



Team**Solutions**

# Recovering: Achieving Your Life Goals



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## Workbook Goals

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### Content Objectives:

1. Participants will be familiar with their basic needs and personal goals.
2. Participants will be familiar with the importance of establishing and maintaining a balanced life.
3. Participants will be familiar with some of the skills necessary to meet personal needs and goals.

### Treatment Plan Objectives:

1. Participants will acquire knowledge during each session as evidenced by improving at least 25% from pre- to post-knowledge assessment.
2. Participants will choose and use knowledge and skills as evidenced by selecting and attaining one personal practice goal per session.
3. Participants will demonstrate skill acquisition as evidenced by correctly completing a form and/or by role-playing at least one coping skill after completing the workbook.



**Family Friendly Session** – good for use in family sessions or groups

## 1

## Making Sense of What Happened

### Facilitator Notes

#### Main Learning Points

This is the first session. Every session except this one will begin with a review of the Main Learning Points from the last session.

#### Materials Needed to Accompany Participant

**Handout:** “*My Dreams*” handout

#### Potential Problem for this Session

Since this is the first session, participants may be anxious and over-stimulated.

#### Tips for this Session

1. Give each participant a personal set of handouts for this session, with a folder or notebook for saving all *Recovering: Achieving My Life Goals* workbook materials.
2. Announce when you pass out the handouts, “We will be reading and discussing our lesson handouts together. We will take turns reading a few sentences each. It’s okay to say, *I pass*,’ if you don’t want to read aloud.”
3. Stop and discuss frequently, especially where indicated. You will greatly increase participants’ chances of making behavioral changes if you can focus the discussion, allowing the participants to process the information, say it in their own words, link it to personal experiences, and clarify unclear meanings.
4. To stress a main point, say, “*This is important, so let’s write it down on your handout.*” Write it on the handout. Then recite it aloud together to increase learning.

#### Possible Responses

1. **Immediate reassuring warmth:** Greet every new arrival warmly, with a smile. Say, “*I am so glad you’re here.*” However, never touch or pat any participant without getting his or her permission first. (Example: later, after a success, you may ask, “*That’s great! May I give you a pat on the back?*”)
2. **Fellowship and belonging:** If it is a group session, help each participant make a nametag or a folded nameplate/name card. Introduce them to one another. Say, “*While we are waiting for everyone to arrive, I’d appreciate your help. We will be having introductions, so will you help me by learning three things about the person beside you—his or her name and nickname, hometown and hobby?*” Write those three things on the board. Then when everyone arrives, begin by focusing on the participants. Have participants introduce the person sitting next to them by giving those three pieces of information.
3. **Moving from concern into enjoyment:**  
Say, “*We are going to learn helpful information and skills and we’re going to enjoy doing this together.*”
4. **“Pulling the stinger” by giving ownership:**  
Say, “*This is your class. It is to meet your needs. I am here to help.*”
5. **Deliberate pace:** Counterbalance over-stimulation by slowing down and keeping a smooth, considered pace. Don’t feed the over-stimulation by covering “too much too soon.”
6. **Assigning a special task:** If a participant appears to need extra support or attention, ask him or her to help you. If it is a group session, ask the person to pass out the handouts, or pencils, or write on the board. If it is an individual session, ask the person to help you know him or her better.

## Suggestion for Topic Introduction and Relevance to Participants

As this is the first session of the first workbook, take time for introductions—you may want to use an icebreaker by asking them participants to tell where they were born, name or what is their favorite movie, etc.

*“All of you have a doctor. One way doctors help us is to explain what our problem is, they give us a diagnosis. When we hear what the diagnosis is, that is often the first step to getting well. Today we will talk about how to understand a diagnosis and also how it feel when you are given a diagnosis.”*

*“Receiving a diagnosis can sometimes be difficult because it raises questions. When the doctor says you have a certain diagnosis you might have some thoughts, questions and feelings.”*

*“Were you ever given a diagnosis?”*

(encourage responses)

*“When you were given a diagnosis, did you find you had questions?”*

*“How might a group that discusses this be helpful to you?”*

*“Let’s answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Topic Assessment Answer Key

1. B      2. A      3. A      4. A

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. When a person gets a serious diagnosis, he or she loses all plans for the future and life will never be the same.**

A. True    B. False

**2. When a person gets a serious diagnosis, he or she can remain hopeful.**

A. True    B. False

**3. “Resources” means people or things that help me.**

A. True    B. False

**4. The human ability to learn gives hope for managing mental illness.**

A. True    B. False

**5. I feel confident that I understand what has happened to me with my illness.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

**6. This information is important for me to know.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

## Topic Assessment



At the end of the session, answer these questions before turning in this paper:

7. This session helped me.

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

8. What I liked about this session: \_\_\_\_\_

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9. How this session could have been better for me: \_\_\_\_\_

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# Making Sense of What Happened

## Objectives for this Session

1. Identify how you can use a diagnosis as the first step in getting well.
2. State your readiness to start thinking about and planning how to reach your life goals.

*“When I got the diagnosis, I lost myself. The ‘me’ I knew was gone. I did not know what to expect anymore.”*

*“It shattered my dreams. I lost the plans I had for my future.”*

*“It was unacceptable to me to have that label, that diagnosis. I refused to accept that it could happen to me. But then it kept happening to me—I kept getting sick. I just want my life back!”*

*“It was a relief to finally get a diagnosis. Now I knew that other people had this, too, and that medical experts knew about it. It was a relief to know. I thought, ‘Now I will get the help I need for this.’ ”*

No one expects to get a diagnosis of a serious illness. However, sometimes it happens. And the person’s life changes. But **hope remains** and should not be lost. There is the hope of improvement through modern medicine. Medical research gives hope of cure and better treatments. Also there is the hope that comes with the human ability to learn new things. Human beings have an amazing ability to adapt—to learn new skills, new ways to do things, new ways to manage.

### Main Learning Point #1

**I am hopeful. Modern medicine gives me hope for improvement. Recovery is possible.**

## Learning from the Experience of Others

**Discussion (saying “I pass” is fine): Which of these things gives me the most hope?**

**Person 1:**

*“When I got the diagnosis, I lost myself. The ‘me’ I knew was gone. I did not know what to expect anymore.”*

**Person 2:**

*“It shattered my dreams. I lost the plans I had for my future.”*

**Person 3:**

*“It was unacceptable to me to have that label, that diagnosis. I refused to accept that it could happen to me. But then it kept happening to me—I kept getting sick. I just want my life back!”*

**Person 4:**

*“It was a relief to finally get a diagnosis. Now I knew that other people had this, too, and that medical experts knew about it. It was a relief to know. I thought, ‘Now I will get the help I need for this.’”*

The four people above were still adjusting to having a mental illness when they made these statements. Eventually three of them began working toward recovery. Because one of these people abused substances, her recovery was delayed, but she continued to work on managing her illness.



**Circle your choices:** Which of their statements could you have said, based on your experiences?

Person 1

Person 2

Person 3

Person 4

**Discussion (It’s okay to say, “I pass.”):** My comments about which statement I chose and why:



**Circle any words that describe how you feel about your diagnosis now:**

Disagree with it

Angry/Sad/Depressed

Accept it

Relieved

Other: \_\_\_\_\_



## Our Purpose: RECOVERY

The fact that you are part of this session is proof that the members of your treatment team believe you are now ready to start, or keep, moving toward recovery. It is time to start thinking about your hopes, dreams, and plans for the future again.

### Main Learning Point #2

**I am ready to start moving toward recovery.**

The purpose of this workbook is to help you start on the road to recovery—to make plans! If the goals you had for your life were shattered when you first became ill, like Person 2 above, it is time to “pick up the pieces.” Step by step, we are going to look at:

1. Basic needs
2. What our choices are
3. What our present skills are
4. What our present resources are (people and things to help us)
5. What our dreams are

Let’s get informed and begin planning how to reach our life goals.

### Main Learning Point #3

**I have goals for my life.  
I am making plans to reach them.**

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about it.
- ☐ **3. DISCUSS.** I have decided to ask \_\_\_\_\_ what he or she remembers about when I was first diagnosed.
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5. ASSESS.** I will fill in the blanks in the “My Dreams” handout and bring it to the next session. (It is your choice whether to share this sheet with others or not.)

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

# My Dreams



**By** \_\_\_\_\_

**My dream is to be a (job or occupation)** \_\_\_\_\_  
\_\_\_\_\_

**My dream is to live (where? type of housing?)** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My dream is to share love with these people in my life:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My dream is to one day have a** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 2

## Getting My Needs Met

### Main Learning Points from last session: *Making Sense of What Happened*

1. I am hopeful. Modern medicine gives me hope for improvement. Recovery is possible.
2. I am ready to start moving toward recovery.
3. I have goals for my life. I am making plans to reach them.

### Review Personal Practice Options from last session.

#### Remember

You can refer to the two-sided laminated “Facilitator’s Delivery Checklist” when using Team Solutions materials as a reminder of important facilitator tips.

#### Tips for this Session

1. **Survey & Group Discussion.** This session has several purposes. Not only are participants taking a survey about the status of fulfilling their own basic needs, they are also reconnecting with goals, hopes, and dreams they once had for their life. While doing so, they are developing a sense of connectedness and belonging with you and the other participants with whom they may have much in common. This connection is best achieved through discussion—discussion is the vehicle to process basic needs.
2. **Dreams bulletin board.** Consider asking each participant who chose to fill in the “My Dreams” sheet (for last session’s Personal Practice Option) if you can use their sheets for a bulletin board. Allow any other participants to fill in a “My Dreams” sheet for this bulletin board if they wish. Recruit staff to fill out a sheet to post here.

#### General Tip

##### **Direct most questions to individuals by name.**

Of course, using names in a group is functional, to let individuals know who should reply. But it is so much more—recalling and using someone’s name helps that person not be anonymous, helps him or her to feel that he or she is in a relationship with you, and gives a sense of belonging in a group. Smile when you say the name to warm the experience, letting the person know that you are glad he or she came.

## Suggestion for Topic Introduction and Relevance to Participants

*“Suppose you found a bottle washed up on a beach, rubbed it, and a genie appeared. The genie promised to fulfill one need that you have—not a want but a need. What would you ask for?”*

Encourage participants to have fun with this. Put two columns on the board: Needs/Wants. When a wish is named, ask,

*“Now where should I write that?”*

Keep guiding them toward recognizing what is a basic need.

When everyone has participated, say,

*“Unfortunately there is no genie, so we have to plan how to get our needs met without him. Would you like to learn how to plan for that, and where to get help and advice?”*

Call on a couple of people who are giving you eye contact.

After a few individuals respond, introduce today’s topic. Say,

*“Today we will talk about basic needs.”*

*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Topic Assessment Answer Key

1. B    2. A    3. B    4. D

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

# Review of Session 1: Making Sense of What Happened



## Main Learning Points of Session 1

What were the main learning points of Session 1? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. I am hopeful. Modern medicine gives me hope for improvement. Recovery is possible.
2. I am ready to start moving toward recovery.
3. I have goals for my life. I am making plans to reach them.

## Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_

\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?

\_\_\_\_\_

\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_

\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**

## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. Every person has individual needs, so there are no “basic needs” for everyone.**

A. True    B. False

**2. The need for friendship is as basic as the need for food.**

A. True    B. False

**3. People who have a mental illness do not have the same needs as other people.**

A. True    B. False

**4. An example of a basic need is:**

- A. Getting my cigarettes when I need them.
- B. Getting to “call the shots” with my treatment team.
- C. Getting my medicines from my doctor.
- D. Getting a job so my financial needs can be met.

**5. I feel confident that I know how to get my needs met.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

## Topic Assessment



**6. This information is important for me to know.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**At the end of the session, answer these questions before turning in this paper:**

**7. This session helped me.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**8. What I liked about this session:** \_\_\_\_\_

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**9. How this session could have been better for me:** \_\_\_\_\_

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# Needs That Most People Have

## Objectives for this Session

1. Identify and list 4 basic needs.
2. Identify which 2 basic needs you have already met.
3. Identify which 2 basic needs you will develop a to plan to meet.

Let's start by planning to get our needs met. People have many types of needs. Basic needs to survive include food, clothing, and shelter (housing). Feeling that life has a reason or purpose is another need that most people have.

When basic needs are met, people feel more comfort and peace in their lives. Basic needs include:

1. A safe place to live and feel comfortable
2. Food to eat
3. Money for expenses
4. Something worthwhile to do with our time, such as working at a job or going to school to learn a new skill
5. Basic transportation
6. Finding a way to balance the different activities in our lives
7. Hobbies or activities we like to do
8. Friends, relationships with others, love, and a sense of belonging
9. Feeling healthy—mind, body and spirit

People who are not feeling well may not realize they have some of these needs. But these needs usually become more important to them as they begin to recover from their illness.

### Main Learning Point #1

**Someone who has a mental illness  
has the same basic needs as  
everyone else.**

## Identifying Your Needs

What are your basic needs? Which ones have you already taken care of? Listed below are some of the needs all people have. Read each statement, then check the box that describes if you want to meet that need or if you've already taken care of it.



Needs I may have	I want to find a way to fulfill these needs	I've taken care of these needs
1. A safe and comfortable place to live		
2. Food to eat		
3. Money for expenses		
4. Something worthwhile to do, such as working at a job or going to school to learn a new skill		
5. Basic transportation		
6. Finding a way to balance different activities in my life		
7. Hobbies or activities I like to do		
8. Friends, love, and a sense of belonging in my life		
9. Feeling physically, emotionally, and spiritually healthy		

Let's look back at our list. Good job on those needs that you are already meeting. With this list, do you have a better idea of what needs you still need to meet?

The sessions that follow describe ways you can help yourself meet those needs. Even if you've already taken care of certain needs, we will still read those sections to find new ideas that may help you improve your situation.

### Main Learning Point #2

**I am working to identify and meet my basic needs.**

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_

### Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about how I can get my needs met.
- ☐ **3. SHARE LEARNINGS.** I will re-read the list on page 2 and choose a need that I have already met. I will write a description of how I met that need, so that others can read this and learn from my success. (Bring your answer to the next session.)
- ☐ **4. OTHER:** \_\_\_\_\_

### Motivation to Practice

How will practicing help you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 3

## Housing: Living Independently Facilitator Notes

### Main Learning Points from last session: *Getting My Needs Met*

1. Someone who has a mental illness has the same basic needs as everyone else.
2. I am working toward identifying and meeting my basic needs.

### Review Personal Practice Options from last session.

#### Remember

You can refer to the two-sided laminated “*Facilitator’s Delivery Checklist*” when using Team Solutions materials as a reminder of important facilitator tips.

#### Potential Problem for this Session (A)

An individual appears to overestimate his or her abilities or skills.

#### Possible Responses

1. Suggest that you may have underestimated their skills or abilities.
2. Express interest in observing them perform the skill(s) at some point in the near future so you or another treatment team member can get a more accurate idea of their skills and abilities.
3. Move on.
4. Consider when and how to address this issue during future contacts if this is part of your role on the team; or refer the person to the appropriate member of the treatment team.

#### Potential Problem for this Session (B)

A participant expresses discouragement after taking the evaluation, because his or her skills are not at the level needed to succeed in independent housing.

#### Possible Responses

1. Reflect that you hear his or her disappointment.
2. Point out that much of the evaluation is about skills. Write the word skills on the board. Say, “*When a person’s symptoms are stable, skills can be learned. Don’t give up! Start learning those skills. Let’s figure out who on your treatment team could help you get started.*”

#### General Tip

##### Direct most questions to individuals by name.

Use an adult-to-adult tone. You will want to use a lot of positive reinforcement and praise, but it’s also important to find the right balance—don’t gush; don’t patronize. Treat the participants as you would wish to be treated if you were struggling with the symptoms and illness-related challenges that they are.

## Suggestion for Topic Introduction and Relevance to Participants

*“Today we will talk about housing. We’ll focus on living independently and the skills that are needed to be successful with that. Would anyone like to share what type of living arrangement they have now and what their desired housing would be?”*

*“Some of you have plans that include a change! It is a wonderful thing to be happy right where you are, and it is also a wonderful thing to have further hopes and dreams. In my opinion, it is often helpful to explore what choices you have, so you can make an informed decision about what you want. Has anyone here lived in or visited other housing choices?”*

(encourage responses)

*“Was that helpful, seeing some of the housing choices?”*

*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Topic Assessment Answer Key

1. B    2. A    3. D    4. B

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 2: Getting My Needs Met



### Main Learning Points of Session 2

What were the main learning points of Session 2? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Someone who has a m\_\_\_\_\_l illness has the same basic needs as everyone else.
2. I am working toward i\_\_\_\_\_y and meeting all of my basic needs.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_

\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?

\_\_\_\_\_

\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_

\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**

## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. The three types of housing are apartment, trailer, and house.**

A. True    B. False

**2. When I choose my housing, it is best to have the skills to successfully live there.**

A. True    B. False

**3. An important basis for choosing a certain type of housing is:**

- A. The desire to live next door to a friend
- B. Available transportation to work
- C. The distance from the shopping mall
- D. Any of the above

**4. If I don't have the skills to live alone, I have to give up that goal.**

A. True    B. False

**5. I feel confident that I know what skills and resources I need to live more independently.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

## Topic Assessment



**6. This information is important for me to know.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**At the end of the session, answer these questions before turning in this paper:**

**7. This session helped me.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**8. What I liked about this session:** \_\_\_\_\_

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**9. How this session could have been better for me:** \_\_\_\_\_

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# Where Would You Like to Live?

## Objectives for this Session

1. Identify 3 types of housing that are available.
2. Identify 2 things that help determine the choice of housing.
3. Complete a checklist of the skills you have for living on your own.

There are three types of living arrangements to think about:

1. Living independently, in your own apartment or other housing
2. Living in a supported housing program
3. Living with your family or significant other

### Main Learning Point #1

**The three types of housing choices are living on your own, living with family or significant other, and living in supported housing.**

The type of living arrangement you choose will depend on several things—how well you are able to care for yourself, your housing budget, and what types of housing are available in your area.

Even if you live on your own, you may need support from others once in a while. You can work with your treatment team to find the best type of living arrangement that meets your needs and wishes. Today's session, plus our next session, may help you decide where you would like to live.

### Main Learning Point #2

**Where I can successfully live depends on how well I'm able to care for myself, my budget, and what housing choices are available in my area.**

# Living Independently in an Apartment or Other Housing

If your goal is to live by yourself, you will need to plan how you can meet your living expenses. If you live alone, you will need to plan how to get from your home to appointments, to work, to the grocery store, and to your prescriber's office. You will also want to find out what kind of support (like HUD or section 8 housing) is available through the community or family and friends.

## Main Learning Point #3

**Transportation—getting where you need to go—is an important part of your housing decision.**

The questions below may help you decide if you want to live on your own or if you prefer to live with other people. Write your answers in the spaces provided and discuss them with your treatment team.



### 1. Would I like to live in my own apartment?

☐ Yes      ☐ No      ☐ Unsure

Reasons why I prefer to live in my own apartment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reasons why I would *not* like to live by myself: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Living Independently in an Apartment or Other Housing

(continued)



### 2. How I will pay for my apartment, phone, food, and other expenses:

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### 3. I am able to:

A. Cook meals or get healthy meals for myself every day.

☐ Yes      ☐ No      ☐ Unsure

B. Shop for my food.

☐ Yes      ☐ No      ☐ Unsure

C. Wash my own laundry.

☐ Yes      ☐ No      ☐ Unsure

D. Clean my apartment.

☐ Yes      ☐ No      ☐ Unsure

E. Get my medicine refilled.

☐ Yes      ☐ No      ☐ Unsure

### 4. How I will get to my class, job or group sessions and appointments every day:

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### 5. Are there people I can trust who live nearby that can help me if I need help? (If so, list them below.)

1. Family member(s): \_\_\_\_\_

2. Friend(s): \_\_\_\_\_

3. Treatment team member: \_\_\_\_\_

4. Other person: \_\_\_\_\_

5. Other person: \_\_\_\_\_

## Making the Decision

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After speaking with your treatment team and/or family, you may decide that living in your own apartment is the best choice for you. If so, you may want to ask your treatment team to help you find a place to live. They may also be able to help you fill out any required paperwork.

If you and your support team decide it's not the right time for you to live in your own apartment, you can keep this information for future use.

In the end, where you live is ultimately your choice. However, it may be wise to talk it over with your treatment team and family to make sure you're ready to live in your own place.

<b>Main Learning Point #4</b>
<b>Living independently on my own can be a goal for later.</b>

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about whether I am ready to think about living on my own.
- ☐ **3. REVIEW.** I will review the “I am able to” list on page 27. I will choose one skill from the list that I need to improve. I will talk to \_\_\_\_\_ about how I can start improving that skill.
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5. SHARE LEARNINGS.** I will look on page 27 at #3, the “I am able to” list. I will choose one thing from that list that I do well. I will write down some advice about how to do it, to help someone who's learning. (Bring this to the next session.)

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

# 4

## Housing: Living with Family or in Supported Housing Facilitator Notes

### Main Learning Points from last session: *Housing: Living Independently*

1. The three types of housing choices are living on your own, living with family or significant other, and living in supported housing.
2. Where you can successfully live depends on how well you're able to care for yourself, your budget, and what housing choices are available in your area.
3. Transportation—getting where you need to go—is an important part of your housing decision.
4. Living on your own can be a goal for later if you need to improve your independent living skills.

### Review Personal Practice Options from last session.

#### Materials Needed to Accompany Participant

**Handout:** “Ten Minute Fantasy” Housing Exercise (for session introduction)

#### Tip for this Session

“Fortune Cookie” is a technique to make studying a long list more interesting.

Print the list of supported housing descriptions (pages 37 and 38). Cut it into strips of one description per strip. Fold the strips (like fortunes in a fortune cookie) and place them in a bowl. Ask each participant to draw a strip to read.

