

Independent Living Curriculum Project



Keeping the Peace

Component:	CRS	Service:	WSM-PSST	Duration:	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: problem-solving skills training which means a series of learning activities designed to assist individuals admitted to PROS programs and collaterals develop effective solutions for stressful responses to routine life situations. These activities may include, but are not limited to: role playing exercises, homework assignments or the mastery of specific principles and techniques.				
Class Description:	<i>Participants will learn conflict resolution skills so that they can resolve conflict in their living environment.</i>				
Learning Approaches/ Modalities	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Mixed media/ Art-based <input type="checkbox"/> Pen & paper exercises <input type="checkbox"/> Computer-based interventions <input checked="" 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 designed for people who are considering a move to permanent supportive housing. They may have a history of living in adult homes or psychiatric centers for long periods of time.</i>				
Purpose:	<i>Acquire and practice skills associated with conflict resolution so that participants can resolve conflicts in their living environments.</i>				
Class Objectives:	<i>Participants will learn and practice skills associated with conflict resolution, including active listening skills and problem solving skills, in order to be able to successfully deal with conflict that may arise in their living environment.</i>				
Source(s):	<i>Various sources. Please see reference list in curriculum.</i>				

Notes:

Table of Contents

Session 1: What is conflict?

Session 2: Listening skills

Session 3: Steps to conflict management: identifying the issue and key players

Session 4: Steps to conflict management continued: articulating your concerns

Session 5: More on active listening

Session 6: Cooperation's role in conflict resolution

Session 7: Agreeing to disagree and knowing when to concede

Session 8: Knowing when to take some time

Session 9: Alternate tools for conflict resolution

Session 10: Using problem solving skills to resolve conflict

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)

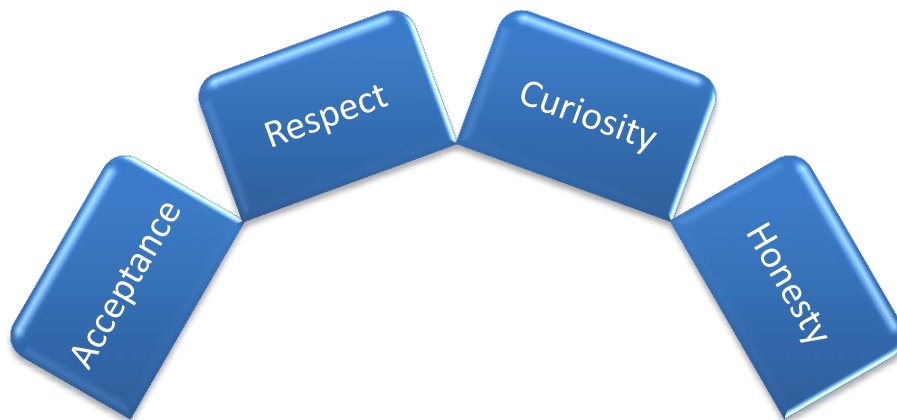
Overview – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)

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)

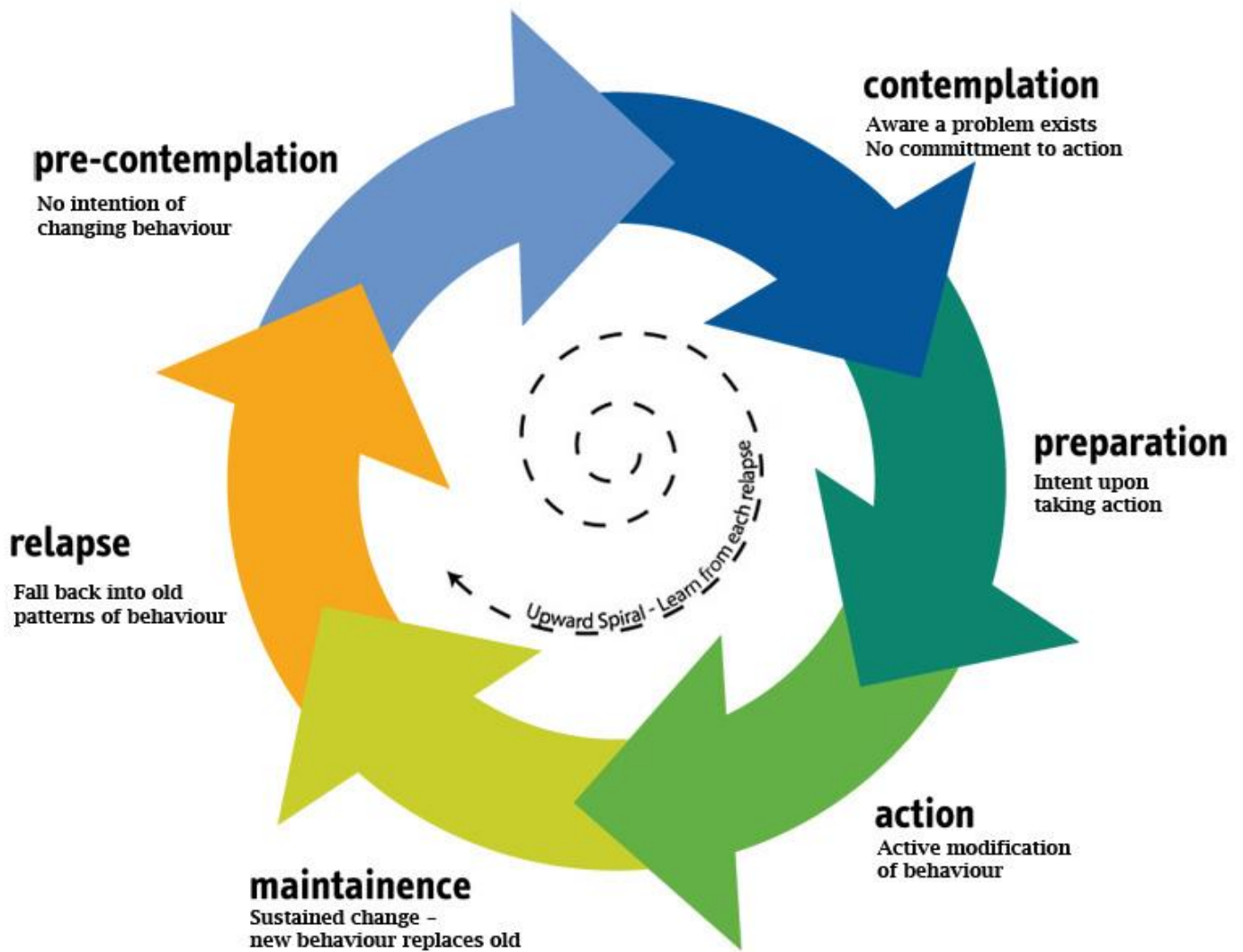
Summary – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here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

ARCH Principles



Micucci, Joseph A. (2009)

Stages of Change



Transtheoretical Model of Change Prochaska & DiClemente

