

Creating Curriculum for PROS

NYAPRS PROS Academy

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Vision for Recovery Outcomes

- Believe that recovery is possible, even from the most tragic circumstances or disabling conditions
- Uncover abandoned hopes and dreams
- Discover our personhood through culture, strengths, values, skills
- Engage communities as life sustaining forces
- Re-author the way we see ourselves
- Reclaim a meaningful life and roles

Stages Of Recovery

- Hope
- Empowerment
- Self-Responsibility
- A Meaningful Role in Life

Advocates a shift from a protective focus to one of:

- Empowerment
- Harm reduction
- Personal Responsibility

Basic Elements

- Engage people's personal interest and desire
- Review past experiences
- Provide an overview of expected outcomes, plan for getting there, how long it takes
- Show examples or demonstrations of any new content
- Create opportunities for practice and reviewing progress
- **Connect with Individualized Recovery Plan**

Format for Curriculum Writing

- PROS Service (from regulations)
- Group title (two to three words)
- Group abstract or description (30 words)
- Tell-Show-Do
- ROPES (Review, Overview, Presentation, Exercise, Summary)
- **Individualize for personal use**

Wellness Domains

- Spiritual
- Environment
- Financial
- Occupational
- Social
- Intellectual
- Emotional
- Physical

Swarbrick, M. (March 1997). A wellness model for clients. *Mental Health Special Interest Section Quarterly*, 20, 1-4.

Swarbrick, M. (2006). A wellness approach. *Psychiatric Rehabilitation Journal*, 29, (4) 311- 314.

Swarbrick, M. (2009). A wellness and recovery model for state hospitals. *Occupational Therapy in Mental Health*, (25), 343-351.

Skills and Supports

- Cleaning apartment
- Managing budget
- Evaluating options
- Organizing tasks
- Expressing feelings
- Asserting needs
- Negotiating agreement
- Public library
- YMCA
- Spiritual communities
- Recreational communities
- Educational groups
- Civic groups
- Self-help/peer support

Suggested approaches

- Focus on learning through analysis of our own experience
- Mix of role-playing, stories, presentation and group exercises
- Focus on the group's development as a supportive environment for **individual learning**, rather than as an outcome of its own

Honoring Multiple Worldviews

- Our way is not the only way
- Culture, race and education lead us to understand things differently
- There are many ways of seeing the same thing
- Although we may have shared experiences, our experiences have led us to make sense of these in unique ways

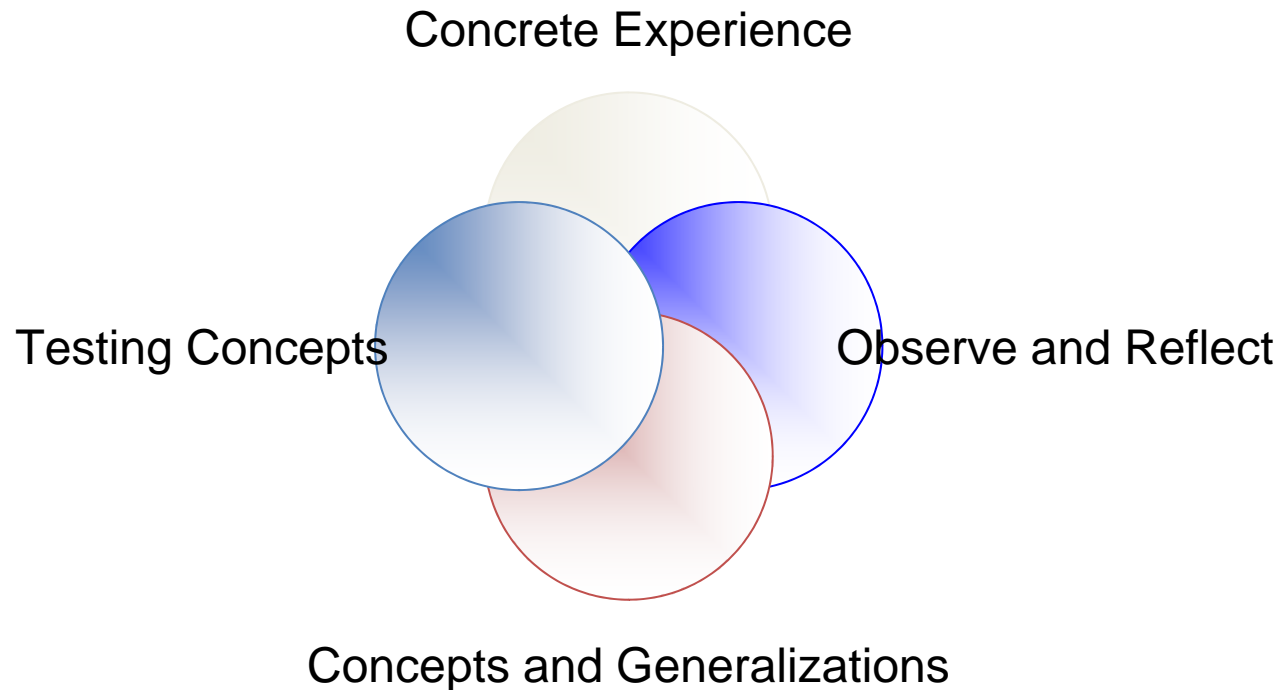
Getting Our Goals and Needs Met: What's Different in the PROS Experience

- Participant Responsibility to Self
 - Identify and express your needs
 - Choose when and how much to participate
 - Don't wait for anyone else to draw you out
 - Be totally responsible to get your own needs met
 - Assume that no one else is aware of your need
 - **Make the connection with your Individual Recovery Plan**

Getting Our Goals and Needs Met: What's Different in the PROS Experience

- Our Responsibility to Others
 - How our actions impact others participants
 - Ex. Sharing time with each other
 - Relationship with Trainer/Facilitator
 - Provide facilitator(s) with timely feedback about the impact and **relevance of presentations and activities to your IRP**
 - Expect two-way dialogue
 - Expect facilitator to present themselves and values as well as theories and techniques.

The Best Way I Learn Is...



David Kolb; Roger Fry (1975)

Learning Laboratory Models

- We shift from expert teaching to experiential learning
- We reveal how we see and do things
- We inform each other how what we do impacts each other – clear and accurate feedback
- We create an atmosphere of trust and non-defensiveness

The Learning Laboratory

- We can experiment or “try on” new behaviors
- If we feel our experiments are successful, then we can create opportunities to practice
- We help each other plan for bringing and applying the “new ways of being” at home
- Combine new knowledge from research, theory and experiences to generalize learning

From the Dance Floor to the Balcony

- In order to respond to what is happening we need to be able to step back and observe it
- Balance between immersion in the action and getting some distance
- We need to really hear what people are saying, beyond the face value of the words.
- Address real stakes, fears and conflicts