


Team**Solutions**

# Partnering with Your Treatment Team

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## Workbook Goals

### Content Objectives:

After completing this workbook, participants will be familiar with:

1. What a treatment team is.
2. What personal role recovery goals they have.
3. The primary function of some of the members of their treatment teams.
4. How to discuss and start to develop a recovery plan.
5. How to prepare and make appointments.

### Treatment Plan Objectives:

1. Participants will gain knowledge during each session as evidenced by improving at least 25% from pre- to post-topic assessment.
2. Participants will choose and use knowledge as evidenced by selecting and attaining one personal practice goal per session.
3. Participants will demonstrate skill acquisition as evidenced by demonstrating, choosing and using at least one strategy for recognizing and responding to relapse.



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

# 1

## What is a Treatment Team? 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.

### Tips for this Session



1. If you use this topic introduction, you may want to draw two large rectangles on the board before class begins as part of the topic introduction (see next page). Write underneath them, “Time and energy put into reaching my recovery goals.”
2. You will want to loop back and use the second large rectangle to see how the participants’ understanding has changed at the end of the session.

### General Tips

All people learn by their own unique set of “modalities” (seeing, hearing, saying, touching). Use a combination of learning modalities as you facilitate sessions to accommodate the variety of diverse learners. If you say something out loud, you may want to also write it on a flip chart; if you use a hand gesture to demonstrate a concept, also speak the words describing the gesture.

You have heard the saying, “A picture can speak a thousand words.” Many of us retain information better if provided with a visual example. For example, in this session consider drawing the rectangles. Others may learn better by reading information aloud. And learning is generally enhanced when we apply more than one learning modality (e.g. writing something down and saying it out loud).

Many of us learn best when we apply the information to our every day lives. Encouraging participants to choose a personal practice option to practice between sessions can assist people to translate new information and skills into their own environment.

## Suggestion for Topic Introduction and Relevance to Participants

*“When we are in school, there are many types of teams that people can join. Has anyone ever been part of any kind of team in school?”*

(Be positive and encourage responses – you may hear – basketball, football, track, bowling, wrestling, baseball, golf, soccer, gymnastic, speech, etc.).

*“What is special about being on a team?”*

(again, encourage responses)

*“A ‘team’ is defined as a group of people who work together in a project or an activity, or a group of people on the same side, like in football or a debate. Being on a team means that you’ve got people working with you to achieve the same thing.”*

*“Here is a rectangle. Who can read what’s written underneath it? Thanks, \_\_\_\_\_. ‘Time and energy put into reaching my recovery goals.’ How much of this box represents the time and energy your team puts into helping you reach your recovery goals? How much of this box represents the time and energy YOU put into reaching your recovery goals?”*

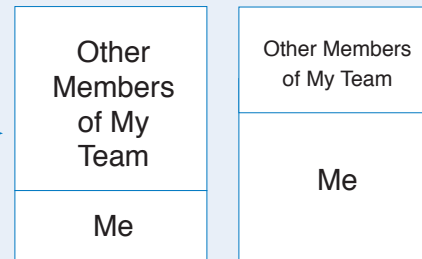
(You may want to let all participants put a mark where they think the Treatment Team efforts are and where they think their individual efforts are. Thank them for participating in the exercise.)

*“Today we’re going to begin a new workbook: ‘Partnering with My Treatment Team.’ This workbook will help us identify who the members of a treatment team are, discuss how a team works together to reach goals and how to practice teamwork skills.*

*“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. C    2. B    3. B    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. My Team:**

- A. Is responsible for making decisions for me about my goals and my treatment.
- B. Should mostly just take care of my basic housing and money needs.
- C. Helps me manage my illness and reach my recovery goals.
- D. Is a necessary hoop to jump through when it comes to dealing with the system.

**2. My Team:**

- A. Has exactly the same training and experience.
- B. Has special skills, talents, training and experience.
- C. Plays distant or disconnected roles in my recovery.
- D. Doesn't have special knowledge or skills.

**3. A treatment team relationship is a democratic relationship.**

- A. True
- B. False

**4. I partner with My Team on my recovery journey.**

- A. True
- B. False

**5. I am confident that I understand the different roles of my treatment team.**

- |                          |                          |                            |                          |                          |                          |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| <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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# What is a Treatment Team?

## Objectives for this Session

1. Identify a treatment team.
2. Understand the experience and skills that members of the treatment team have, that enables them to help people.
3. Practice at least 2 positive statements about your relationship with your team.

The term “Treatment Team” refers to all the people who work with you to help you in your recovery. Each member of your treatment team has special skills and a unique role in this process, including you. You are the most important member of your treatment team. It is called a team because everyone on the team is working together to reach specific goals.

This workbook is written for YOU. The goal of this workbook is to assist you in learning about and talking about your thoughts and preferences. You will have opportunity to explore your priorities and practice new skills. Look at the list below and make a check beside the topics that are the most important and interesting to you at this point in your recovery. All these topics will be covered in this workbook.



- ☐ 1. Choosing and working toward my recovery goals.
- ☐ 2. Getting to know the Members of Your Treatment team.
- ☐ 3. Discovering each team member’s special knowledge, skills and talents.
- ☐ 4. Practicing partnership skills to help me be an active member of my team.
- ☐ 5. Other: \_\_\_\_\_.

### Main Learning Point #1

**The treatment team can help you manage your illness and reach your recovery goals.**

## What is a Treatment Team?

(continued)



Choose a topic you marked above and discuss and/or write your thoughts about its importance in your recovery. \_\_\_\_\_

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Your treatment team is made up of unique individuals who have special training, education and skills. Each one of us has different kinds of experience and knowledge. Our roles are all important, but each of our roles is different. Each one of us has a certain part to play as a team member. All of us use our special skills to work together, as partners.

### Main Learning Point #2

**Your team has special skills, talents, training and experience.**



Think about, write and/or discuss what special knowledge and skills you have that will help you and your team succeed. \_\_\_\_\_

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**A Treatment Team relationship is a partnership.** A partnership is a give and take relationship. Each member of the partnership has a job to do, a role to fill, responsibilities to meet and agreements to keep. Sometimes the partnership is balanced, 50-50. Everyone does the same amount of work. We put in about the same amount of time and energy into reaching recovery goals. However, in reality, the balance of a partnership shifts and changes. This means that sometimes one person does a little more or works a little harder than the other person. It is not 50-50 very often. As you recover, you are likely to accept more of the responsibility for reaching your goals and moving your life forward.



## What is a Treatment Team?

(continued)

### Main Learning Point #3

**A Treatment Team relationship  
is a partnership.**

**Partner with Your Team on Your Recovery Journey.** No matter where you are in your recovery, members of your treatment team are your partners. If you are just starting to take first steps toward recovery or if you have accomplished much, partnering with your team helps you reach your goals.