If it seems appropriate, at the end you can vote on which supported housing choice “sounds like the best idea.”

#### Potential Problem for This Session

A person has nothing positive to say about all or most of the housing options discussed.

#### Possible Responses

1. Encourage the person to express specific reasons for dissatisfaction (problems with roommate, residential staff; facility) but avoid criticizing.
2. Use this discussion to help individuals find the living situation that suits them best
3. Move on
4. Consider the dynamics of the person's situation and possible interventions for future contacts, if this is among your work responsibilities. If not, tell other members of the treatment team about the person's concerns.

## Suggestion for Topic Introduction and Relevance to Participants

*“Let’s start by having a ‘ten minute fantasy’ assignment to do together in small groups (three or four participants at most). Our task is to design a housing arrangement for someone with a mental illness who lacks the skills to live on his own.”*

*“Where would we locate this housing? How many people would live there? What would it look like? What about staff? How many staff members would we need, if any? Would staff be there 24 hours a day, or from 8 a.m. to 7 p.m.?”*

*“What do the residents do during the day? What transportation will they use?”*

*“I have these questions typed out on a sheet of paper for your group. Since this is make-believe, we don’t have to worry about paying for anything. Take ten minutes and let’s see what you come up with!”*

**(Note:** Assign participants sitting near each other into groups. Monitor the discussions to ensure that the small groups stay on task. Join a group temporarily and ask a question to help them refocus or if they need a “jumpstart.” Call time in 10 minutes.)

*“I realize that was a lot of planning to do in just a few minutes. We will talk about our ‘fantasy housing’ near the end of this session.”*

*“Fortunately there are many housing choices for someone who needs support because of a mental illness. Today we will talk about what these choices are—such as living with family, supported housing, and respite care.”*

*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Topic Assessment Answer Key

1. C    2. A    3. B    4. D

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 3: Housing: Living Independently



### Main Learning Points of Session 3

What were the main learning points of Session 3? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. The three types of housing choices are living on your own, living with family or significant other, and living in s\_\_\_\_\_d housing.
2. Where you can successfully live depends on how well you're able to care for yourself, your b\_\_\_\_\_, and what housing choices are available in your area.
3. T\_\_\_\_\_n—getting where you need to go—is an important part of your housing decision.
4. L\_\_\_\_\_g on your own can be a goal for later if you need to improve your independent living skills.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_  
\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?  
\_\_\_\_\_  
\_\_\_\_\_

If you still plan to complete your practice, when will you do it?  
\_\_\_\_\_  
\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**



## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. One disadvantage of living with my family is:**

- A. They will drive me to appointments.
- B. They will share household chores, so I'll have less to do.
- C. I may not develop the living skills I will need later to live on my own.
- D. It saves money when I live at home.

**2. A community care home is a group living arrangement that serves only people with mental illnesses. Professionals and trained staff are available in the home to help the people who live there.**

- A. True
- B. False

**3. In adult foster care, I share a home with several other clients. My case manager makes home visits to meet with me if I need help with anything.**

- A. True
- B. False

**4. Which living arrangement would help you learn the skills to live on your own?**

- A. Community care
- B. Supervised apartment
- C. Residential treatment facility
- D. Any of the above

## Topic Assessment

(continued)



**5. I feel confident that I understand the different living options.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

☐

Unsure

**6. This information is important for me to know.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**At the end of the session, answer these questions before turning in this paper:**

**7. This session helped me.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**8. What I liked about this session:** \_\_\_\_\_

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**9. How this session could have been better for me:** \_\_\_\_\_

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# Housing: Living with Family or in Supported Housing

## Objectives for this Session

1. Identify 2 advantages and 2 disadvantages of living with family.
2. Identify 2 types of supported housing and one benefit of each type.

## Living with Your Family

Sometimes living with family can be good—and bad—for both the person and the family! Here are some of the advantages (good points) of living with family:

1. Family members usually want to help you.
2. Living with your family may cost less than the other options.
3. Family members can help you with transportation.
4. There may be more people to do the cooking, cleaning and shopping.  
It may be less stressful for you to share these chores with others than to do them all yourself in your own apartment.

Can you think of any other advantages to living with your family?

## **Living with Family or in Supported Housing** (continued)

Sometimes it's not so easy living with family. And it may not be easy for them to live with you! Here are some of the disadvantages (hard things) of living with family:

1. You may feel you have less freedom to do what you want to do. You may feel you're treated with less respect.
2. You may have to deal with the family's rules and expectations.
3. You may not develop the living skills you will need later to live on your own.
4. You may have to find another living arrangement sometime in the future as your parents get older.
5. Because you are with your family all the time, they may feel the stress and tension caused by your illness. Some members of your family may have a hard time handling these feelings or coping with some of the problems the illness causes.

Can you think of any other disadvantages of living with your family?

### **Main Learning Point #1**

**There are advantages and disadvantages to living with your family.**

## Living with Family or in Supported Housing

(continued)

### Living in Supported Housing

There are many types of supported housing, depending on where a person lives. In some rural areas, supported housing may mean living with a family. In some cities, supported care might be living in an apartment complex with a supervisor or leader on site.

Here are some examples of supported housing:

#### 1. Supervised Apartment

You may have your own apartment or share an apartment with one or two other clients. Staff members are on call to help you, and they stop by routinely to see how you are doing.

#### 2. Home-Share

You may share a home with several other clients. Your case manager visits the home and helps you if you need help with anything.

#### 3. Family Care

You may live with a family who has received training and support to provide a place to live for a person with a mental illness.

#### 4. Community Care Home

This group living arrangement serves only people with mental illnesses or disabilities. Professionals and trained staff stay in the home to help residents.

#### 5. Boarding Home

You may share a home with other clients, where people are available to help you. This type of housing is different from a “community care home”—the people on staff are not mental health professionals. But they have been trained to help people with mental illness.

#### 6. Residential Treatment Facility

This is another group living arrangement that also treats people who have mental illnesses. A large staff of professionals are available, and people usually stay in this type of facility for varying lengths of time. Residents attend classes or workshops to learn skills to become more independent.

#### Main Learning Point #2

**There are several types of supported housing.**

## **Living with Family or in Supported Housing** (continued)

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### **7. Temporary Respite Bed**

This short-term living arrangement is available for people during a crisis. Sometimes respite is given because people need a short break. Staff members are there to help clients through this period.

<b>Main Learning Point #3</b>
<b>Respite beds give a temporary place to live during a crisis.</b>

Discussion using the “Fantasy Housing” exercise: Which of the housing choices that we read about today is most like the housing you planned at the beginning of our session?

Did you think of a living option that was not covered here?

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about the advantages and disadvantages of living with a family member.
- ☐ **3. REVIEW.** I will review the supported housing options and decide which would be my top 1 or 2 choices for supported housing. I will explain why those options seem best to me.
- ☐ **4. OTHER:** \_\_\_\_\_

Take an “Extra Step Forward” (optional)

- ☐ **5. SHARE LEARNINGS.** I will help others understand what it is like to live in one of the supported housing programs (pages 37-38). I have lived in a \_\_\_\_\_. I will write a description of it based on my own experiences. (Bring this description to the next session.)

## 10-Minute Fantasy Housing Exercise



**Assignment:**

Design a housing arrangement for someone with a mental illness who lacks the skills to live on his or her own.

Where will this housing be located? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many people will live there? \_\_\_\_\_

What will it look like? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many staff members will there be (if any)? What special skills should they have? Will they be available 24 hours a day, or just 8 a.m. to 7 p.m.?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do the residents do during the day? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How long can they expect to live there? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe their transportation. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 5

## Income Facilitator Notes

### Main Learning Points from last session: *Housing: Living with Family or in Supported Housing*

1. There are advantages and disadvantages to living with my family.
2. There are several types of supported housing.
3. Respite beds give a temporary place to live during a crisis.

### Review Personal Practice Options from last session.

#### Remember

It is important to acknowledge and discuss participants' successes, progress and challenges.

#### Tips for this Session

1. Invite a speaker from your nearby Office or Department of Vocational Rehabilitation who specializes in mental illness and recovery. Or, invite a Supported Employment Specialist who deals with mental health issues. Not only is it a nice change of pace, but it also improves the level of specific expertise. If you can't get an expert from the Office of Vocational Rehabilitation, consider inviting the vocational rehabilitation staff member from a nearby clubhouse program or an occupational therapist who specializes in psychiatry.
2. If you plan to use the interactive exercise to introduce the topic of this session, you may want to write out the expenses list on a board before the class starts.

#### Potential Problem for This Session

Participant indicates that they have no interest in employment.

#### Possible Responses

1. Acknowledge the reluctance to consider working.
2. Explore the thoughts and feelings about work—is the person worried he will be rejected or he won't be able to do the work?
3. Invite him to discuss his past work experiences with you later.
4. Express belief in the person's ability to work when he decides he wants or needs to.
5. Move on.
6. Discuss your concerns with other members of the treatment team.

## Suggestion for Topic Introduction and Relevance to Participants

### Suggestion for Topic Introduction and Relevance to Participants

*“Let’s start today by thinking about the cost of living. Can someone tell me how much money it takes you to live comfortably for one week?”*

(Write on the board or flip chart:)

1. Food
2. Rent
3. Transportation
4. Entertainment
5. Other bills
6. Emergencies

(Write answers on the board under the appropriate subtitle.)

*“What conclusions or opinions have you reached about money?”*

*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Topic Assessment Answer Key

**1. C    2. A    3. B    4. A**

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 4: Housing: Living with Family or in Supported Housing



### Main Points of Session 4

What were the main learning points of Session 4? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. There are advantages and d\_\_\_\_\_s to living with my family.
2. There are several choices of s\_\_\_\_\_d housing.
3. Respite beds give a t\_\_\_\_\_y place to live during a crisis.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_

\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?

\_\_\_\_\_

\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_

\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**

## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. The starting point for getting a job is:**

- A. Reading the want ads in the newspaper.
- B. Going to the personnel offices of local businesses to fill out applications.
- C. Evaluating my work skills.
- D. Talking with family and friends for recommendations.

**2. Before I may qualify for SSI or SSDI, a doctor needs to have certified that I am disabled by a medical condition.**

- A. True
- B. False

**3. The only advantage to having a job is the salary.**

- A. True
- B. False

**4. Ways to get an income are from a job, a disability income, SSI, or a relative.**

- A. True
- B. False

**5. I feel confident that I understand how I can have an income.**

- |                          |                          |                               |                          |                          |                          |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly<br>Disagree     | Disagree                 | Neither Agree<br>Nor Disagree | Agree                    | Strongly<br>Agree        | Unsure                   |

## Topic Assessment



**6. This information is important for me to know.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**At the end of the session, answer these questions before turning in this paper:**

**7. This session helped me:**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**8. What I liked about this session:** \_\_\_\_\_

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**9. How this session could have been better for me:** \_\_\_\_\_

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# Income

## Objectives for this Session

1. Identify two ways to have an income.
2. Start planning to get a job or other activity that is meaningful to you.
3. Understand how to qualify for income.
4. Understand the importance of working.



