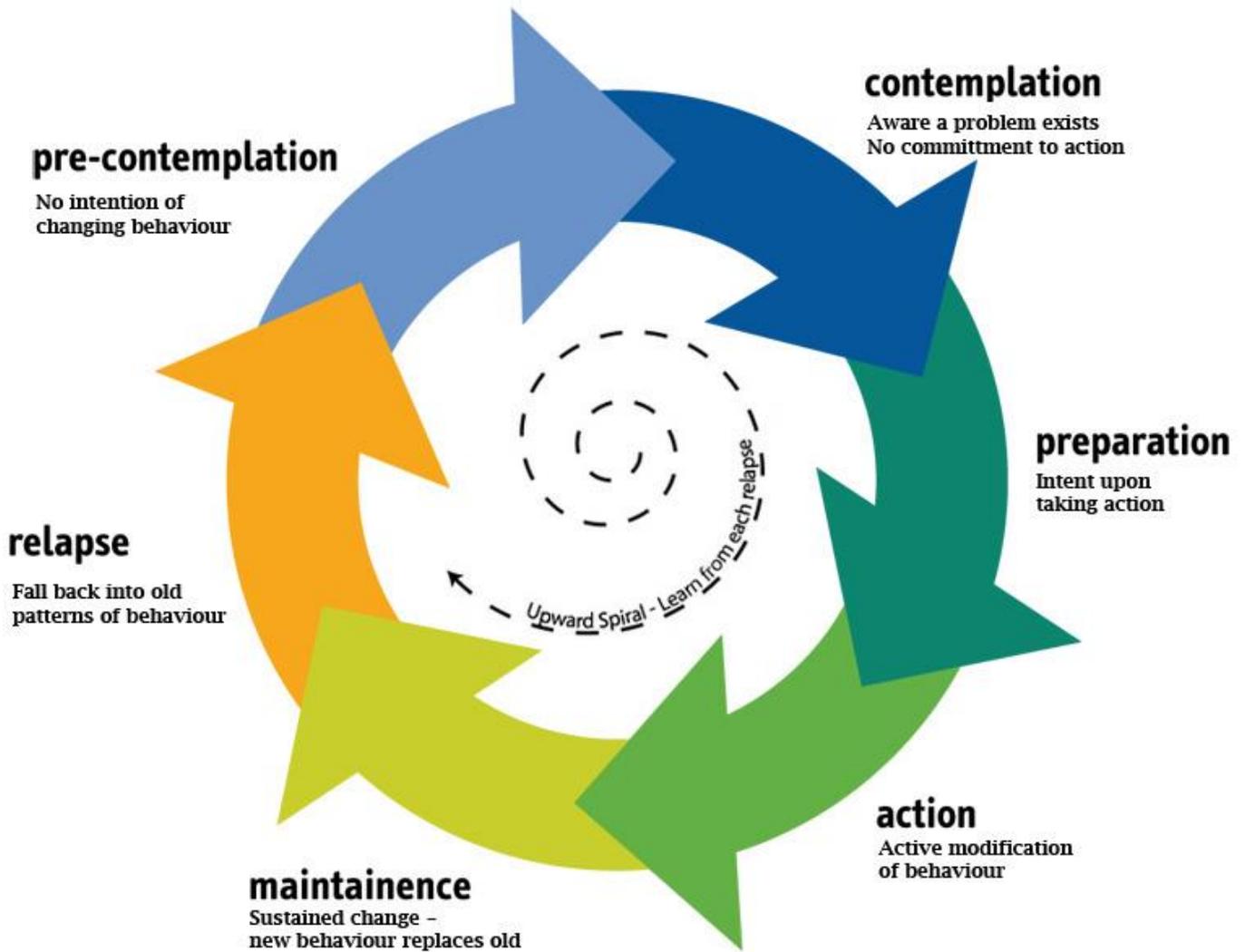
- Review** – This is the first step in ROPES. Its purpose is to prepare individuals' readiness for the class. This is done by having students relate to the topic you are about to teach (5-10 minutes)
- Overview** – The purpose of the Overview is to inform students about the context and importance of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