

Founders House of Hope

Founders Outreach

Psychosocial Rehabilitation Program

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SKILL: Solving Problems

RATIONALE: All of us experience problems at one time or another. Problems can be big or small and can occur in any setting. Learning a systematic way of dealing with problems is an important skill needed to function in the world, as well as to maintain and excel in our jobs.

STEPS OF THE SKILL:

1. Define the problem.
2. Use brainstorming to generate a list of possible solutions.
3. Identify the advantages and disadvantages of each solution.
4. Select the best solution or combination of solutions.
5. Plan how to carry out the best solution.
6. Follow up the plan at a later time.

SCENES TO USE IN ROLE PLAYS:

1. You have been put on probation at work because you frequently show up late in the morning.
2. You have been offered a job that you would like to take, but the hours conflict with your weekly therapy appointment.
3. You have a job as a maintenance worker in a cafeteria. Your supervisor tells you that you are working too slowly and asks you to figure out a way to improve your productivity.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Because this skill is somewhat more complicated and takes longer to practice than the other skills, it is taught using a somewhat different format. Instead of having each group member complete a role play individually, group leaders should present a scenario to the entire group and then assist them through the steps of the skill together. Teaching the skill in this format has two functions: (a) It keeps all clients interested and involved, and (b) it provides the clients with experience in working together toward a common goal (which requires that they put to use some other skills that they have learned).
2. Step 2 requires group members to generate a list of possible solutions. During this step, group leaders need to emphasize the importance of writing down all ideas without judging whether they are good or bad. This technique is called *brainstorming*.
3. The Problem Solving and Goal Achievement Worksheet in Appendix A is helpful in teaching this skill.

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PROBLEM SOLVING AND GOAL ACHIEVEMENT WORKSHEET

Step 1: Define the problem or goal.

Talk about the problem or goal, listen carefully, ask questions, get everybody's opinion. Then write down *exactly* what the problem or goal is:

Step 2: Use brainstorming to make a list of possible solutions.

Write down *all* ideas, even bad ones. Get everybody to come up with at least one possible solution. List the solutions *without discussion* at this stage.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Step 3: Identify the advantages and disadvantages of each solution.

Quickly go down the list of possible solutions and discuss the *main* advantages and disadvantages of each one.

Step 4: Select the best solution or combination of solutions.

Choose the solution that can be carried out most easily to solve the problem.

Step 5: Plan how to carry out the best solution.

List the resources needed and major obstacles to overcome. Assign tasks and set a timetable.

- Step 1. _____
- Step 2. _____
- Step 3. _____
- Step 4. _____

Step 6. Set a date for follow up: _____

First focus on what you have accomplished. *Praise all efforts*. Then review whether the plan was successful and revise it as necessary.

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SKILL: Compromise and Negotiation

RATIONALE: Often, people find that they disagree with each other, even when they want to do something together. At these times it is helpful to work out a compromise. In a compromise, each person generally gets some of what he or she wants, but usually has to give up something. The goal is to reach a solution that is acceptable to all involved.

STEPS OF THE SKILL:

1. Explain your viewpoint briefly.
2. Listen to the other person's viewpoint.
3. Repeat the other person's viewpoint.
4. Suggest a compromise.

SCENES TO USE IN ROLE PLAYS:

1. You want to go to lunch with your friend at the pizza parlor. He or she does not want pizza that day.
2. Your case manager asks you to schedule an appointment for 2:00 P.M. on Wednesday. You have plans to go on a day program outing at that time.
3. You and your friend want to go see a movie. You want to see an action movie, and your friend wants to see a comedy.
4. In planning an outing for the Community Residence, the counselors suggest bowling. You would rather go out for ice cream.
5. You want to visit your family next weekend. They have other plans.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL: Not all clients will understand what it means to negotiate and come to a compromise. Therefore, it is important that the group leaders spend time explaining these concepts *before* beginning a role play. For example, to negotiate something, both parties have to state what it is that they want to get out of the interaction. Once all the wishes have been listed, both parties must review the list and decide upon a compromise. A compromise usually occurs when both parties get *some* of what they wanted.

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SOCIAL FUNCTIONING INTERVIEW

Name: _____

Date: _____

Clinician: _____

Role Functioning, Present and Past

Daily routine at home

- Where are you currently living?
- With whom do you live?
- Can you describe a typical day at home for me?
- What do you do to stay busy?
- Are there times when you are not doing anything and may be bored?
- What kind of living situation have you enjoyed most?

Education and work activities

- Are you taking classes or studying subjects on your own?
- Do you work part-time or full-time?
- Do you volunteer?
- Are you participating in a vocational rehabilitation program?
- What kinds of jobs did you have in the past?
- What kinds of careers interest you now? What careers interested you in the past?

Leisure activities

- What do you like to do with your spare time?
- What are your hobbies?
- What sports do you like to watch or participate in?
- Do you like to read? Do you like to write and/or keep a journal?
- Do you listen to music or play an instrument?
- Do you watch videos or TV shows?
- Do you like to draw or look at art?
- What hobbies and activities did you used to enjoy?

Relationships

- With whom do you spend time regularly? Family? Friends? Classmates? Coworkers? Spouse/significant other? Roommates? Children?
- Do you have someone whom you feel close to, whom you can talk to about things that are important to you?
- Is there anyone whom you would like to spend more time with?
- Do you want to have more close relationships?

Spiritual supports

- Is spirituality important to you?
- What do you find comforting spiritually?
- Are you involved in a formal religion?
- Do you meditate?
- Do you look to nature or the arts for spirituality?