## Finding an Income

Everyone needs money to pay for their expenses. There are many ways you can have an income. Some include having:

1. **A job that pays a salary.**
2. **Disability income**—you may be able to apply for this type of income if you've:
  - A. Worked for a long enough time, and
  - B. Had to stop working because of illness

It may take a long time to get disability income.

3. **Supplemental Security Income (SSI)**—You may be able to get income provided by the government if you are not able to work and can't support yourself.
4. **A family member** who helps you financially.

### Main Learning Point #1

**There are several ways to have an income.**

## Where Do You Begin?

The first thing is to think about your work skills and decide if you are ready to get a job. You may need to improve your skills or learn new skills. You may be able to get a job that has on-the-job training. If not, you may want to think about attending classes or going back to school.

In some areas, you may be able to get help from the Office of Vocational Rehabilitation. They may be able to help evaluate your work skills and find the right assistance, work program, or training that would best help you. Your treatment team can set up a meeting for you with the Office of Vocational Rehabilitation or other rehabilitation specialists if you are interested.

### **Main Learning Point #2**

**Evaluating your work skills  
is a good way to begin.**

If you are getting Disability or Social Security income, you should check the guidelines about earning other income. You may be able to apply for a work incentive plan. However, you will want to find out how your benefits may be affected by working. You can talk to a benefits employment counselor about these questions.

## If Work Is Not One of Your Life Goals

If having a job is not one of your goals, you may be able to have an income through other means, such as Supplemental Security Income (SSI) or Social Security Disability (SSD) and other government assistance. To qualify for SSI or SSD, you will need to have a doctor certify that you have a disabling condition. You'll also have to fill out paperwork to apply for income.

Some of this paperwork can be very confusing, so you may want to ask someone on your treatment team to help with it. There are also public mental health service agencies with specialists who can help you with applications.

If you qualify for SSI or SSD, you may also qualify for other benefits such as food stamps, Medicaid, Medicare, housing assistance, and energy assistance programs (to help with utility bills). Your treatment team can help you apply for these services.

### **Main Learning Point #3**

**Talk to your treatment team about benefits you may be eligible for.**



## Finding Work You Might Enjoy

Having money to pay for expenses is only one of the reasons people choose to work. There are many other reasons people enjoy and benefit from working.

Here is what some people have said:

*“I feel good when I finish a project. It makes me feel like I have a purpose in my life.”*

*“I met some nice people at work. I have people to talk to, and I don’t feel as lonely as I did before.”*

*“I learned something new. Now people come to me when they need help!”*

*“When I’m at work, I think about my job and other people instead of how my illness changed my life.”*

*“Working keeps me busy, and staying busy helps control my symptoms.”*

### Main Learning Point #4

**There are many good reasons to work besides making money.**

Discussion: What are some other reasons to work that you think you might enjoy?

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about what types of income I have or should explore.
- ☐ **3. LIST.** I will make a list of skills I can bring to a job. I will discuss this list with someone on my treatment team.
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5.** I will interview \_\_\_\_\_ about how he or she got a job and ask for advice to help me find a job. I will write a paragraph about what I learn and bring it to the next session.

# 6

## Planning to Work Facilitator Notes

### Main Learning Points from last session: *Income*

1. There are several ways to have an income.
2. Evaluating your work skills is a good way to begin.
3. Talk to your treatment team about benefits you may be eligible for.
4. There are many good reasons to work besides making money.

### Review Personal Practice Options from last session.

#### Remember

It is important to acknowledge and discuss participants' successes, progress and challenges.

#### Tips for this Session

During this session your participants will be doing a self-evaluation. Does anyone in your group have difficulty reading and understanding? How many participants will need assistance marking the sheets? Once you determine how many participants will need assistance, have a plan for getting the help you need. Consider asking another staff member to attend with you or have other group members help their peers.

## Suggestion for Topic Introduction and Relevance to Participants

*“Who has a big problem with boredom, raise your hands. Okay. Who has a problem with not having enough money, raise your hands. I see some of you raised your hands twice!”*

*“Today our topic offers possible solutions to both of those problems. We will be discussing Planning to Work. If you have a meaningful activity to do, like work, you will not be as bored and you may be able to earn some money. It can be a win-win situation!”*

### Topic Assessment

There is no topic assessment with this session. The emphasis is on completing a self-evaluation. However, there is a confidence scale to complete before and after the session.

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 5: Income



### Main Learning Points of Session 5.

What were the main learning points of Session 5? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. There are several ways to have an i\_\_\_\_\_e.
2. E\_\_\_\_\_g your work skills is a good way to begin.
3. Talk to your treatment team about b\_\_\_\_\_s you may be eligible for.
4. There are many good reasons to w\_\_\_\_\_k besides making money.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_

\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?

\_\_\_\_\_

\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_

\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**

# Topic Assessment

(none for this session)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 1. I feel confident that I can go back to work.

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

☐

Unsure

## 2. This information is important for me to know.

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**At the end of the session, answer these questions before turning in this paper:**

## 3. This session helped me.

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

## 4. What I liked about this session: \_\_\_\_\_

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## 5. How this session could have been better for me: \_\_\_\_\_

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# Planning to Work

## Objectives for this Session

1. Make a reasonable plan to get started working.
2. Evaluate some specific things to determine if you are ready to work.

## When You First Start Working

It's important to get the right balance of activity and rest, especially during the early stages of recovery. It's best for a person to start with simple tasks and an easy work schedule. For example, if you live at home, you may want to be in charge of making lunch sandwiches for the family. If you like this kind of activity, you might want to work in a restaurant some day. Starting out with a simple activity you enjoy may lead to finding a part-time job that will fit your needs.



What are some simple tasks you like to do? List them below:

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What kind of work would you like to do in the future? List ideas below:

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### Main Learning Point #1

**Starting back to work with simple tasks and a schedule you like may help you succeed.**

## Are You Ready to Start a New Job?

Before you apply for any job, it's important to think about your needs and the needs of the people you want to work for:

1. Do you have the skills to do the job you want to apply for? If not, maybe you can look for another job that is a better match for your skills and strengths. You may want to get a job that offers on-the-job training. Or, you may be able to take classes to learn skills that can lead to other jobs later.
2. How many hours a week do you want to work? Too many hours may cause too much stress in your life. Part-time work or a volunteer job may be a good place to start. You may want to discuss your work hours with your treatment team and family. They can help you plan a reasonable work schedule.

### Main Learning Point #2

**Part-time work or a volunteer job may be a good place to start.**



## Planning for a New Job

Every job requires some skill and personal strengths. For example, if you volunteer, some helpful strengths might be:

1. Being concerned and caring about other people.
2. A willingness to help others.
3. Being able to come to work looking neat and clean.
4. Being able to arrive on the right day at the right time.
5. Willingness to follow directions.
6. Being polite on the telephone.
7. Taking good messages.
8. Having an interest in learning new skills.

Would you like to tell the group about a job you have had? What strengths and skills did you need for that job?



What are your best skills and personal strengths? List them in the space below:

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**Remember: “Choose” — “Get” — “Keep”**

**Choose**

What type of job would I like to do?

**Get**

What do I need to do to get the job I want?

**Keep**

Once I get the job, how can I be sure I know how to do the work and stay employed?

How many hours would you like to work each week?

1. Less than 2 hours, a few days a week
2. About 4 hours, a few days a week
3. About 4 hours, 5 days a week
4. About 8 hours, 5 days a week
5. Other

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_

### Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about it.
- ☐ **3. LIST.** I will talk to \_\_\_\_\_ about tasks I could do to help out, and hear what he or she suggests. I will write a list of those tasks that interest me. (Bring the list to the next session.)
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5. SHARE LEARNINGS.** I will write my personal story about working. I will share my experiences, my thoughts, and my feelings about choosing, getting, and keeping jobs. I will give advice to others based on what I've learned from my own work experiences.

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

# 7

## Choices in Employment Facilitator Notes

### Main Learning Points from last session: *Income*

1. Starting back to work with simple tasks and a schedule you like may help you succeed.
2. Part-time work or a volunteer job may be a good place to start.

### Review Personal Practice Options from last session.

#### Tips for this Session

A couple of well-chosen speakers can make this session memorable. How will you locate them? A Speaker's Bureau is an excellent resource, if you have one. Contact supported employment programs in your area and ask them to recommend a speaker. Invite a client who has moved forward with recovery and is working in supported employment. Talk with the president of the local mental health support group about possible speakers on this topic.

**Go the extra mile:** Arrange to take your group to visit some of the nearby supported employment programs.

#### Potential Problem for This Session

A person puts a lot of energy into saying negative things about one or more supported work programs.

#### Possible Responses

1. Acknowledge the person's experiences and feelings.
2. Agree that not all programs are excellent, most have room for improvement, and no program is suitable for everyone.
3. Offer to discuss the specific situation with the person after this session.
4. Move on.

#### General Tip

**Don't give "F's"—Give positive feedback "EFS" instead!** —Use positive feedback **Early, Frequently and Specifically.**

1. Give frequent, early, positive feedback that supports the participants' beliefs that they can do well.
2. Positive feedback helps learning more than negative comments, especially when the praise is specific.

## Suggestion for Topic Introduction and Relevance to Participants

*“Sometimes a person needs to practice and build skills and self-confidence before he or she is ready to do something in a public place, around new people.”*

*“Has anyone here had to build skills or self-confidence before doing something in public?”*

(Hopefully, hands will go up and you can call on a couple of people for their examples. If no one volunteers, ask the question another way, such as:)

*“Well, can you tell me something you learned to do as an adult that wasn’t easy at first?”*  
(After a response) *“Did you have to practice it to get better?”*

*“That is what is so great about skills. We are able to learn new things. We can gain skills. We can practice and get better at our skills and become more confident. Today we will be discussing supported employment. Supported employment is a way to learn work skills, practice those skills, and get better and more confident with them.”*

*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Topic Assessment Answer Key

**1. A    2. A    3. A    4. C**

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Facilitator Reference

### Core Principles of Supported Employment

1. Eligibility is based on consumer choice
2. Supported employment is integrated with treatment
3. Competitive employment is the goal
4. Job search starts soon after a consumer expresses interest in working
5. Follow-along supports are continuous
6. Consumer preferences are important

Many consumers are experiencing recovery from mental illness by acquiring employment. Supported employment programs offer consumers assistance in their work efforts. Evidence-based supported employment incorporates the following points:

1. Supported employment is a well-defined approach to helping people with mental illness find and keep competitive employment. “Competitive employment” means work in the community that anyone can apply for and pays at least minimum wage. The wage should not be less than the normal wage (and level of benefits) paid for the same work performed by individuals who do not have a mental illness. Supported employment is a successful approach that has been used in various settings by culturally diverse consumers, employment specialists, and practitioners.
2. Supported employment programs are staffed by employment specialists who have frequent meetings with the treatment team (i.e., practitioners who provide services, such as case manager, therapist, psychiatrist) to integrate supported employment with mental health treatment.
3. Supported employment programs help anyone who expresses the desire to work. People are not excluded because they are not “ready” or because of prior work history, substance use, or symptoms.
4. Employment specialists help people look for jobs soon after entering the program, instead of requiring extensive pre-employment assessment and training, or intermediate work experiences (like prevocational work units, transitional employment, or sheltered workshops).
5. Support from the employment specialist continues as long as consumers want the assistance. The help is often outside of the work place and it can include help from other practitioners, family members, coworkers, and supervisors.
6. Jobs are seen as transitions. People commonly try several jobs before finding a job they want to keep. Employment specialists help consumers find further jobs when they leave jobs.
7. Finally, evidence-based supported employment follows the philosophy that all choices and decisions about work and support are individualized, based on the person’s preferences, strengths, and experiences.