It's very likely that the specific members of your team will change over time. Some people will leave the team, and others will join the team at different times in your treatment. Keeping that sense of "my team" may be challenging at times, but it is important.



Write and/or discuss the experiences, thoughts or feelings that come to mind when you think about people who were an important part of your Treatment Team in the past:

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### Main Learning Point #4

**Partner with your team  
on your recovery journey.**

## 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 network. I will ask \_\_\_\_\_ to read it and talk with me about my treatment.
- ☐ **3. LIST.** I will make a list of who is on my team now. I will bring the list and share at the next session.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. DISCUSS.** I will talk to \_\_\_\_\_ about how they have been important Members of Your Treatment team in the past.

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?

## 2

## Recovery and Symptoms

### Facilitator Notes

#### Main Learning Points from last session:

##### *What is a Treatment Team?*

1. Your team help you manage your illness and reach your recovery goals.
2. Your team has special skills, talents, training and experience.
3. A treatment team relationship is a partnership.
4. Partner with your team on your recovery journey

#### 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

If you use the suggestion for topic introduction, you may want to draw the diagram on the board or a flip chart before class. If you do not have a board or flip chart, you could use 8 1/2” x 11” paper for each of the three sections to demonstrate the overlap.

#### Potential Problem for this Session

One or more participants say they don’t know what their symptoms are.

#### Possible Responses

1. **Review what a symptom is:** A symptom is a sign that something is wrong. One example is a fever; it’s a sign that you might have a cold or an infection.
2. **Prompt general examples.** Call on participants who are able to give some examples of each type of symptom. “*John, what’s an example of a symptom?*” Encourage the participant to choose one or more of the examples that were mentioned.
3. **Provide reassurance and hope.** “*Perhaps by coming to these sessions, you may learn more about your symptoms. How does that sound?*”

#### General Tip

**Give yourself a reinforcer.** We are in a high burn-out profession. Plan to make it for the long haul—take care of yourself! Compartmentalize, de-stress, laugh, eat lunch with a colleague, have flowers on your desk, re-visit your values, look at the mission instead of the storm, subscribe to a daily e-mail joke and share it by posting it next to the soft drink machines, etc.

Do what needs to be done to survive a career in a helping profession where you give so much of yourself. Renew yourself. Seek guidance, seek support, seek to grow professionally. Surround yourself with people and activities that give you mini-breaks from the challenges that you face at work. And remember to celebrate the successes!

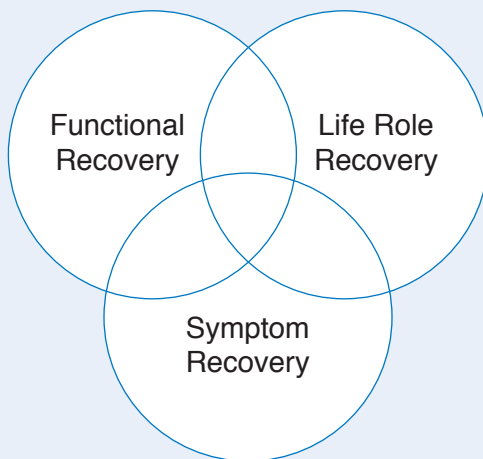
Develop good boundaries at work AND enjoy the wonderful qualities of your clients. You’ll see better results in them and yourself!

## Suggestion for Topic Introduction and Relevance to Participants

### Suggestion for Topic Introduction and Relevance to Participants

*“Today is the first of three sessions that address different types of recovery. One of the main goals of your treatment team members is to assist you as you identify and work toward your individual recovery goals.”*

*“Why don’t each of you draw three circles or ovals, like you see here.”*



(Demonstrate and assist as everyone draws, and have them write in the labels in the different circles.)

*“These are three types of recovery we will look at. Does anyone have an idea what these are?”*

(Facilitate discussion, taking ideas and encouraging brainstorming).

*“As we cover the next few sessions, we will learn about how the three types of recovery impact one another. Today we’re going to talk about Symptom Recovery.”*

*“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. D    2. B    3. C    4. A

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

# Review of Session 1: What is a Treatment Team?



## 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. Your team can help you manage your i\_\_\_\_\_s and reach your recovery goals.
2. Your team has special skills, talents, t\_\_\_\_\_g and experience.
3. A treatment team relationship is a p\_\_\_\_\_p.
4. Partner with your team on your r\_\_\_\_\_y journey

## 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. Symptom recovery goals:**

- A. Mean I will never get better and I will always be too sick to do anything worthwhile.
- B. Are about being cured and finally getting off medication.
- C. Must be achieved before I can reach any other goals in life.
- D. Make a connection between managing my illness and reaching my personal life goals.

**2. Symptom recovery goals can be reached by:**

- A. Just by taking medication, nothing else is necessary.
- B. Practicing Recovery Lifestyle Habits.
- C. Doing whatever my treatment team tells me to do and being compliant.
- D. Having more faith in myself and getting more rest.

**3. Symptom recovery goals support:**

- A. Fighting back and resisting change.
- B. Giving up and taking orders.
- C. Hope, empowerment and partnership.
- D. Democracy and free speech.

**4. Symptom recovery goals support partnership.**

- A. True    B. False

## Topic Assessment



**5. I am confident that I understand how my symptoms affect my recovery goals.**

☐

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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# Three Important Phases of Recovery

**Symptom Recovery**

**Role Recovery**

**Functional Recovery**

## Objectives for this Session

1. Identify symptom recovery.
2. Identify at least 1 symptom you want to manage.
3. Discuss at least 2 habits that could help you on your journey of recovery.

An important part of recovering from mental illness means getting better and having fewer problems with symptoms. We call this “symptom recovery.” Recovery also means getting back important roles in life, like being a student, a parent or a friend. This is “role recovery.” Everyone has different roles and has to decide which roles are important and meaningful to them. A third phase of recovery is called “functional recovery.” This means regaining abilities a person had prior to getting sick. This is very different for each person. For one person it may mean being able to play the guitar, while for another it may be running a mile or remembering important information.

Today’s session will focus on “Symptom Recovery” and how working with your treatment team can help you decrease your symptoms.

### Main Learning Point #1

**Three important phases of recovery are symptom recovery, role recovery and functional recovery.**



## Three Important Phases of Recovery (continued)

### What is Symptom Recovery?

For anyone who has a long-term illness, one of the main goals is to control the symptoms of the illness. Controlling the symptoms keeps them from getting in the way of moving your life forward. That's what this goal is all about: choosing the symptoms you want to control, and deciding how to manage your mental illness, so you can reach your recovery goals.

### Symptom recovery goals make a connection between managing your illness and reaching your personal life goals.

Most people want to keep their illness under control because they want to accomplish other goals in life. Illness management makes it easier to be the person you want to be. The more successful you are at managing your illness, the less your symptoms will get in the way of reaching your goals.



1. What symptoms do you want to control (so they aren't so troublesome), or keep under control (so they don't bother you again)?

