COMPREHENSIVE SELF-MANAGEMENT CURRICULUM

A 50-HOUR GROUP CURRICULUM with OVERLAYS for specific issues. The group curriculum is designed to be a SELF-MANAGEMENT program for major disorders that:

- addresses pre- and anti-contemplation, particularly in regards to treatment adherence and engagement
- reduces the impact of major symptoms, especially those which have a direct impact on behaviors
- introduces skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness (how they are feeling, what they are thinking, and internal/external triggers)
- makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration)
- includes critical overlays for self-injury and anger/aggression/violence, including a comprehensive set of skills for interpersonal competence
- emphasizes Situational Confidence in facing high-risk situations which produce acting out behaviors, with specific tools including Situational Confidence Questionnaires

THEORY

The theory base for this model is heavily influenced by Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), and social learning theory (skills modeling, practice, and mastery), as well as selected Dialectical Behavioral Therapy (DBT) skills.

LESSONS

Lessons are designed for a 2-hour session per programming day. After the initial work on pre- and anti-contemplation, lessons are generally arranged so that the first hour covers theory/knowledge type of work, and the second hour presents skills. A segment at the end of each hour (approximately 15 minutes) is reserved for specific skills practice.

Lessons are supported by a significant set of tools: lesson plans, assessment instruments for participants and staff, and review components at specific intervals. Lessons are designed for implementation by paraprofessionals, and some lessons (the interpersonal and violence skills elements, for example) additionally provide scripted lesson plans.

PROBLEM SYMPTOMS: FREQUENCY, INTENSITY, AND DURATION (FID)

Participants will be introduced early to Frequency, Intensity, and Duration charts, and will begin charting their symptoms in these areas within the first week. By closely monitoring these areas, clients will see for themselves the positive and ameliorating affects of the skills and lessons they are being taught. They will also understand the positive effect of medication on their symptoms and on how they are feeling.

CHECKPOINT/FID REVIEW

After lessons 10, 20, and 25, participants will complete a Checkpoint and FID Review, including change rulers (to help gauge current stage of change), a Competency Check (to ensure comprehension), and a review of FID charts (which clients will use daily to chart their symptoms). The goals of the Checkpoint and FID Review are to:

1. help the counselor assess each participant's progress and rate of change as they go through the curriculum
2. help the client recognize their symptoms and make the link to how taking meds and being engaged in treatment is making them feel better

PASSPORT

The final Checkpoint and FID Review includes a unique lesson that helps clients develop a Passport they can carry with them as they transition out of the program. On the Passport each client lists:

- My Destination (where I want to get to)
- My #1 Positive Attribute (who I am)
- My Current Contact (person I can turn to for help)
- My #1 Trigger for Acting Out
- My #1 Trigger for my Symptoms
- My #1 Coping Skill
- My #1 Trigger for Not Taking my Medication
- Why it is important to take my medications

OVERLAYS

The overlays are designed to provide additional resources for specific diagnoses and identified intensive needs. The two most critical overlays are:

- Self-Injury
- Anger, Aggression, and Violence

Secondary overlays include:

- Sleep Disturbances
- Anxiety
- Depression

Overlays include:

- Workbooks on a variety of subjects and of varying lengths, designed to be done by individuals or in conjunction with one-on-one therapy. If there is an appropriate number or clients, overlay resources may be used in specialized groups.

- Treatment Planning (TP) resources: comprehensive model treatment plans for common DSM diagnoses, linked to specific workbooks, behaviorally-stated objectives, and specific workbook pages. These resources support the motivational interviewing (MI) approach.

OUTCOMES ADDRESSED BY LESSON IN CORE GROUP PROGRAM

Med adherence	1, 2, 3, 4, 7, 8, 16, 23
Self-injurious behavior	1, 2, 3, 4, 5, 9, 11, 13, 14, 15, 16, 22, 23, 24
Suicide talk/suicide attempts	1, 3, 10, 18, 19 (NOTE: this is a very serious issue and should be attended to by highly trained personnel. Our workbook materials tread lightly in this area.)
Non-cooperation with assessment	1, 2, 3, 4, 5, 6, 7, 8, 15, 24
Denial of illness	1, 2, 3, 4, 5, 6, 7, 8, 15, 24
Serious acting out behaviors	17, 18, 19, 22
Recidivism to the program	4, 7, 8, 10, 15, 20, 24
Skills acquisition (triggers, risk factors, violence reduction, situational confidence in addressing specific problem issues)	3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24
Coping Skills	13, 16, 17, 18, 24, 29, 30, 31, 34, 38, 39, 41, 43, 44, 45
Situational Confidence in facing high-risk situations which produce acting out behaviors	20, 25, all three Checkpoints

NOTE: Self-injurious behavior and serious acting out behaviors are significantly addressed in the Self-Injury and Anger, Aggression, and Violence overlays.