## Review of Session 6: Planning to Work



### Main Learning Points of Session 6

What were the main learning points of Session 6? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Starting back to work with simple t\_\_\_\_\_s and a schedule you like may help you succeed.
2. Part-time work or a v\_\_\_\_\_r job may be a good place to start.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_

\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?

\_\_\_\_\_

\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_

\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**

## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. An example of a supported employment program is one where clients operate a photo developing business.**

A. True    B. False

**2. An example of a work station in a clubhouse is one where clients take care of the building and the grounds.**

A. True    B. False

**3. I can contact mental health advocacy groups for job suggestions.**

A. True    B. False

**4. What can protect me from being fired if I can perform my job and can meet job requirements?**

- A. Social Security Administration
- B. State Medicaid
- C. Americans with Disabilities Act
- D. Division of Family Services

**5. I feel confident that I know my choices for employment.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

## Topic Assessment



**6. This information is important for me to know.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**At the end of the session, answer these questions before turning in this paper:**

**7. This session helped me.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**8. What I liked about this session:** \_\_\_\_\_

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**9. How this session could have been better for me:** \_\_\_\_\_

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# Choices in Employment

## Objectives for this Session

1. Identify 2 helpful contacts you can make for suggestions about finding work.
2. Identify 2 types of supported employment programs.
3. Know about the special job protections you have through ADA.

## Finding a Job I Like

Doing all the things that need to be done to find the right job is challenging for anyone! But if you are patient and don't give up, you may be able to find work you like. Here are some ideas that may help:

## Call the Office of Vocational Rehabilitation

They may have a list of companies that want to hire someone with your skills. If you need help to call Vocational Rehabilitation, ask your treatment team to help you.

## Contact local mental health advocacy groups

They may know about possible job openings.

### Main Learning Point #1

**As you start your job hunt, you can call Vocational Rehabilitation and mental health advocacy groups for suggestions.**

There are many types of supported employment programs depending on where you live. These programs help people get started in new careers. There are usually several jobs to choose from—you can choose the one you'd like to do. The next few pages list some examples of supported employment programs.

### Main Learning Point #2

**Supported employment programs may have jobs you can apply for.**

## Choices in Employment (continued)

### Work Programs (Vocational Programs)

A clubhouse is a program that helps members learn to do more things on their own. The clubhouse helps its members learn skills for work, daily living, and getting along with other people. Clubhouse members may live at home or in supported housing. They often move into supervised apartments sponsored by the clubhouse. Clubhouse members enjoy social events together.

The clubhouse prepares people to get jobs, starting with work stations in the clubhouse. When clients join the clubhouse, they often try out all the work stations that interest them. After a couple of weeks they choose one work station. Work stations might include:

- 1. Food services**—preparing meals and other related services.
- 2. Clerical work**—typing, taking phone messages, mailing information, and other similar tasks.
- 3. Newsletters and other publications**—writing and editing articles.
- 4. Maintenance services**—doing repair work, painting, cleaning, and landscaping.

Once a member has gained enough experience, he or she may be able to work in a job outside the clubhouse. People who qualify may be assigned a temporary job in the community for a few months. This may lead to a permanent job.

Some of these work programs may be provided through a person's treatment team. Others come from different sources that are not part of the person's mental health treatment.

#### Main Learning Point #3

**Clubhouse members learn job skills in a work station, then in a community.**

## Choices in Employment

(continued)

### Client-Operated Businesses

This kind of program offers combined living and job programs. Clients live together and also work together as a team to operate a business. Some client-operated businesses include restaurants, lawn care services, photo developing, and carpet cleaning businesses.

### Clients as Counselors

More and more, behavioral health agencies, mental health agencies, and advocacy organizations are partially staffed by clients. Jobs that clients have been hired to do include receptionists, client affairs coordinators, counselors, teachers or facilitators, and residential home staff. Your treatment team may be able to help you apply for one or more of these programs.

### Americans with Disabilities Act (ADA)

There is one more important benefit that people who have a mental illness should know about. It's called the Americans with Disabilities Act, or ADA. It can protect you from being fired because of your illness. It can help you get recruited and hired for a job, and may also help with job promotions.

If you can perform the job you were hired to do, and you meet the requirements of the job (skill, education, and experience), then you are eligible to receive the benefits of this act.

#### Main Learning Point #4

**The Americans with Disabilities Act (ADA) offers special job protections.**



Which kind of work program interests me the most?

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Would I like my treatment team to help me apply for any of these programs?

☐ Yes    ☐ No    ☐ Unsure

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about it.
- ☐ **3. WRITE.** I am going to write down my thoughts and feelings about my readiness to look for a job and the benefits of working.
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5. FIELD VISIT.** I will ask my treatment team to arrange a visit for me to see a local supported employment program.

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?



## Going Back to School: Transportation

### Facilitator Notes

#### Main Learning Points from last session: *Income*

1. As you start your job hunt, you can call Vocational Rehabilitation and mental health advocacy groups for suggestions.
2. Supported employment programs may have jobs you can apply for.
3. Clubhouse members learn job skills in a work station, then in the community.
4. The Americans with Disabilities Act (ADA) offers special job protection.

#### Review Personal Practice Options from last session.

#### Remember

It is important to acknowledge and discuss participants' successes, progress and challenges.

#### Tips for this Session

1. Do a theatrical reading of "Tips for School Success." Have five participants volunteer to come to the front of the room and portray five clients who have returned to school and who are now giving us good advice. Have some props ready to use—cap and neck scarf for the student "on the go," school books to hold, a backpack, etc.
2. If you are not able to schedule a live speaker, have another theatrical reading. Find a first-person account of a successful return to school in a professional journal (example: Schizophrenia Bulletin) or on a reliable Internet site (example: [www.mentalhealth.com](http://www.mentalhealth.com) or [www.bipolarworld.net](http://www.bipolarworld.net)) and read it to the group. If necessary telephone your local library and ask a reference librarian to help you locate the success story. Reference librarians can help you find materials to make your sessions richer, so be sure to use that free service.

#### Potential Problems for this Session

A person appears to be able to ride the bus or walk, but consistently relies on family members to provide a ride.

#### Possible Responses

1. Explore the person's thoughts and feelings about riding the bus and walking.
2. Lead discussion about the advantages and disadvantages of relying on other people for transportation.
3. Assess the importance and relative value of influencing this issue.
4. Decide if this is a priority that needs follow-up at this time. If so, plan interventions for future contacts.

## Suggestion for Topic Introduction and Relevance to Participants

*“Today we’re going to have a roll-call, and when I call your name, tell us how you got to our session today.”*

(Reflect the different modes of transportation you hear mentioned.)

*“Are you able to get where you want to go? For example, if you want to go see a movie, how hard is it to arrange the transportation to do that?”*

(Take several answers, and ensure you include any quiet or shy participants if appropriate. Then summarize.)

*“It sounds like transportation is something that’s important to you.”*

*“I have another question for you. You are in this class and doing well. Have any of you thought about enrolling in school to finish your education or to learn more skills, maybe for a job?”*

(Give everyone a chance to respond. Listen, reflect, and summarize the responses. Conclude by saying:)

*“So maybe school will be in some of your futures.”*

*“Our session today is about the possibility of going back to school. We will discuss the importance of transportation in allowing you to attend school.”*

*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Topic Assessment Answer Key

1. B    2. B    3. A    4. B

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 7: Choices in Employment



### Main Learning Points of Session 7

What were the main learning points of Session 7? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. As I start my job hunt, I can call V\_\_\_\_\_l Rehabilitation and mental health advocacy groups for suggestions.
2. Supported e\_\_\_\_\_t programs may have jobs I can apply for.
3. C\_\_\_\_\_e members learn job skills in a work unit, then in the community.
4. The Americans with Disabilities Act (ADA) offers special job p\_\_\_\_\_n.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_

\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?

\_\_\_\_\_

\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_

\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**

## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. It is not a good idea for me to ride city buses or subways.**

A. True    B. False

**2. The only thing I need to succeed in school is for my medicine to be working well:**

A. True    B. False

**3. The Office of Students with Disabilities is a resource to help me succeed in technical school, college, or a university.**

A. True    B. False

**4. As I think about going to school, I will:**

- A. Plan to go at the same pace I did before, since I was able to study then.
- B. Expect to go slower and take longer to finish school.
- C. Find fun people so my social life will be more exciting.
- D. Plan a challenging schedule, since I know I can do this.

**5. I feel confident that I can use public transportation, like a bus.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure



## Topic Assessment



**6. This information is important for me to know.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**At the end of the session, answer these questions before turning in this paper:**

**7. This session helped me.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

**8. What I liked about this session:** \_\_\_\_\_

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**9. How this session could have been better for me:** \_\_\_\_\_

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# Going Back to School

## Objectives for this Session

1. Identify 4 things that will help you decide if you're ready to go back to school.
2. Identify 3 changes you can make to manage stress if you return to school.
3. Describe 2 "plan ahead" ideas that will help you use public transportation better and more safely.

Some people may have had to leave high school, college, or a vocational program because of their illness. They may wonder if they will ever be able to finish their programs and get their degrees. The answer may depend on several things. Think about these things by asking the following questions:

1. How severe is my illness?
2. How well is my medicine working for me?
3. How much support do I have from others?
4. How well am I able to avoid relapses?

### Main Learning Point #1

**If you manage your illness, it may help you succeed in school.**

Many people with a mental illness are able to go back to their schools or programs and graduate, once their illness is under control. It is a good idea to start back slowly, taking one or two classes. This way you can see what pace works for you.

Everyone should complete their program at their own pace. Some people will need a little more time. The important thing is being able to move forward, even if that means moving a little slower at first.

### Main Learning Point #2

**If you go back to school, it may take longer to finish because you may need to go at a slower pace.**

If you decide to go back to technical school, college, or a university, you should find the Office of Students with Disabilities. It is a good resource for any student who has a mental illness.