- ☐ a. Positive symptom: \_\_\_\_\_
- ☐ b. Negative symptom: \_\_\_\_\_
- ☐ c. Cognitive symptom: \_\_\_\_\_
- ☐ d. Mood Symptom: \_\_\_\_\_
- ☐ e. Uncertain, I'd like to learn about symptoms.

## Three Important Phases of Recovery

(continued)



2. How much do your symptoms bother you? How often do symptoms bother you? Do they keep you from reaching your goals?

- ☐ a. **Extremely.** They bother me almost all the time. They keep me from reaching my goals.
- ☐ b. **Very much.** They bother me most of the time. They often get in the way of my goals.
- ☐ c. **Kind of.** They trouble me some of the time. Sometimes they interfere with my goals.
- ☐ d. **Not very.** They seldom bother me. They don't usually get in the way of my goals.
- ☐ e. **Not at all.** They never bother me. They never interfere with my goals.

What symptom bothers you the most, and how does it get in the way of reaching your goals?

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### Main Learning Point #2

**Symptom Recovery Goals connect managing an illness with reaching personal life goals.**

## Three Important Phases of Recovery

(continued)

**Symptom Recovery Goals can be reached by practicing Recovery Lifestyle Habits.** Many people have learned that they can manage their long-term illness by doing certain things each day. Consciously choosing and practicing certain daily habits can help get symptoms under control, and keep them from becoming troublesome. The things you can do every day to manage your illness are called “Recovery Lifestyle Habits.” The more recovery lifestyle habits you practice, the better your chances of successfully reaching your goals.



What habits do you already practice that help you manage your illness?

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### Recovery Lifestyle Habits

Choose a few habits you don't do now that you'd be willing to learn and practice to help you recover.

- ☐ 1. Believe recovery is possible.
- ☐ 2. Take medication the right way, every day.
- ☐ 3. Relax by meditating, deep breathing, muscle tensing and relaxing.
- ☐ 4. Choose sugar-free foods and beverages.
- ☐ 5. Eat healthy foods.
- ☐ 6. Be physically active.
- ☐ 7. Get support.
- ☐ 8. Track my symptoms.
- ☐ 9. Choose to not use alcohol or illegal drugs.
- ☐ 10. Have regular wake and sleep times so I get 7-9 hours of sleep at night.
- ☐ 11. Stay busy. Be active during the day.
- ☐ 12. Partner with my treatment team.

**I am NOT Responsible  
for my Illness.**

**I AM Responsible  
for my Recovery.**

## Three Important Phases of Recovery

(continued)



What is the most important recovery lifestyle habit for you to practice, and why?

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### Main Learning Point #3

**Symptom Recovery Goals can be achieved by practicing recovery lifestyle habits.**

### **Symptom Recovery Goals support hope, empowerment and partnership.**

Symptom recovery goals offer hope, because the focus is on what you can do to manage your illness. It can be empowering to take an active role in learning about the illness and managing your symptoms.

You are not a “passive recipient” of services. You can take an active part in deciding what you can do to manage your own symptoms.

How important are things like hope, empowerment and partnership for you at this point in your recovery?



- |                          |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                        |
| Extremely important.     | Very important.          | Somewhat important.      | Not very important.      | Not important at all.    | Uncertain, I'd like to think about these ideas. |

### Main Learning Point #4

**Symptom Recovery Goals support hope, empowerment and partnership.**

## Three Important Phases of Recovery

(continued)



Think about, discuss, and/or write your thoughts and feelings about hope, empowerment or partnership: \_\_\_\_\_

[illegible]

## 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 recognizing the symptoms of my illness.
- ☐ **3. DISCUSS.** I am going to talk with \_\_\_\_\_ about partnership, hope, or empowerment.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. PRACTICE.** I've decided to practice one new recovery lifestyle habit: \_\_\_\_\_ (write what habit).

**Motivate to Practice.** How will practicing help you?

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## 3

## Choosing Role Recovery Goals

### Facilitator Notes

#### Main Learning Points from last session: *Recovery and Symptoms*

1. Three important phases of recovery are symptom recovery, role recovery and functional recovery.
2. Symptom Recovery Goals connect managing an illness with reaching personal life goals.
3. Symptom Recovery Goals can be achieved by practicing Recovery Lifestyle Habits.
4. Symptom Recovery Goals support hope, empowerment and partnership.

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

#### Tips for This Session

If you choose to use the suggestion for topic introduction, you will want to have paper and colored markers or pens for the interactive role recovery exercise.

#### General Tips

**Culture.** This topic plays a significant role in our competence as facilitators. A person's cultural background, which often refers to one's heritage and/or a set of beliefs, values, customs, and traditions of a racial, ethnic, religious or social group, plays an important part in who we are and how we perceive the world around us. This in turn, plays an important role in how each person facilitates and responds to health care services. Therefore, when facilitating sessions, it is wise to consider the participant's cultural point of view of the subject. This will not only impact engagement and building a relationship with participants, but will also help make the material more relevant for them.

## Suggestion for Topic Introduction and Relevance to Participants

*“Sometimes when hit by an illness or disability, our ideas of who we are and what we want to be get lost.”*

*“We all have several roles in our lives. Let’s look at some of those roles. For instance, one of my roles is a ...(nurse, therapist, social worker, etc.)”*

(Draw a pie chart on board as an example, but only write in your professional role to start, e.g. social worker, case manager or nurse.)

*“Everyone has a sheet of paper, so please draw a circle like this. Now, let’s draw at least three lines, like this.”*

(Provide coaching as needed to assist participants.)

*“Write some of the roles that you currently have in life, but leave at least one blank space. In that space, let’s put down one role that you want to work towards meeting. This might be a student, a renter, an employee, a driver...whatever you’d like to achieve.”*

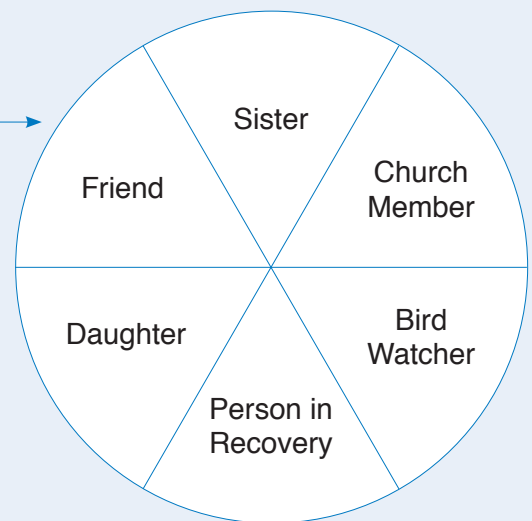
(Facilitate discussion on some of the roles they write in.)