Comprehensive Symptoms Management Curriculum		
Hour	**Lesson**	
1	Introduction to the Program	
2	Introduction to Symptoms: Anxiety	
3	Introduction to Symptoms: Anger	
4	Introduction to Symptoms: Depression	
5	Introduction to Symptoms: Mood Disorder /Psychotic Spectrum	
6	Tracking Symptoms: Frequency, Intensity, Duration	
7	How important is it to you? (Pre4)	Setup lesson for Skills
8	New Skill: Muscle Relaxation plus Practice Scenarios	
9	Intro to treatment 1 (ICD)	Practice (muscle relax)
10	Intro to treatment 2 (ICD)	Checkpoint
11	New Skill: Breathing plus Practice Scenarios	
12	Treatment Adherence 1 MH2.1	Practice (breathing)
13	Treatment Adherence 2 MH2.1	
14	New Skill: Coping with symptoms-- self-soothing	Practice (F I D)
15	Functional Thinking (CBT1.1)	
16	Functional Thinking (CBT1.2)	Practice (muscle relax)
17	Functional Thinking (CBT1.3)	
18	Functional Thinking (CBT1.4)	Practice (breathing)
19	New Skill: Coping with symptoms-- distraction	
20	Using Skills To Ameliorate Symptoms	Checkpoint
21	Symptoms and early warning signs (CBT4.1)	
22	Symptoms and early warning signs (CBT4.2)	Review Self-Soothing/Distraction

23	New Skill: Combined Visualization/Relaxation	
24	Keeping Track	Practice (F I D)
25	Med Compliance	Skills So Far
26	Thought-Stopping	Practice (combined)
27	Triggers (CBT5.1)	Practice (thought-stopping)
28	Triggers (CBT5.2)	New Skill: Thought Switching
29	Triggers (CBT5.3)	Practice (thought stopping/thought switching)
30	Triggers Activity Summary	Checkpoint
31	Importance Lesson	Practice (F I D)
32	Situational Confidence	Anger Triggers Activity
33	More About Triggers Lesson	Depression Triggers Activity
34	Using Skills To Ameliorate Symptoms II	Anxiety Triggers Activity
35	STOP-THINK-ACT 1	6-step triggers activity
36	STOP-THINK-ACT 2	Practice (Self-Soothing)
37	STA Scenarios roleplay 1	Practice (Distraction)
38	STA Scenarios roleplay 2	Practice (combined)
39	Keeping Track	New Skill: Auto-Suggestion
40	Handling Provocations	Checkpoint
41	Acting Out Worksheet	Practice (F I D)
42	Using Your Coping Skills: Symptoms	

43	Using Your Coping Skills: Triggers to Symptoms	New Skill: Affirmations
44	Using Your Coping Skills: Acting Out	
45	Coping with Persistent Symptoms	
46	Planning for Action	Worksheet: Action Plan
47	The New Reinvented Me	Practice Affirmations
48	Importance lesson	
49	Situational Confidence lesson	Practice (Final F I D)
50	Passport	Final Checkpoint

SPECIFIC ISSUES/INTENSIVE NEEDS OVERLAYS	
CRITICAL OVERLAYS	
Self Injury	
TP22	Self-Injury– includes key MI tools
M22	Self-Injury for Men-- Addresses common issues in self-injury and impulse control in young men. Develops action plan for self-efficacy.
Anger, Aggression, and Violence	
MI Tools	MAV MI 1, 2, 3, 4– stage-based collections of one-on-one tools.
MAV	Anti-violence skills, Communication/social skills--50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others.
TP16	Aggression and Violence--Builds on the "anger" treatment plan to address risk factors and guides the development of new coping skills.
GG4	Living a non-violent life #1
GG5	Living a non-violent life #2
GG7	Understanding Yourself #1
GG8	Understanding Yourself #2

Di12	What's wrong with being tough minded?
Di5	What's wrong with holding in my anger?
ST1	Downers": "stinking thinking" and low self-esteem (#1)
ST2	"Stinking thinking" and other people (controlling, anger, and dishonesty) (#2)
SECONDARY OVERLAYS	
Sleep Disturbances	
TP15	Sleep Disturbances– Addresses causes, sleep hygiene, and coping skills.
Anxiety	
MI Tools	Anxiety MI 1, 2, 3, 4– stage-based collections of one-on-one tools specifically designed to address Anxiety.
F3	Anxiety and Fear
CS9	Managing Your Stress
SD2	What went wrong?
TP2	Anxiety– Addresses several anxiety disorders, enhanced with significant MI resources and stages of change model
FD3	Control!
Depression	
MI Tools	Depression MI 1, 2, 3, 4– stage-based collections of one-on-one tools specifically designed to address Depression.
TP5	Depression– Includes suicidal risk, enhanced with significant MI resources and stages of change model
F6	Sadness
Di7	What's wrong with choosing to be alone?
Di11	What's wrong with my feelings?

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