## Tips for School Success

If you plan to go back to school, you may have to make a few changes to keep your stress level low. Here are a few tips from other clients:

*“Take only one or two classes at a time. It was easier to do that because it gave me a lot of time to do the assignments.”*

*“Be flexible. I decided to switch my major from biochemistry because it was too demanding.”*

*“Live at home instead of in the dorms. It was quieter at home and my concentration was better.”*

*“Think about what type of school is best for you. I used to go to a big university with about 100 other people in my biology class. Now I go to a small school. There are only 20 other students in my class and I like it a lot better.”*

*“Change your career choice. I felt it was less stressful to do some kind of work alone. So I switched from fashion designer to watercolor artist. I work at home now.”*

### Main Learning Point #3

**You will need to use good stress management skills if you decide to go back to school.**



List some of the things you can do to keep your stress level low while you attend school:

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## Getting from Place to Place

Whether a person is going to work, a class, an appointment, a group session, or the store, he or she will need transportation that can be counted on and that is easy to use.

Many people don't feel safe driving a car—they say their symptoms get in the way or their medicine makes them feel sleepy. Some people can get a ride from family members or friends. Others live close enough to walk to where they need to go. Those who live in group homes may ride-share with others in a van.

If you don't have any of these options, you may have to take a bus or train to get where you have to go. This will probably be a confusing experience the first time you do it—especially if you're not sure where to get on or get off. It's a good idea to practice using public transportation with a friend or family member. This will help you know the routine and know your stops when you are ready to use public transportation on your own.

It's a good idea to carry a telephone number with you at all times. That way, you'll be able to call someone if you need help.



**How can I get where I need to go and back home again?**  
(Check all that are correct.)

- ☐ A. Walk
- ☐ B. Take a bus or train
- ☐ C. Drive a car
- ☐ D. Have a family member or friend drive me
- ☐ E. Other

**Main Learning Point #4**

**If it's available, I can learn to use public transportation.**

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about it.
- ☐ **3. OBSERVE.** I will talk to my treatment team about arranging for me to visit (circle one) the local Adult Education program / university / college / technical college / other school: \_\_\_\_\_  
\_\_\_\_\_.
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5. PRACTICE.** I will try a new way to travel. I will get advice from someone I trust to show me how and go with me on the \_\_\_\_\_  
\_\_\_\_\_ (public transportation).

# 9

## A Balanced Life Facilitator Notes

### Main Learning Points from last session: *Going Back to School: Transportation*

1. If you manage your illness, it may help you succeed in school.
2. If you go back to school, it may take longer to finish because you may need to go at a slower pace.
3. You will need to use good stress management skills if you decide to go back to school.
4. If it's available, you can learn to use public transportation.

### Review Personal Practice Options from last session.

#### Remember

You can refer to the two-sided laminated “*Facilitator’s Delivery Checklist*” when using Team Solutions materials as a reminder of important facilitator tips.

#### What not to give

Don’t give prizes that are unhealthy, such as sweets (but reduced calorie, sugar-free treats are fine). Don’t give things that participants don’t value.

#### Tips for this Session

In this session, the participants will fill out a fairly long self-evaluation. As each person completes it, say with a warm smile, “Good job!” and consider handing that person a small reward. Prizes and incentives are an effective motivational tool. (Suggested prizes; small bags of popcorn, granola bars, sugar-free drinks, decks of cards, coffee mugs, etc.)

#### When should you give prizes?

- A. To acknowledge attendance milestones—for example, after getting five and ten attendance checks. Discuss this policy at a staff meeting to gain input and establish consistency.
- B. To acknowledge participation—for example, announce at the beginning of a workbook and again at the halfway point (Session 7 in this workbook) that participants who’ve done a Personal Practice Option for each session will have a special party.
- C. To acknowledge completion of something that took extra effort, like today’s self-evaluation.
- D. To acknowledge an “extra mile” contribution (you’ll know it when you see it).

## Suggestion for Topic Introduction and Relevance to Participants

*“Who can tell me what the expression ‘worn out’ means?”*

(Call on a couple of people whose hands are raised. Reflect what they say and summarize by saying:)

*“You may hear that clothes or a vehicle are ‘worn out.’”*

(Probe for example of a person saying that he is tired or “worn out.”)

*“So it sounds like you’re telling me that a person can do too much and it takes a lot out of them. They don’t feel good. They are tired and worn out from overdoing it.”*

*“Has anyone here been worn out in the past month?”*

(Get several responses)

*“Did being worn out affect your symptoms?”*

*“It sounds like pacing yourself and getting the right mix of activities and rest really matters in your lives. Well, today our session is about balance, about getting that right mix of the activities and rest we need to be comfortable and stay healthy.”*

*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Topic Assessment Answer Key

**1. B    2. B    3. B    4. C**

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 8: Going Back to School: Transportation



### Main Learning Points of Session 8

What were the main learning points of Session 8? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. If you m\_\_\_\_\_e your illness, it may help you succeed in school.
2. If you go back to s\_\_\_\_\_, it may take longer to finish because you may need to go at a slower pace.
3. You will need to use good stress m\_\_\_\_\_t skills you decide to go back to school.
4. If it's available, you can learn to use public t\_\_\_\_\_n.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_  
\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?  
\_\_\_\_\_  
\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_  
\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**



## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. I need at least 6 hours per night sleep.**

A. True    B. False

**2. Sleep is important for personal comfort but not for relapse.**

A. True    B. False

**3. I may choose a stimulating activity to help me relax.**

A. True    B. False

**4. An example of restful activity is:**

- A. Watching an action movie on TV before getting ready for bed.
- B. Talking on the phone with a friend.
- C. Reading a book.
- D. Doing 15 minutes of exercise before getting ready for bed.

**5. I feel confident that I can balance activities and rest in my life.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

**6. This information is important for me to know.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

## Topic Assessment



At the end of the session, answer these questions before turning in this paper:

7. This session helped me.

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

8. What I liked about this session: \_\_\_\_\_

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9. How this session could have been better for me: \_\_\_\_\_

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# Finding the Right Balance for Your Life

## Objectives for this Session

1. Identify the relationship between a balanced life, stress, and relapse.
2. Define the difference between “relaxing” and “restful” activities.
3. Decide whether your life has the right balance of sleep, work, relaxing activities, and restful activities.

## To add balance to each day, try to do:

- Something productive, like work, school, or chores.
- Something nice for someone else.
- Something nice for yourself.

Balancing daily activities with enough time to rest is one of the most important things we can do for ourselves. Working or doing relaxing activities every day can help us feel better. But too much work or too much fun can add stress to life. And for people with a mental illness, too much stress can lead to a relapse.

To feel better and avoid relapse (and perhaps the hospital), you need balance in your life—the right amount of activity and the right amount of rest.

### Main Learning Point #1

**Balancing your life improves wellness and reduces relapse.**

## Do you have the right balance in your life?

To find out, answer the questions below:

### Sleeping Habits

1. What time do I usually go to bed at night?
2. What time do I usually wake up?
3. How many hours of sleep do I usually get each night?
4. Do I feel rested or tired when I wake up?

Most people need between 7 and 10 hours of sleep during the hours when it is dark. A bedtime routine is important—try to go to bed at the same time every evening and sleep about the same number of hours each night.

Some people have to sleep during the day because of their work hours. Keeping this kind of schedule is usually not the best idea for people with mental illnesses. People with mood disorders may find it hard to have stable moods when they do not sleep at night. Individuals with this type of schedule should work very closely with their treatment team to plan a consistent schedule of sleep and awake time.

#### Main Learning Point #2

**It is a good idea to go to bed at the same time every night and sleep about 7 to 10 hours.**



My regular bedtime is \_\_\_\_\_ p.m.

## Work Activities



1. How many days each week do I go to work, class, or group session?
2. How many hours am I there most days?
3. How do I feel by the end of the day?
4. I would like to work:
  - ☐ Fewer hours
  - ☐ The same number of hours
  - ☐ More hours

If you feel very tired by the end of the day, or if you feel very stressed, you should tell your treatment team. You may need to adjust your work schedule. Adjusting your sleep schedule may help, too.

### Main Learning Point #3

**The best choice is to work the right number of hours—not so long that you get very tired or too stressed.**

## Relaxing Activities and Restful Activities



**Relaxing Activities** (These are activities you enjoy that you do by choice. They may be stimulating. They help you manage stress. They do not help prepare you for sleep.)

1. How much time each day do I take a walk, enjoy my hobbies, or do other activities I enjoy?
2. How do I feel about doing these activities?
  - ☐ I'd like to have more time for relaxing activities.
  - ☐ The time I have for relaxing activities is just right.
  - ☐ I spend too much time on these activities, and I'd rather do something else.

**Restful Activities** (These are activities you choose to slow down, calm down, or soothe yourself. They also help prepare you for sleep.)

1. How much time do I usually spend reading, listening to music, or doing other restful activities?:
2. How do I feel about doing these activities?
  - ☐ I'd like to have more time for restful activities.
  - ☐ The time I have for restful activities is just right.
  - ☐ I spend too much time resting, and I'd like to do something more active.

### Main Learning Point #4

**Plan activities every day for enjoyment, relaxation, and rest.**

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about how I balance the activities in my life.
- ☐ **3. LIST.** I will make a list of three “relaxing” activities I enjoy and three “restful” activities I enjoy. I will bring the list to the next session.
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5. PRACTICE.** I will try to do something *productive*, something nice for *someone else*, and something nice for *myself* every day this week. I will WRITE it down and report what I did and how it went at the next session.

# 10

## Scheduling Facilitator Notes

### Main Learning Points from last session:

#### *A Balanced Life*

1. Balancing your life improves wellness and reduces relapse.
2. It is a good idea to go to bed at the same time every night and to sleep about 7 to 10 hours.
3. The best choice is to work the right number of hours—not so long that you get very tired or too stressed.
4. Plan activities every day for enjoyment, relaxation and rest.

### Review Personal Practice Options from last session.

#### Remember

You can refer to the two-sided laminated “*Facilitator’s Delivery Checklist*” when using Team Solutions materials as a reminder of important facilitator tips.

#### Note



This lesson could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

#### Tips for this Session

- 1. Demonstration:** This is a session that benefits from a demonstration, a repeat demonstration, and a return demonstration. As you read the Participant Handout together, emphasize the plan for making a personal daily schedule. Then look at the sample (first demonstration) of a client’s daily schedule. Break that down—ask which activities are the anchors, write those on the board, and go over that schedule in detail. Then ask for a volunteer who is willing to put his or her daily schedule on the board with your help (repeat demonstration). The final step is the return demonstration: each client doing his or her own schedule.
- 2. Extra assistance** would be beneficial. Ask volunteers or other staff members to join you for this class. If you invite family members or friends to attend this group, encourage them to help with their person’s schedule.
- 3. Reinforcers:** Encouragement and praise. Make a photocopy of each participant’s final schedule to hang on the classroom bulletin board and express pride in the effort that went into making them.



## Suggestion for Topic Introduction and Relevance to Participants

**Note:**

Use the following example or a similar one from your own experience.

*“I am going to tell on myself. I had an appointment with my dentist last week, and I completely forgot it. And he charged me for the appointment since I didn’t call and cancel! My life just got too busy, so I got disorganized.”*

*“Has anyone ever gotten disorganized and missed something important?”*

(encourage responses and a couple of personal examples)

*“How did you handle that?” or “Was that stressful?”*

(as appropriate. Reflect and summarize what was said.)