*“Today we’re going to talk about role recovery and what you want for your future.”*

*“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. B    3. C    4. A**



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



## Review of Session 2: What is a Treatment Team?



### 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. Three important phases of r\_\_\_\_\_y are symptom recovery, role recovery and functional recovery.
2. Symptom Recovery Goals connect m\_\_\_\_\_g my illness with reaching my personal life goals
3. Symptom Recovery Goals can be achieved by practicing Recovery L\_\_\_\_\_e Habits
4. Symptom Recovery Goals support hope, empowerment and p\_\_\_\_\_p.

### 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. Role Recovery Goals:**

- A. Mean I will never get better and I will always be a patient, consumer, or client.
- B. Are about being cured and getting off medication.
- C. Are about choosing, getting, and keeping the roles I want in life.
- D. Cannot be worked on or achieved until I am totally symptom-free.

**2. Role Recovery Goals finish the sentence, “I have an illness, so I can’t be...”**

- A. True
- B. False

**3. Role Recovery Goals focus on:**

- A. Rebellion, resistance, and fighting the medical model.
- B. Compliance, obedience, and doing everything I should do.
- C. Moving from patienthood to personhood.
- D. Democracy, free speech, and avoiding outpatient commitment.

**4. Role Recovery Goals are easier to achieve when I manage my illness.**

- A. True
- B. False

## Topic Assessment



**5. I am confident that I understand what it means to recover my roles in life.**

☐

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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# Choosing Role Recovery Goals

## Objectives for this Session

1. Identify 1 example of a Role Recovery Goal.
2. Identify 4 roles you currently have.
3. Identify 1 or more roles you would like to have in the future.

**Role Recovery Goals are about choosing, getting and keeping the roles you want in life.** For many people, recovery includes having many roles in life beyond being a person with an illness. Part of recovery is going from “patienthood” to “personhood.” Even though a person keeps having symptoms, that individual can still have other roles in life besides being a client.

**You can have meaningful roles in life.** Role recovery is finding out who you are and deciding who you want to be, beyond the illness. Role recovery is being the person you want to be, in spite of your illness. Your mental illness may make some things harder, but it doesn’t make anything impossible. Role recovery is thinking about what you want your life to be like, choosing goals, and working to accomplish your personal life goals.

Many people want to have a lot of different roles in life besides being a client or consumer. You are about to think about the roles you have now and choose who you want to be, beyond your illness. How important is that to you?



- |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extremely<br>important.  | Very<br>important.       | Important.               | Somewhat<br>important.   | Slightly<br>important.   | Not at all<br>important. |

## Choosing Role Recovery Goals

(continued)



Write your thoughts about whether or not a person who has a mental illness can achieve whatever roles in life he/she wants to achieve: \_\_\_\_\_

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### Main Learning Point #1

**Role Recovery Goals are about choosing, getting and keeping the roles you want in life.**

**Role Recovery Goals, finish the sentence, “I want to be...”** Finding out who you are means thinking about the roles you already have in life. Role recovery goals describe the person you want to be. Part of your goal is to keep the roles you already have that are important to you. We are all constantly changing, learning and improving through our life experiences, so our roles may change over time. Another part of your goal is deciding who you want to be. Role recovery goals include choosing the roles you aspire to — the roles you hope to achieve in the future.



What roles have you already achieved? Fill this in: I am a \_\_\_\_\_

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## Choosing Role Recovery Goals

(continued)

Choose the roles that you would like to achieve in your lifetime:



What Roles Do You Want Someday?	
“I want to be a ...”	
<input type="checkbox"/> 1. Grandmother / Grandfather	<input type="checkbox"/> 14. Athlete
<input type="checkbox"/> 2. Mother / Father	<input type="checkbox"/> 15. Writer / Author / Poet
<input type="checkbox"/> 3. Wife / Husband	<input type="checkbox"/> 16. Musician
<input type="checkbox"/> 4. Daughter / Son	<input type="checkbox"/> 17. Singer / Choir Member
<input type="checkbox"/> 5. Sister / Brother	<input type="checkbox"/> 18. Gardener
<input type="checkbox"/> 6. Girlfriend / Boyfriend	<input type="checkbox"/> 19. Advocate
<input type="checkbox"/> 7. Friend	<input type="checkbox"/> 20. Card / Game Player
<input type="checkbox"/> 8. Member of a religious or spiritual group	<input type="checkbox"/> 21. Member of a profession, career, or vocation
<input type="checkbox"/> 9. Student	<input type="checkbox"/> 22. Sports participant, e.g. bowler or baseball player
<input type="checkbox"/> 10. Worker / Employee	<input type="checkbox"/> Other _____
<input type="checkbox"/> 11. Sports Fan	<input type="checkbox"/> Other _____
<input type="checkbox"/> 12. Volunteer	<input type="checkbox"/> Other _____
<input type="checkbox"/> 13. Artist	<input type="checkbox"/> Other _____



Which one of your Role Recovery Goals is most important to you?

\_\_\_\_\_

### Main Learning Point #2

**Role Recovery Goals finish the sentence, “I want to be...”**

## Choosing Role Recovery Goals

(continued)

### **Role Recovery Goals focus on moving from patienthood to personhood.**

One of your roles in life may be a person who has a mental illness. When the illness is not well controlled, that role may take more of your time, energy, focus and effort. There may be times when it is hard for you to keep your other roles, especially if the mental illness is difficult to manage. However, your illness never defines who you are as a person. The role of being a person in recovery is only one part of who you are. There are other roles in life that are important to you, that define who you are, and who you want to be.

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

**Role Recovery Goals focus on moving from patienthood to personhood.**

### **Role Recovery Goals are easier to reach when you manage your illness.**

Many people have long-term illnesses. Having an illness doesn't necessarily keep people from reaching goals. If an illness is well controlled, it doesn't have to get in the way of personal life goals. You can get what you want out of life, in spite of having an illness. Your illness does not have to stop you from reaching your role recovery goals.

Your treatment team is an important source of support to you in helping you work toward your role recovery goals.



What does managing your illness mean to you? \_\_\_\_\_

\_\_\_\_\_

#### **Main Learning Point #4**

**Role Recovery Goals are easier to reach when you manage your illness.**

**Remember:** Your mental illness may make some things harder, but it doesn't make anything impossible!

## 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 managing my illness helps me reach my role recovery goals.
- ☐ **3. DISCUSS.** I will talk with \_\_\_\_\_ about the roles I have now that I want to keep, and the roles I've chosen for the future.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. WRITE.** I've decided to write more thoughts about how managing my illness helps me reach my role recovery goals.

### Plan to Practice.

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

## Choosing Functional Recovery Goals

### Facilitator Notes

#### Main Learning Points from last session: *Choosing Role Recovery Goals*

1. Role Recovery Goals are about choosing, getting and keeping the roles you want in life.
2. Role Recovery Goals finish the sentence, “I want to be a...”
3. Role Recovery Goals focus on moving from patienthood to personhood.
4. Role Recovery Goals are easier to reach when you manage your illness.

