

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

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| 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 |

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| 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 I | 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 | |

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| 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

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| 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

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| 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. |
| TPI6 | 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 |

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| 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 | |
| TPI5 | 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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