

## **MODULE I: Who's Who**

### **Introduction**

#### To the instructor

This 1 hour introductory session provides the ombudsman with an overview of residents in adult homes. Special emphasis is given to addressing common misconceptions about people with mental illness, confronting one's own biases and attitudes, identifying the resources available to address mental health needs and the agencies responsible for insuring they are available.

#### Goals

Increase personal comfort and confidence in abilities to work effectively with residents with multiple, chronic health problems (both mental and physical) living in adult homes.

Increase ability to advocate effectively *for* and *with* residents with multiple, chronic health problems (both mental and physical) living in adult homes at both the individual and systems levels.

#### Objectives *At the end of this session, a participant will be able to:*

Describe situations likely to be encountered in adult homes and anticipate how they may be similar to or different from working with residents in nursing homes.

Identify and utilize key mental health organizations and resources needed for advocacy at both the individual and systems levels.

#### Methods

Experiential exercise (movie images)	5-10 minutes
Lecture (power point)	20 -30 minutes
Problem-solving exercise	20- 30 minutes

#### Materials needed

LCD projector (or other A/V medium for lecture)

List of local resources (e.g., county mental health authorities) and how to contact them

List of state mental health authorities and how to contact them

Recovery handbooks (ordering information is given below)

#### Handouts

Power point

Worksheets for problem solving exercise

Fact or Fiction questionnaire

Movie list suggestions

Recovery article

### Format

The instructor begins with a brief overview of the purpose of this training, defines the goals and objectives of module I and describes the plan for achieving them.

The instructor then asks participants to take out a piece of paper and to write down as many movies, plays or books as quickly as s/he can. Allow about 3 minutes (the instructor will want to have done this exercise in advance). Then ask participants to put a plus or minus sign next to each selection depending on whether or not they think the movie, play or book conveys a mostly positive or negative image of mental health issues. Ask for a show of hands as to how many had more movies with (-) signs. Discuss how these and other media images might affect one's view of and attitude toward mental health.

Then begin the lecture using the power point provided.

At the end of the lecture, ask the large group to form smaller groups of 4 - 5 individuals for a problem-solving exercise. Depending on the size of the large group, the small groups may be working on the same or different scenarios. The groups will have 10 minutes to answer the questions. Small group members are encouraged to help one another find the necessary information but each member of the group should record the answers on their individual work sheets.

After 10 minutes, the instructor asks participants to re-group as one large group, reads the questions aloud and gives each group a chance to answer one of the questions; the instructor makes sure the information is accurate and clarifies any inaccuracies.

Before the group disperses, the instructor asks the participants to complete an evaluation form, distributes the homework and reminds the group of the date and time of the next meeting.

### Homework

Complete the fact or fiction quiz

Select and view movie

Come to next session prepared to give 3 - 5 min. reaction to the movie

Read handouts on recovery in preparation for module II