#### 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.

#### General Tips

1. **Let The Participants Say It.** In groups, classes and individual sessions: As much as possible, “facilitate.” Make a conscious choice to remain in the role of “facilitator.” It is the participant’s job to read aloud, explain in their own words, define difficult words, generate ideas, summarize what has been read aloud, apply the information to personal experiences, etc. As a facilitator, ask questions and prompt participation to elicit input from each individual during the session. There is greater power in **Let The Participants Say It** than in your doing all the talking!
2. Help participants pronounce, define, and understand complex words, phrases, and concepts as needed. The words “Resilience” and “Persistent Symptoms” might be unfamiliar. After participants read the sections that contain these words, help them pronounce them correctly and understand what they mean, through definitions, discussions and examples.

## Suggestion for Topic Introduction and Relevance to Participants

*“At our last session, we talked about our Role Recovery Goals. Today, we’re going to talk about Functional Recovery Goals. Functional mean something that works well or serves a purpose.”*

*“What are some of the skills, or functions, that we use everyday? What skills would we need if we wanted to be a successful delivery person? Let’s finish the sentence: ‘To be a successful delivery person, I would need to be able to...’”*

(Respond to examples. You may hear things like... show up and be on time for work every day, listen and follow instructions, drive a car or truck or ride a bicycle, wash and iron my delivery clothes, be very polite to people receiving packages, be neat and clean every day, etc.).

*“Managing the symptoms of mental illness can help you function better and reach your goal of being whatever it is that is important to you.”*

*“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. C    4. A

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

## Review of Session 3: Choosing Role Recovery Goals



### 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. Role Recovery Goals are about c\_\_\_\_\_g, getting and keeping the roles you want in life.
2. Role Recovery Goals finish the sentence, “I w\_\_\_\_\_t to be a...”
3. Role Recovery Goals focus on moving from patienthood to p\_\_\_\_\_d.
4. Role Recovery Goals are easier to reach when you m\_\_\_\_\_e your illness.

### 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. Functional Recovery Goals are about being able to do things that are important to me.**

A. True   B. False

**2. Functional Recovery Goals:**

- A. Can be achieved just by taking medication.
- B. Finish the sentence, “I want to be able to...”
- C. Are achieved by doing exactly what my treatment team tells me to do and being compliant.
- D. Are just a matter of faith, persistence, and prayer. Nothing else is needed.

**3. Functional Recovery Goals include:**

- A. Not wanting to change.
- B. Following the rules.
- C. Resilience.
- D. Always saying what I want to.

**4. Managing my illness can help me reach my Functional Recovery Goals.**

A. True   B. False

**5. I am confident that I understand functional recovery.**

<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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# Choosing Functional Recovery Goals

## Objectives for this Session

1. Identify 1 example of a Functional Recovery Goal.
2. Identify 1 or more skills or abilities you'd like to have in the future.

Symptom Recovery Goals and Role Recovery Goals have been discussed in previous sessions. This session will focus on Functional Recovery Goals. It is important to share your Functional Recovery Goals with your treatment team so they can continue to support you in reaching those goals.

Functional Recovery Goals are about getting back some of the skills and abilities you had before you became sick. Functional Recovery Goals can also be about attaining, or learning new skills. Most of us can think of things we like to do in life that make us happy. For example, if you like to read the newspaper, one thing you will need to be able to do is concentrate, or focus. Being able to focus gives you the functional ability to read the newspaper.

Think about the skills and abilities you want. Decide what you need to be able to do, how you need to function, to reach your Functional Recovery Goals.

## Past, Present and Future

- **Past.** Some people want to be able to do things they used to do, before they became mentally ill. Their goals include regaining abilities, skills and roles they had in the past.
- **Present.** Some people want to keep the skills they have right now. Their goals include reducing their risk of getting sick again, maintaining current roles and functioning.
- **Future.** Other people want to be able to do things they've never done before. Their goals include gaining new abilities, being able to do new things.

### Main Learning Point #1

**Functional Recovery Goals are about getting back the skills and abilities you had before you became sick or learning new skills.**

## Choosing Functional Recovery Goals (continued)

**Functional Recovery Goals** finish the sentence, “I want to be able to...” There are probably many things that you already do well, that you want to keep doing. Think about, write, and discuss the skills you already have that you don’t want to give up.



### What Can You Already Do Well?

I am able to \_\_\_\_\_  
 \_\_\_\_\_

**My Functional Recovery Goals.** There may also be some skills you want to learn or regain. Choose the skills you want to gain or relearn. What are you not able to do now, that you want to be able to do someday?



### Choose Functional Recovery Goals: What do you want to be able to do?

“I want to be able to...”

☐ 1. Talk with people / understand what is said

☐ 9. Get around by bus / subway / drive a car

☐ 2. Stay neat, clean, and looking my best

☐ 10. Use a computer / copier / fax / printer

☐ 3. Eat healthy, exercise, and manage my weight

☐ 11. Attend classes, take notes, study, pass exams

☐ 4. Read and understand books, directions, etc.

☐ 12. Find, get, keep, and change jobs

☐ 5. Wash clothes / cook / buy groceries / clean house

☐ 13. Live on my own

☐ 6. Be on time / follow instructions / finish jobs

☐ 14. \_\_\_\_\_

☐ 7. Stick with tasks until the job is done

☐ 15. \_\_\_\_\_

☐ 8. Pay bills / manage money / not run short

☐ 16. \_\_\_\_\_

## Choosing Functional Recovery Goals (continued)



Write and/or discuss your thoughts and feelings about the Functional Recovery Goal that is most important to you. \_\_\_\_\_

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### Main Learning Point #2

**Functional Recovery Goals finish the sentence, "I want to be able to..."**

### Functional Recovery Goals include building resilience.

People function best when they learn and practice healthy coping skills that allow them to deal with situations and build resilience. Resilience is the ability to "bounce back" from problems and stress.

Choosing, learning and practicing effective coping skills can help you reach your goals. The things you do every day to manage stress and problems in healthy, positive ways are called "healthy coping skills." The more healthy coping skills you practice, the more resilient you can become. The more resilient you are, the better the chances of successfully reaching your goals, in spite of problems and stress.

### Main Learning Point #3

**Functional Recovery Goals include building resilience**

### The coping skills I use now.

You already use certain skills and abilities to cope with problems and stress. What coping skills do you already use to build resilience? I am able to:

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## Choosing Functional Recovery Goals (continued)

Choose the coping skills you are willing to start learning and practicing.

