

Independent Living Curriculum Project



Daily Self-Care and Living on My Own

Component:	CRS	Service:	WSM-CST	Duration:	9-10 # of Sessions at 45 minutes each.
Service Definition (per Part 512):	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:	<i>Participants will explore the importance of self-care. The goal of this group is to help individuals to develop and put into action a self-care plan in order to attain or sustain independent living environments.</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?	<i>This group is appropriate for individuals who are contemplating a move or have recently moved to more independent living. It will help them to develop a self-care plan, which will assist in managing stress and maintaining independence.</i>				
Purpose:	<i>The purpose of this group is to assist individuals in creating individualized, self-care plans, which can aide in increasing independence in the living environment.</i>				
Class Objectives:	<i>Participants will identify their values in each of the eight dimensions of wellness. They will participate in self-assessments to guide them in developing a self-care plan. Finally, participants will learn about when to update their self-care plan.</i>				
Source(s):	<i>Various. Please see reference section of participant and facilitator guide for a full list of sources.</i>				

Notes:

Table of Contents

Session 1: What is a self-care plan and wellness and why is this important to recovery?

Session 2: Exploring dimensions of wellness (this will take about 4 sessions to complete)

Session 3: Exploring dimensions of wellness (this will take about 4 sessions to complete)

Session 4: Exploring dimensions of wellness (this will take about 4 sessions to complete)

Session 5: Exploring dimensions of wellness (this will take about 4 sessions to complete)

Session 6: Assessing your current level of self-care

Session 7: Creating a self-care plan

Session 8: Putting a self-care plan into action

Session 9: Identifying when to update your self-care plan

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)

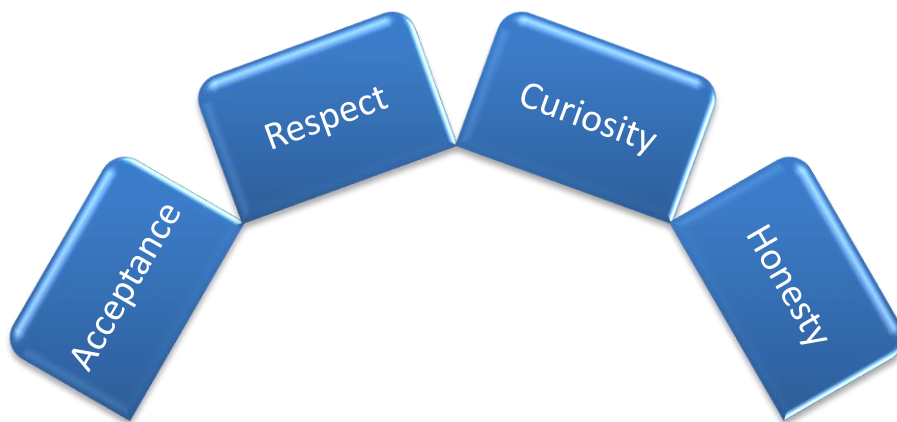
Overview – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)

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)

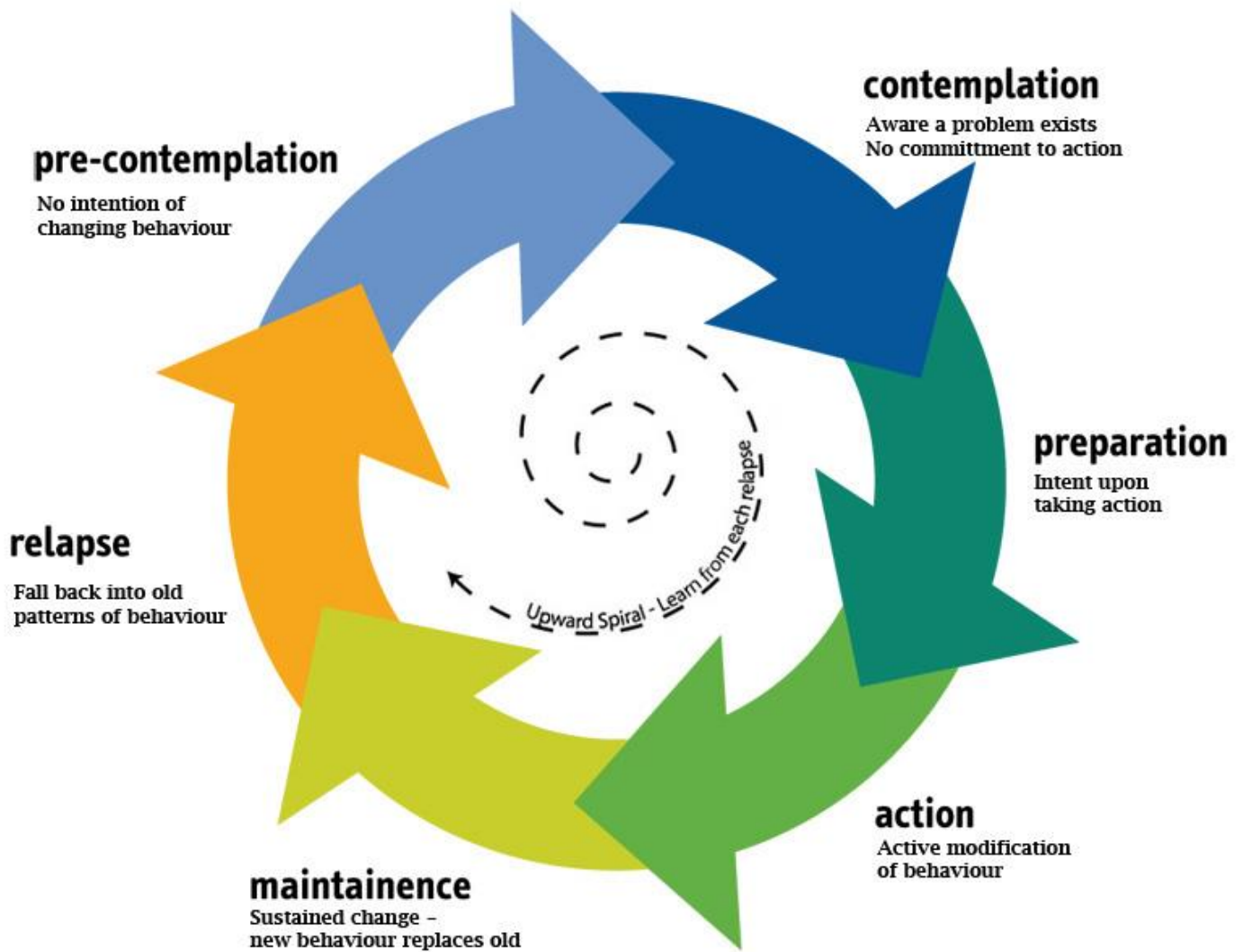
Summary – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here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

ARCH Principles



Micucci, Joseph A. (2009)

Stages of Change



Transtheoretical Model of Change Prochaska & DiClemente