*“So it is a good thing to be organized and not get too rushed. It is also very helpful to have a routine in your activities and to manage stress when you are living with an illness. Our discussion in today’s session will be about scheduling.”*

*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

**Topic Assessment Answer Key**

**1. B    2. B    3. D    4. A**

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 9: A Balanced Life



### Main Learning Points of Session 9

What were the main learning points of Session 9? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Balancing your life improves w\_\_\_\_\_s and reduces relapse.
2. It is a good idea to go to bed at the same time every n\_\_\_\_\_t and to sleep 7 to 10 hours.
3. The best choice is to work the right number of hours—not so long that you get very tired or too s\_\_\_\_\_.d.
4. Plan activities every day for enjoyment, r\_\_\_\_\_, and rest.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_

\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?

\_\_\_\_\_

\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_

\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**

## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. Laundry time is an example of an “anchor time.”**

A. True    B. False

**2. A schedule can help some people, but not every person trying to recover from a mental illness.**

A. True    B. False

**3. Changing bedtime and hours of sleep may:**

- A. Trigger a relapse.
- B. Throw off my medication schedule.
- C. Need to be discussed with my treatment team.
- D. All of the above.

**4. A good schedule puts resting time between activities.**

A. True    B. False

**5. I feel confident that I can stay on a daily schedule.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

**6. This information is important for me to know.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

## Topic Assessment



At the end of the session, answer these questions before turning in this paper:

7. This session helped me.

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

8. What I liked about this session: \_\_\_\_\_

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9. How this session could have been better for me: \_\_\_\_\_

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# Scheduling

## Objectives for this Session

1. Create a personal daily schedule.
2. Recognize the importance of planning rest time between activities.
3. Identify when a schedule should be flexible and when it shouldn't be.

## Planning a Balanced Activity Schedule for Yourself

Most people tend to feel better and are able to control their illness better when they have a regular, balanced schedule. How can you plan a balanced schedule?

### Main Learning Point #1

**A planned daily schedule is a recovery tool.**

First, you should decide on a daily routine. Start with the times you plan to go to bed, wake up, and eat meals each day. These are called “anchor times.” After you decide on your anchor times, you can plan the rest of your activities so they’ll fit into your schedule. It’s important to allow extra time between activities so you’ll feel rested when you move from one activity to the next. This will help keep you from getting too stressed. It is important to use your schedule to manage stress, because being very stressed can trigger a relapse.

### Main Learning Point #2

**Plan a schedule starting with “anchor times”—wake-up time, bedtime, and meal times. Then fill in other activities.**

## **Scheduling**

(continued)

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### **Main Learning Point #3**

**Give yourself time between activities to rest and avoid stress from over-scheduling.**

On the next page is an example of an activity schedule. It was provided by a client who said it helped him organize his day. After you look over his activity schedule, you may get some ideas on how to plan a schedule of your own. Then, work on filling out your own activity schedule. You may find it helpful to ask the people you live with and your treatment team for suggestions.

## Scheduling

(continued)

### Examples of Activity Schedule

Time	Activity
7 am	Wake up and get dressed
8 am	Eat breakfast and take medicine
9 am	Wait for ride to group sessions
10-11:30 am	Group sessions
12 noon	Lunch
1 pm	Rest and read newspaper
2 pm	Take a walk or do house chores
3-5:30 pm	Volunteer time at the Red Cross
6 pm	Dinner
7 pm	Help clean up
8 pm	Watch TV
10 pm	Take a shower and get ready for bed
11 pm	Go to sleep

Time	Activity
7 am	Wake up, get dressed, eat breakfast
8 am	Take medicine and pack a lunch
8:30 am	Ride bus to part-time job
11:30 am	Eat lunch in park or mall
12:30 pm	Ride bus to group sessions
1-2:30 pm	Group sessions
3 pm	Ride bus home
3:30 pm	Walk to nearby food mart and buy items for dinner
5 pm	Cook and eat dinner, clean up kitchen
8 pm	Watch TV
10 pm	Take a shower and get ready for bed
11 pm	Go to sleep

## Scheduling

(continued)

## Your Activity Schedule

[illegible]



## Coping With the Special Needs of Your Illness

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People who have a mental illness may be more sensitive to stress than other people. There may be times when you won't be able to follow your activity schedule exactly. That's okay, because your activity schedule is only a guide. If you need more rest one day, you can take more time to rest. It's a good idea to learn several ways to handle stress—that way, you may find it easier to keep up with the activities you enjoy. One last caution: you should not change your bedtime and total hours of sleep from day to day, because that can trigger a relapse.

<b>Main Learning Point #4</b>
<b>Be flexible with your schedule, except for bedtime and your total hours of sleep.</b>

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about how I manage my time.
- ☐ **3. PLAN.** I will make a schedule for myself for every day of the week and bring it to the next session to share.
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5. WRITE.** I will write down my thoughts and plans for living by a schedule. Some things I may include are:
  - My history with following schedules in the past.
  - How I feel about following a daily schedule now.
  - How following a schedule can help me.
  - What problems I may have in following a schedule.
  - How I plan to start this new daily schedule habit.

# 11

## Hobbies Facilitator Notes

### Main Learning Points from last session: *Scheduling*

1. A planned daily schedule is a recovery tool.
2. Plan a schedule starting with “anchor times”--wake-up time, bedtime and meal times. Then fill in other activities.
3. Give yourself time between activities to rest and avoid stress from over-scheduling.
4. Be flexible with your schedule, except for bedtime and your total hours of sleep.

### Review Personal Practice Options from last session.

#### Tips for this Session

1. **Speakers.** Invite two speakers to come and talk about two affordable hobbies, things the participants could conceivably do. Look for listings of hobby group meetings in your local newspaper and call contact numbers to request a speaker. This can help you expand your speaker list. A person who loves to do something can bring infectious enthusiasm to a discussion about the activity. Often, retirees are willing and available to come and speak about their hobbies.
2. **Prizes.** If you are able to give prizes after the checklist survey, choose items with a hobby theme, for example: playing cards, checkers, dice games.
3. **Bulletin board about hobbies.** Get permission to use an interview sheet, such as the one at the end of this session, about participants' hobbies and post the sheets on a bulletin board. Mark each sheet with just the first name and last initial of the participant, and ask the person to suggest how you can represent the hobby visually. Include hobby sheets from staff members on the board, too. You might even have a contest for participants to write or e-mail someone famous or significant to them, asking that person for hobby information to put on the bulletin board.

#### Potential Problem for this Session

A participant states that he or she cannot afford a hobby.

#### Possible Responses

- A. **Show understanding, reflect the person's thoughts or feelings.** Example: “*I hear you! You are worried about affording extras on a tight budget.*”
- B. **Provide reassurance.** Example: “*The good news is that some hobbies don't cost a lot. As we look at the list and hear the speakers, we will keep cost in mind.*”
- C. **Check to be sure this concern is adequately addressed during the session.** Example: “*Did you recognize any activities you would enjoy that wouldn't be too costly?*” Also ask others in group to comment on the more affordable hobbies.

## Suggestion for Topic Introduction and Relevance to Participants

*“As I take roll-call today, I would appreciate it if you would share what your hobbies are.”*

(As participants share their hobbies, ask questions with interest, e.g.,

*“How long have you been doing that?” “How did you get interested in that?”*

and respond appropriately.)

*“Why do you do those hobbies? How does it benefit you?”*

*“Hobbies are the topic of our session today, and just like a hobby should be, we’ll try to have some fun with it.”*

*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Topic Assessment Answer Key

**1. B    2. A    3. B    4. B**

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 10: Scheduling



### Main Learning Points of Session 10

What were the main learning points of Session 10? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. A planned daily s\_\_\_\_\_e is a recovery tool.
2. Plan a schedule starting with “a\_\_\_\_\_r times”—wake-up time, bedtime, and meal times. Then fill in other activities.
3. Give yourself time between activities to rest and avoid s\_\_\_\_\_s from over-scheduling.
4. Be flexible with your schedule, except for b\_\_\_\_\_e and your total hours of sleep.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? \_\_\_\_\_  
\_\_\_\_\_

☐ **2. No.** What got in the way of completing your practice?  
\_\_\_\_\_  
\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_  
\_\_\_\_\_

☐ **3. I didn't choose a personal practice option.**

# Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. It's important to have just one hobby.**

A. True    B. False

**2. Hobbies are part of anyone's plan for wellness.**

A. True    B. False

**3. A hobby is a restful activity.**

A. True    B. False

**4. Hobby clubs are not a good place to make new friends.**

A. True    B. False

**5. I feel confident that I can find and enjoy new hobbies.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

**6. This information is important for me to know.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

## Topic Assessment



At the end of the session, answer these questions before turning in this paper:

7. This session helped me.

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

8. What I liked about this session: \_\_\_\_\_

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9. How this session could have been better for me: \_\_\_\_\_

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# Hobbies

## Objectives for this Session

1. Identify 3 reasons hobbies are helpful to you.
2. Identify 3 hobbies you would like to learn more about.
3. Discuss 3 things you can do to get started trying a new hobby.

A hobby is an activity or interest that someone does outside of work or school. People usually choose hobbies that are interesting to them and that relax them.

Hobbies are an important part of a plan for wellness. Having a few hobbies or interests can help in many ways:

1. Hobbies are fun. They add enjoyment to life, making life better and giving us things to look forward to.
2. Doing a hobby is relaxing. It helps us manage our stress.
3. Hobbies can help fight boredom and make life more interesting. More than one hobby makes life even more interesting because there is more to do. If you have one hobby that you can only do during a certain season (like a sport), it's good to have another hobby to do the rest of the time.
4. Hobbies may help you meet a new friend. People often become friends because they have the same hobby. Teams, clubs, choirs, and other activities give you the chance to meet and socialize with people who share your interests. A hobby can help us belong.
5. Having a hobby can keep our minds occupied and lessen some symptoms.

Can you think of other benefits of hobbies to add to this list?

### Main Learning Point #1

**Hobbies are an important part of a plan for wellness.**



## Hobbies (continued)

### Main Learning Point #2

**Hobbies can be a great way  
to make new friends.**

In your activity schedule, you may have listed a hobby or activity you already like to do. There might be other hobbies and activities you would like to try. Some ideas are listed below.



### New Hobbies and Activities You Might Like to Try

Listed below are hobbies and activities that many people enjoy. Check the ones you'd like to do. When you finish, plan to try one or two of the hobbies you checked. Look in the local newspaper for listings of hobby club meetings. You can also ask the reference librarian at a local library to help you find this information. Ask your treatment team for advice if you need help.