**Choose Functional Recovery Goals:**  
***What will you learn/practice to build your resilience?***



**“I want to be able to ...”**

- ☐ 1. Manage anger better, instead of just walking away or losing my temper.
- ☐ 2. Be more confident with people and make my opinions known.
- ☐ 3. Solve problems instead of blaming, avoiding, getting stuck or being overwhelmed.
- ☐ 4. Practice thinking in a positive way.
- ☐ 5. Take responsibility for my own thoughts, feelings and behavior.
- ☐ 6. Build my self-esteem.
- ☐ 7. Manage stress in healthier ways.
- ☐ 8. Use deep breathing, meditation, muscle tensing, tai chi, yoga, or other relaxation skills to manage stress.
- ☐ 9. Manage my persistent symptoms better so they don't bother me so much.
- ☐ 10. Other \_\_\_\_\_



Write or discuss your thoughts and feelings about one coping skill you marked that is most important to you: \_\_\_\_\_

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## Choosing Functional Recovery Goals (continued)

**Functional Recovery Goals are easier to reach when I manage my illness.** When I am able to manage my illness, I may find that it is easier to do everyday things. If my symptoms are less bothersome, I may be able to function better. So there may be a connection between functional recovery goals and how well I control my symptoms.

### Main Learning Point #4

**Functional Recovery Goals  
are easier to reach when you  
manage your illness.**



Think about, write, or discuss how managing your illness can help you reach your functional recovery goals: \_\_\_\_\_

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## 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. I will think about what I need to be able to do, to get and keep the roles I want in life.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about getting my symptoms better controlled so I can reach my goals.
- ☐ **3. DISCUSS.** I will talk with \_\_\_\_\_ about how managing an illness helps people function better and achieve their life goals.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. SELECT GOAL.** I've decided to work toward one new Functional Recovery Goal: \_\_\_\_\_  
My first step will be to: \_\_\_\_\_  
\_\_\_\_\_

# 5

## Who are the Members of Your Treatment Team? (Part 1) Facilitator Notes

### Main Learning Points from last session: *Functional Recovery Goals*

#### Functional Recovery Goals...

1. ...are about getting back the skills and abilities you had before you became sick or learning new skills.
2. ...finish the sentence, “I want to be able to ...”
3. ...include building resilience.
4. ...are easier to reach when you manage your illness.

### 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.

#### General Tips

1. Can all participants see the board?
2. Do participants have writing surfaces (tables, desks, notebooks or clipboards) for taking notes/ writing?
3. Are pencils, pencil sharpener, paper and other necessities available?
4. Are outside distractions minimized as much as possible?
5. Is the room well lit and maintained at a comfortable temperature?
6. Is the room arranged to give you enough space to walk around and interact closely with individuals, instead of being limited to the “head of the class” or being tied to a desk?

## Suggestion for Topic Introduction and Relevance to Participants

*“What is the difference between someone who works WITH you and someone who works FOR you?”*

(Listen and respond to thoughts).

*“An example is if I decide the yard needs to be raked and tell you to do it – you are working FOR me. If we agree that the yard needs to be raked and we do it together – we’re working WITH each other.”*

*“So which sounds better to you? Working FOR someone or working WITH someone? I’d rather work WITH someone, too. And if we work together, we become partners of a sort, right? If the yard needs to be raked, I’d much rather work with a partner than by myself.”*

*“Today, we will begin the first of several sessions that all focus on learning about the members of a treatment team. Should a team work WITH you or FOR you? You will also have an opportunity to start thinking about how each member of your treatment team is important to you.”*

*“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. D    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 4: Choosing Functional Recovery Roles



### Main Learning 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:

#### Functional Recovery Roles...

1. ...are about getting back the s\_\_\_\_\_s and abilities you had before you became sick or learning new skills.
2. ...finish the sentence, “I w\_\_\_\_\_t to be able to ...”.
3. ...include b\_\_\_\_\_g resilience.
4. ...are easier to reach when you m\_\_\_\_\_e your illness.

### 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. My Treatment Team:**

- A. Does not include me.
- B. Must always include a doctor and nurse.
- C. Includes the person who is recovering (me).
- D. Could never include a therapist and a case manager.

**2. My prescriber is most likely to:**

- A. Tell me what to do, so I can always follow directions.
- B. Give me injections and fill my pillbox for me.
- C. Tell me I am cured, so I can stop taking medication.
- D. Help me figure out which medications do the best job of controlling my symptoms.

**3. A therapist is most likely to:**

- A. Demonstrate coping skills to increase my resilience and help me reach my goals.
- B. Support and encourage fighting back and resisting change.
- C. Expect me to follow orders.
- D. Discourage my freedom of expression and restrict choices.

**4. A therapist is likely to prescribe medication for me.**

- A. True
- B. False

## Topic Assessment



**5. I am confident that I know the role my prescriber plays in my treatment.**

☐

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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# Who are the Members of Your Treatment Team? (Part 1)

## Objectives for this Session

1. Discuss at least 1 way you work with your team.
2. Identify at least 1 way your prescriber can help you reach your recovery goals.
3. Explain 1 or more ways a therapist could work with you to help you recover.

**How Many People Are on a Treatment Team?** Each treatment team is different. Some treatment teams have only a few members. Some teams have many members. Who and how many people are on your team, depends on a number of things, including:

- A. Where you live.
- B. What services you need.
- C. What goals you're working on.
- D. The treatment setting you're in.
- E. The mental health system in your area.

**Getting to Know Your Team.** You may already know some of the other people on your treatment team and what each team member does. It's important for you to get to know each person's special skills, talents and how they will work with you. Your team includes people who are trained in mental health and are interested in you. The treatment team wants to help you reach your goals. It is important for you to know which person to talk to about certain problems, questions, needs and goals.

While each member of the team has some specific responsibilities, there is also a lot of overlap of their responsibilities. There will be times when several members of the treatment team need to know the same information. For example, housing issues will need to be shared with your prescriber, your case manager and your therapist or social worker. Medication problems or questions will need to be talked about with your prescriber, pharmacist, one of your nurses and your therapist. If you're not sure who to ask, ask them all!

This session, and the next several sessions, will help you explore who is on your treatment team. You will also learn some of the ways each person may be able to help you. If you only have a few people on your treatment team, each of them may be helping you with several things.

## Who are the Members of Your Treatment Team? (Part 1)

(continued)

**Put a check in the box beside the treatment team members you work with. Write their names in the blank behind their role.** As you discover each person's special skills and talents, you might want to add to the list of ways you can work together.