(continued)

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SKILL: Asking Questions about Medications

RATIONALE: It is important to understand why a doctor has prescribed a certain medication for us and how to take that medication properly. It is equally important to feel that the medication is being helpful. When people have questions about the medications they are taking, they need to seek out someone who is knowledgeable and talk to that person about their concerns.

STEPS OF THE SKILL:

1. Choose a person to speak to, such as a case manager, a nurse, a doctor, or a family member.
2. Ask the person your question about medication. Be specific.
3. If you do not understand the person's answer, ask more questions.
4. Thank the person for his or her help.

SCENES TO USE IN ROLE PLAYS:

1. You are having trouble sleeping and are wondering if it is related to the new medication you are taking.
2. Your doctor has suggested that you begin taking a new medication, but you have concerns about its possible side effects.
3. You want to stop taking your medication because you are feeling better.
4. You don't think that the current dose of medication you are taking is helpful and want to increase it.
5. You want to know whether you can have a beer if you take the medication that has been prescribed.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. It will be useful for group leaders to discuss with clients the importance of writing down any questions they may have (so they do not forget) before speaking to a specific person about their medication concerns.
2. Group leaders should also emphasize the importance of clients understanding the answers they receive. Clients should be encouraged to ask more questions or even ask another person their question if they do not understand the answer they have received.

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SKILL: Reporting Pain and Other Physical Symptoms

RATIONALE: It is very important to report pain and/or other physical symptoms to people you trust. This is especially true if you are worried about what the symptoms may be related to. Some people find it difficult or embarrassing to talk about these issues with others; however, that is not a good reason to avoid telling someone.

STEPS OF THE SKILL:

1. Choose an appropriate person to speak to.
2. Tell the person that you are not feeling well.
3. Describe the symptoms (e.g., pain, dizziness) to that person.
4. Listen to that person's response and ask for help if you need it.

SCENES TO USE IN ROLE PLAYS:

1. You twisted your ankle a few weeks ago, and it is still causing you pain. You wonder if you should tell someone about it.
2. You have been experiencing blurred vision when you read. You don't want to bother anyone because you think it's no big deal.
3. You recently underwent gall bladder surgery and wonder if the pain you are feeling in your stomach is something that you should be worried about.
4. You have noticed that you experience dizziness every time you stand up and are worried that there might be something seriously wrong. You feel afraid to mention it to anyone.
5. You had sex with your boyfriend recently and are now not feeling well. You are worried that you might be pregnant but are embarrassed to talk to anyone about it.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. This may be a good time to have a general discussion about the importance of taking care of health issues early so as to lessen the risk of complications related to these health issues. Group leaders can also elicit from the clients the advantages of reporting symptoms to others and list them on a flipchart.
2. Not all clients will feel comfortable discussing pain and other physical symptoms with others; they may need to identify one support person whom they trust and then practice with that person.

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You need self-efficacy plus self-esteem to be self-confident

Self-efficacy means mastering skills such as:

You must recognize your insecurities.

Talk about your insecurities with friends and loved ones.

Remember that no one is perfect.

Identify your successes—everyone is good at something.

What are you good at:

Be thankful for what you have. What do you have?

Be good to yourself. How do you show this?

Get involved in a physical activity. What physical activities do you engage in?

Be positive. How are you positive and what are you positive about?

Accept compliments.

Look in the mirror and smile.

Keep learning new skills. What new skills are you currently learning?

Stick to your principles. What are some of your guiding principles?

Help others.

Don't dwell on past mistakes.

Surround yourself with positive people, supportive people who bring out the best in you.

Self-Efficacy + Self-Esteem = Self-Confidence

Self-Efficacy means personal mastery: what skills have you mastered?

Self-Esteem means how you feel about yourself

Self-Confidence means knowing you are capable and motivated to achieve goals set for yourself.

Goals:

1.

2.

3.

4.

Components of the Self-Concept

- Self-concept involves 4 separate but interrelated components:
 - 1) physical self-concept
 - 2) social self-concept
 - 3) emotional self-concept
 - 4) intellectual self-concept
- They are separate because each is unique on its own.
- However they are also interrelated because our self-concept in one area can influence our self-concept in another area.
- For example-- if your self-concept is shaky in one area it may inhibit the risks I'm willing to take in another area, such as my social life and it may interfere with my ability to express myself emotionally (emotional self-concept).
- In contrast-- if I'm feeling positive about my physical self-concept, it may make me feel more confident about my social self.
- Goal: we want congruency between the components of the self.
- Generally speaking-- the greater the gap between the way we perceive ourselves and the way we really want to be, the more dissatisfied with ourselves we tend to be.

Treasures of Summer

Group poem written by New Horizon Lodge residents in Dr. Levy's group

October, 2011

There's nothing like opening a cold can of beer on a hot day,
or enjoying a cold cola.

Summertime in the Big Easy, if you go to N'Orleans

where you'll find the food is greasy.

The Dixie Land Band is jubilant.

The heat in the summer is oppressive,

unless you dip yourself in the bayou.

The laughter of children as they play in the lake.

Friendships are immortalized.

The surprise of lightning crackling in a summer storm.

The food is plentiful, and air conditioning puts the world at peace.

The song of crickets at night.

The birds chirping in the morning dawn

as the sun energizes the planet.

The trout are jumpin' in the creek

and if you're lucky,

you'll catch your treat.

We're thankful for what G-d has provided us.

As the day closes with the promise of another, glorious day,

the fireflies will dance to entertain us.