- ☐ Art
- ☐ Bicycling
- ☐ Bird watching
- ☐ Building furniture
- ☐ Camping
- ☐ Chess
- ☐ Collecting coins
- ☐ Collecting stamps
- ☐ Computer games
- ☐ Cooking or baking
- ☐ Crafts
- ☐ Dancing
- ☐ Exercising
- ☐ Fishing
- ☐ Gardening
- ☐ Jogging
- ☐ Keeping a diary
- ☐ Learning jokes
- ☐ Listening to music
- ☐ Photography

- ☐ Playing a sport
- ☐ Playing an instrument
- ☐ Playing card games
- ☐ Reading (reading club)
- ☐ Sewing
- ☐ Singing (choir)
- ☐ Swimming
- ☐ Table tennis
- ☐ Walking
- ☐ Watching a tv show: \_\_\_\_\_



- ☐ Watching old movies
- ☐ Watching sports games
- ☐ Woodworking
- ☐ Writing for a newsletter
- ☐ Writing poetry
- ☐ Other: \_\_\_\_\_

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_

### Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about hobbies.
- ☐ **3. WRITE.** I will share my hobby with our group by filling out the attached sheet and bringing it back next session, to be put on a bulletin board.
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5. ACT.** I will choose one of these ways to find a new hobby:
  - ☐ I will go to the library and get a book about \_\_\_\_\_, which I might like as a hobby.
  - ☐ I will ask \_\_\_\_\_ where I could go to try out \_\_\_\_\_ as a possible hobby.
  - ☐ I will go to \_\_\_\_\_ club/team/meeting to try it out as a possible hobby.

# My Hobby



**By** \_\_\_\_\_

**My hobby is** \_\_\_\_\_

**Why I enjoy it:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**How I started doing it:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Supplies or equipment I use:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**How often I do my hobby:** \_\_\_\_\_

**Where I do my hobby:** \_\_\_\_\_

\_\_\_\_\_

## 12

## Relationships: Love, Friendship, and Belonging

### Facilitator Notes

#### Main Learning Points from last session:

##### *Hobbies*

1. Hobbies are an important part of a plan for wellness.
2. Hobbies can be a great way to make new friends.

#### Review Personal Practice Options from last session.

#### Note



This lesson could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

#### Tips for this Session

1. This is the last session in this workbook. It is important to celebrate milestones with your participants. You will find a certificate of completion in your materials, and you may want to invite family and friends to join you to celebrate together. It is particularly appropriate for this workbook, as the final session is all about relationships. Come up with creative ways to celebrate—a small party, having a friend or family member present the certificates, holding the ceremony in a different location (e.g., outside if weather permits, in an auditorium used for events, etc.). You may want to invite your medical director or some other special guest to join you—anything that underscores that this is a meaningful achievement. Remember—many of your participants may have had few opportunities to celebrate achievements, so these celebrations can be very special to them.

2. **“A Friend Is” poem.** Take notes on what participants say they want in a friend—the qualities, values and behaviors. With a word processor and well-chosen fonts and spacing (one idea to a line), turn this participant-generated list into modern poetry entitled “A Friend Is.” Print on nice paper. Give each participant a copy, with sincere praise, to keep in his or her notebook or folder. Post the poem at the entrance to the program room. Submit it to your facility newsletter if you have one. Reflect to them the value of what they’re doing.
3. **“How I Met My Friend” list.** Compile a “How I Met My Friend” List on the board after you’ve finished page 114. Do this before seeing the page 115 list, “Ways to Find Friends.”

#### General Tip

**Staple.** It is especially helpful to staple the Participant Handouts together. Otherwise, too much time is spent in group finding the right page and straightening out or re-sorting sets of handouts between people who sit beside each other at a table. A simple staple spares the class that disruption.

## Facilitator Notes

(continued)

### General Tip

If you are interested in an outcomes measurement for this workbook, you may want to consider using the Personal Growth Initiative Scale (PCIS), developed by Christine Robitschek, Ph.D., the Quality of Life Index by Dr. W. O. Spitzer, 1980, or the COOP Chart for Primary Care Practices (Eugene C. Nelson, 1987).

The PGIS (Christine Robitschek, Ph.D) is a 9 question, self-report instrument that yields a single scale score for personal growth initiative. Personal growth initiative is a person's active and intentional involvement in changing and developing as a person. The PGIS consists of nine items that are rated on a Likert scale from 1 = Strongly Disagree to 6 = Strongly Agree. Item scores are summed to obtain a total PGIS score. There is evidence that high scores on the PGIS are strongly positively related to psychological well-being and lower scores are related to psychological distress. Reliability and validity evidence has been strong. The PGIS takes about 5 minutes to complete, and there is no time limit. <http://www.ppc.sas.upenn.edu/ppquestionnaires.htm#ASQ>

The Quality of Life Index, by Dr. W. O. Spitzer, has both a 5 topic self-rating scale and a 5 topic clinician scale, which allows clinicians to compare

their impressions to a client's perception. The dimensions measured are Activity, Daily Living, Health, Support, and Outlook. The clinician version measures from 0 - 2 with 0 indicating lower quality and 2 indicating higher quality of life. This instrument has been used in many studies and is considered a reliable and valid tool.

The COOP scales (The Dartmouth/Northern New England Primary Care Cooperative Information Project) was developed to create a system to measure health status in physicians' offices. One of the basic tenets of the charts is that the functioning of the person as a whole is more important than that of separate organ systems. You may have seen some of the graphic charts (e.g., the "face" charts to measure feelings). Other graphic charts measure daily activity levels, social activities, physical fitness, change in health, overall health, social support, and quality of life. These charts are widely used in studies and are found to have good reliability and high validity. They are rated as useful by high numbers of office staff and clients.

The editors believe this scale (or these scales) fit the content of this workbook well. These and other health measures can be found in McDowell, (2006).

## Suggestion for Topic Introduction and Relevance to Participants

*"I want to know what you value in a friend. If you could have an ideal friend, what, or who, would that person be like?"*

(Write the responses on the board. Encourage participation without requiring it.)

*"You have come up with wonderful things! To have a friend like you've described would make life better! Today our session is about friendship."*

*"Let's review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic."*

### Topic Assessment Answer Key

1. A    2. B    3. B    4. A

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 11: Hobbies



### Main Learning Points of Session 11

What were the main learning points of Session 11? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Hobbies are an important part of a plan for w\_\_\_\_\_s.
2. Hobbies can be a great way to make new f\_\_\_\_\_s.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? \_\_\_\_\_

\_\_\_\_\_

☐ 2. **No.** What got in the way of completing your practice?

\_\_\_\_\_

\_\_\_\_\_

If you still plan to complete your practice, when will you do it?

\_\_\_\_\_

\_\_\_\_\_

☐ 3. **I didn't choose a personal practice option.**

## Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:  
+ \_\_\_\_ out of 4

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. Wanting to have friends is a basic human need.**

A. True    B. False

**2. Symptoms of mental illness make it easier to have relationships with other people.**

A. True    B. False

**3. Helping others will interrupt me from making friends.**

A. True    B. False

**4. National mental health support groups have on-line chat rooms for friendships and support.**

A. True    B. False

**5. I feel confident that I can find and make friends.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

**6. This information is important for me to know.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

## Topic Assessment



At the end of the session, answer these questions before turning in this paper:

7. This session helped me.

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

8. What I liked about this session: \_\_\_\_\_

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9. How this session could have been better for me: \_\_\_\_\_

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# Love, Friendship, and Belonging

## Objectives for this Session

1. Describe at least 3 benefits of having friends and also of being a friend.
2. Identify how loneliness may be affected by your illness and by your treatment.
3. Identify several ways to find friends.

One need that most people have is the need for love, friendship and belonging. Having a friend that you share interests with can add much enjoyment to your life. Feeling loved and having a sense of belonging in the group of people you see every day helps you feel good. Talking with a friend when you're sad or upset can help you feel better.

### Main Learning Point #1

**A basic part of being human is the need to be loved, to have friends, and to belong.**

Being a good friend to others is also important. Life is more satisfying when we care about other people and help them when we can. Many people have found that helping others gives them a sense of purpose in their own lives.

### Main Learning Point #2

**Being a good friend and helping others is satisfying and meaningful.**

Can you tell about an experience you've had when someone was a good friend to you?

Can you tell about an experience when you were able to be a good friend to someone?

# Loneliness

Loneliness is a big problem for many people, especially for older adults and those who have a mental illness. Having a mental illness can make it harder for a person to communicate with others. The person may have a hard time expressing thoughts or understanding what others are saying. For these reasons, getting to know someone new can be especially hard. Over time, the person with mental illness may have a hard time keeping friendships because of symptoms.

Good advice is, “Be patient with yourself.” As you continue your treatment and recovery, the symptoms that are causing these problems may get better. And it may be easier for you and your special friends to talk with each other.

## Main Learning Point #3

**Symptoms of mental illness can make it harder to have relationships with other people. Treatment can help.**

## Discussion: “How I Met My Friend”

We’ve just discussed someone who has been a good friend to us and someone to whom we have been a good friend. Please tell how you met that person.

## Ways to Find Friends

New friendships often begin when people have similar interests. Here are a few ideas to think about:

1. Share my hobby. If I like to play cards, I can teach someone else how to play.
2. Join a club (art, music, book club, etc.).
3. Meet people at my place of worship or through volunteer work.
4. Be open to friendship while I'm at my group session, class, or work.
5. Join a support group to meet others who have a mental illness. We can support each other in dealing with our illnesses.
6. Participate in a sport at the YMCA, or at a city or county Parks & Recreation Center. Maybe start with an exercise class.
7. Connect through the Internet, carefully. I can use the computer at the public library if there is not one where I live. I may want to try chatting at a support group site such as [www.dbsalliance.org](http://www.dbsalliance.org) or [www.schizophrenia.com](http://www.schizophrenia.com) or join a community at [www.nami.org](http://www.nami.org).

However, I must remember that all kinds of people use the Internet—good people and bad people, even criminals who want to take unfair advantage of others. It is important never to reveal any of my financial information, my address, telephone number or any part of my Social Security number. It is best to only go to safe web sites of well-known organizations.

One of the best ways to meet other people is to get involved in activities. You may want to try more than one activity. That way, you'll have a chance to try something new, and you might meet more people. Remember to pace yourself—keep your activities balanced. It's just as important to rest as it is to keep busy!

### Main Learning Point #4

**One way to make friends is to get involved in activities.**

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. Although this is the last session in this workbook, you may still want to practice this important subject. Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about how he or she made a friend.
- ☐ **3. ACT.** I will thank a friend and make a friend this week. I will either talk to or write a letter to \_\_\_\_\_, thanking him or her for friendship. I will let that person know what it means to me. Also, I will smile at someone that I don't know every week. I will have a friendly conversation, opening the door to friendship.
- ☐ **4. OTHER:** \_\_\_\_\_

### Take an “Extra Step Forward” (optional)

- ☐ **5. WRITE.** I will write my story about the special friendship I was remembering during the discussion on page 114. In my story, I will tell what I learned about having a friend and being a friend from that experience.

***Congratulations on completing this workbook!***

Team Solutions

# Certificate of Achievement

is presented to

for completion of

Recovering: Achieving Your Life Goals

Facilitator

Date

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