### Main Learning Point #1

**It is important to know how different members of your treatment team will work with you.**



- ☐ 1. The **most important** member of my Treatment Team is the person who is recovering (ME!). Some of the most important things I do (or want to do) with my treatment team are:
- ☐ A. **Choose, discuss and work toward my recovery goals.**
  - ☐ B. Learn and practice habits that help me recover.
  - ☐ C. Discuss what treatments I'm most interested in, decide what I will do, and find out what my team will do to achieve my goals.
  - ☐ D. Talk about my illness, discuss my symptoms and track my symptoms over time.
  - ☐ E. Discuss how to become ready for part-time or full-time employment or activities.
  - ☐ F. Work together to find the medications that do the best possible job of controlling my symptoms.
  - ☐ G. Discuss my experiences, thoughts, and feelings about my medications, including:
    - a. How well a medication is working for me.
    - b. How much I'm taking and how much I prefer to take.
    - c. When I take my medications.
    - d. How many doses I usually miss each week.
    - e. Why I may not want to take a certain medication.
    - f. Any side effects and how to best deal with them.
  - ☐ H. Discuss my living situation and how to plan ahead if I want to make a change.
  - ☐ I. Other: \_\_\_\_\_

## Who are the Members of Your Treatment Team? (Part 1)

(continued)



Think about, discuss, or write an example of what you with your treatment team that's important for your recovery: \_\_\_\_\_

☐ 2. I have a **Prescriber** on my team. His or her name is: \_\_\_\_\_

My prescriber might be a nurse practitioner, a psychiatrist, or another kind of doctor. Some of the most important things my prescriber and I do (or could do) together include:

- ☐ A. **Figure out which medications do the best job of controlling my symptoms.**
- ☐ B. Talk about my diagnosis and symptoms.
- ☐ C. Decide what medications I'll take, how much I'll take, when I'll take them, how I'll take them, and how long I'll take them.
- ☐ D. Talk about what each medication can do for me.
- ☐ E. Talk about the common side effects of each medication and how I can manage the side effects that bother me.
- ☐ F. Talk about whether the possible benefits (how the medicine could help me) outweigh the risks or side effects that may occur.
- ☐ G. Talk about other treatments that could help me reach my goals.
- ☐ H. Other: \_\_\_\_\_

### Main Learning Point #2

**A prescriber can help you figure out which medications do the best job of controlling symptoms.**

Discuss or write an example of something specific that you and your prescriber have done together that was important to you: \_\_\_\_\_

## Who are the Members of Your Treatment Team? (Part 1)

(continued)



☐ 3. I have a **Therapist** on my team. His/Her name is: \_\_\_\_\_

My therapist is trained as a: ☐ counselor ☐ social worker ☐ psychologist  
☐ marriage and family therapist ☐ nurse  
☐ substance abuse specialist ☐ other: \_\_\_\_\_

Some of the most important things my therapist and I do (or could do) together include:

- ☐ A. **Choose and practice coping skills to increase my resilience.**
- ☐ B. Explore my concerns, hopes, feelings, goals, and problems.
- ☐ C. Choose and work toward my recovery goals.
- ☐ D. Discuss my diagnosis, symptoms, causes of my illness, how to recover, how to recognize relapse, and ways to reduce my risk of relapse.
- ☐ E. Talk about my goals and solve problems during group, individual, and family therapy sessions.
- ☐ F. Work towards dual recovery (recovery from two disorders) – helping me recover from both substance use and my mental illness.
- ☐ G. Select groups or classes that help me manage my illness and reach my recovery goals.
- ☐ H. Other: \_\_\_\_\_

Think about, discuss and write an example of what you and a therapist did together (or could do together) that's important for your recovery: \_\_\_\_\_

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

### Main Learning Point #3

**A therapist can help you choose and practice healthy coping skills to increase resilience.**

## 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 my treatment team members.
- ☐ **3. DISCUSS.** I have an appointment with my therapist before our next session. I will talk with him or her about the information in this handout.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. PLAN.** At my next appointment with my doctor, I am going to talk about how we work together.

**Plan to Practice.** How will practicing help you? \_\_\_\_\_

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# 6

## Who are the Members of Your Treatment Team? (Part 2) Facilitator Notes

### Main Learning Points from last session:

#### *Who are the Members of Your Treatment Team? (Part 1)*

1. It is important to know how different members of your treatment team will work with you.
2. A prescriber can help you figure out which medications do the best job of controlling symptoms.
3. A therapist can help you choose and practice healthy coping skills to increase resilience.

### 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

**No Healthcare Provider.** One or more participants say they don’t have a health care provider or haven’t seen one in over a year. They may or may not report physical health problems such as high blood pressure or diabetes.

#### Possible Responses

1. **Reinforce the importance of physical health care.** e.g., “*It sounds like you want to get treatment for your physical health problems. How can I assist you in getting to a health care provider?*”
2. **Recommend a personal practice goal.** Consider prompting those participants to choose personal practice goals that will focus on getting the health care services.

#### General Tip

Most people feel as though they’ve been heard if their listener is able to repeat back to them the main ideas they were attempting to convey. When participants speak up, try to rephrase what they’ve said for their benefit and the rest of the group. Use phrases such as, “*What I hear you saying is...*” or “*Let me repeat what you have just said to see if I understood you correctly.*” Many times, this effort results in participants feeling a shared experience which may motivate people in their efforts to take steps toward change.

## Suggestion for Topic Introduction and Relevance to Participants

*“What might happen if everyone worked on managing their psychiatric disorder but didn’t take care of their physical health? Do you think that your physical health affects your psychiatric recovery?”*

*“Do you have a health care provider that you work with to take care of your physical health needs?”*

*“What would you like to learn or discuss about how nurses, healthcare providers and peers could work with you?”*

*“Today we’re going to continue our discussions about the members of the treatment team by talking about your other doctors, nurses and other health care professionals you might work with.”*

*“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. C    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 5: Who Are the Members of Your Treatment Team? (Part 1)



### 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. It is important to know how different members of your t\_\_\_\_\_t team will work with you.
2. A prescriber can help you figure out which medications do the best job of controlling s\_\_\_\_\_s
3. A therapist can help you choose and practice healthy c\_\_\_\_\_g skills to increase resilience

### 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. A Nurse is most likely to help me:**

- A. By diagnosing my medical problems.
- B. Find a cure for my illness.
- C. Improve my health and wellness.
- D. By telling me to stop taking a medication because the side effects bother me.

**2. A Healthcare Provider is most likely to help me:**

- A. Help me in a support group.
- B. Cut down on the psychiatric medications I am taking.
- C. Manage my physical health problems.
- D. Work with my case manager to find a better place to live.

**3. A Peer Support Specialist is most likely to help me:**

- A. Include a triage specialist, so I can get good treatment.
- B. Be more compliant and obedient.
- C. With legal issues.
- D. Share support, information, and experiences in peer support meetings.

**4. My Treatment Team can't ever include a peer support specialist.**

- A. True
- B. False

## Topic Assessment



**5. I am confident that I know the difference between a nurse and a healthcare provider.**

☐

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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# Who are the Members of Your Treatment Team? (Part 2)

## Objectives for this Session

1. Identify and explain at least one way a Nurse might help you reach your goals.
2. Discuss how a Healthcare Provider could help with your recovery.
3. Explain one or more ways a Peer Support Specialist could help you recover.

**Your treatment team may change over time.** When you change treatment programs, the members of your treatment team are likely to change, too. You will probably have more and different people on your treatment team in the hospital than you have at a mental health center. Who is on your team, how many people are on your team, and how you work with each member of the team is likely to change over time and in different treatment settings.



☐ 1. I have a **Nurse** on my team. His/Her name is : \_\_\_\_\_

If you don't have a nurse on your team right now, you may write in the name of a nurse who was on your treatment team in the past.

Some of the most important things my nurse and I did in the past, do now, or could do together are:

- ☐ A. **Help me improve my overall health and wellness.**
- ☐ B. Talk about my illness, discuss my symptoms and track my symptoms over time.
- ☐ C. Keep an eye on my blood pressure, weight, body mass index, glucose level and other health and wellness measures.
- ☐ D. Talk about what each medication can do for me.
- ☐ E. Talk about how well my medication is working.
- ☐ F. Talk about the common side effects of each of my medications and how I can manage the side effects that bother me.
- ☐ G. Choose ways to remember and take my medicine correctly.
- ☐ H. Refill my pillbox or teach me how to do it correctly.
- ☐ I. Get my injections.
- ☐ J. Take care of my lab work.
- ☐ K. Find ways to get my medication, if I can't afford it.

## Who are the Members of Your Treatment Team? (Part 2)

(continued)



- ☐ L. Learn, choose, and practice healthy eating and exercise habits.
- ☐ M. Other: \_\_\_\_\_

Think of a time when you and a nurse worked together. What is a specific example of how the nurse was helpful to you? \_\_\_\_\_

\_\_\_\_\_

### Main Learning Point #1

**A nurse could help you improve your health and wellness.**



- ☐ 2. I have a **Healthcare Provider** on my team. His/Her name is : \_\_\_\_\_

\_\_\_\_\_

This member of my team might also be called a primary care provider. He or she could be a doctor or a nurse. My healthcare provider may work in a different place than the other members of your treatment team.

Some of the most important things my healthcare provider and I do (or could do) together include:

- ☐ A. **Manage my physical health problems.**
- ☐ B. Discuss my physical health problems, medical diagnosis and symptoms.
- ☐ C. Decide what medications I'll take for my physical health problems. Talk about how much medication I'll take, when I'll take them, how I'll take them, and how long I'll take them.
- ☐ D. Work together to find the medications that control my physical health problems the best.
- ☐ E. Discuss what each medication can do for my physical health and wellness.
- ☐ F. Talk about the common side effects of each medication and how I can manage the side effects that bother me.

## Who are the Members of Your Treatment Team? (Part 2)

(continued)



- ☐ G. Discuss what I can do to improve my health and wellness.
- ☐ H. Other: \_\_\_\_\_

### Main Learning Point #2

**A Healthcare Provider could help you manage physical health problems.**



What physical health care needs do you have? \_\_\_\_\_

\_\_\_\_\_

Think of a time when you worked with a primary care physician. What's an example of how that person helped you? \_\_\_\_\_

\_\_\_\_\_

- ☐ 3. You may have a **Peer Support Specialist** on my team. His/Her name is:

\_\_\_\_\_

This member of the treatment team might also be called a “peer advocate” or a “prosumer.” Peer support specialists are individuals who are recovering from psychiatric disorders. They have special training, knowledge, experience and skills that can help you reach your recovery goals.

If you don't have a peer support specialist on your team right now, you may write in the name of a peer support specialist who was on your team in the past.

## Who are the Members of Your Treatment Team? (Part 2)

(continued)



Some of the most important things my peer support specialist and I did in the past, do now, or could do together include:

- ☐ A. **Be involved in peer support meetings.** I could share support, information, and experiences with other people who are also recovering.
- ☐ B. Explore recovery: including my concerns, hopes, thoughts, feelings and goals.
- ☐ C. Choose and work toward recovery goals.
- ☐ D. Learn knowledge and practice skills that can help me manage my illness.
- ☐ E. Choose and practice coping skills that increase my resilience and help me reach my goals.
- ☐ F. Other: \_\_\_\_\_

If you have worked with a peer support specialist, what's a specific example of how that individual helped you? \_\_\_\_\_

\_\_\_\_\_

If your team doesn't include a peer support specialist right now, you might ask if one is available in your area.

### Main Learning Point #3

**A Peer Support Specialist could help me get involved in peer support meetings.**

## 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 how I can work with these treatment team members.
- ☐ **3. ACT.** I will talk to \_\_\_\_\_ about getting a health care provider to help me manage my physical health problems.
- ☐ **4. OTHER:** \_\_\_\_\_

Take an “Extra Step Forward” (optional)

- ☐ **5. SCHEDULE.** I am going to call my nurse, healthcare provider, or peer support specialist and make an appointment.

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

## Who are the Members of Your Treatment Team? (Part 3) Facilitator Notes

### Main Learning Points from last session:

#### *Who are the Members of Your Treatment Team (Part 2)*

1. A nurse could help me improve my health and wellness
2. A healthcare provider could help me manage my physical health problems.
3. A peer support specialist could help me be involved in peer support meetings.

### Review Personal Practice Options from last session.

#### Remember

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

#### Tips for this Session

After reading, completing, and discussing the section about case managers or pharmacists, you may want to facilitate role play with the participants. Engage participants in practicing the skills needed to ask their case manager or pharmacist (or other member of their treatment team) for help with getting services or resources.

#### Potential Problems for this Session

None of the participants have any contact with a pharmacist, case manager, recreation, activity or occupational therapist. As you look over this session, you realize that none of the treatment team roles discussed are currently applicable to any of the participants.

#### Possible Responses

1. Skip this session. You may skip this session and use Session 8 or 9 instead. You might choose to use the "Review of Session 6" page that follows, to review the last session.
2. Discuss past and/or future treatment team members. Encourage participants to talk about a pharmacist, case manager, recreation, activity or occupational therapist they worked with in the past. Alternately, focus on helping participants understand these roles to prepare for the possibility of working with them in the future.



## Suggestion for Topic Introduction and Relevance to Participants

*“Today, we’re going to talk about some other members of the treatment team.*

*“Where do you get your prescriptions filled? Do you know the names of people who work there? Do you think they are members of your treatment team?”*

*“Who is the case manager you remember the best? What did you do together that made the relationship important and worth remembering?”*

*(Respond to comments)*

*“Today we’re going to talk about case managers and continue to identify some other types of treatment team members you might work with.”*

*(If you have a guest facilitator, you may be able to say,)*

*“Do all of you know \_\_\_\_\_, who is a case manager who works here? \_\_\_\_\_ is going to help facilitate today, so let’s welcome him or her.”*

*“Let’s continue learning about some of the types of treatment team members you may one day encounter.”*

*“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

1. A      2. C      3. A      4. A

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

## Review of Session 6: Who are the Members of Your Treatment Team? (Part 2)



### 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. A nurse could help me improve my h \_\_\_\_\_ and wellness
2. A healthcare provider could help me m \_\_\_\_\_ e my physical health problems.
3. A peer s \_\_\_\_\_ t specialist could help me be involved in peer support meetings.

### 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. My Treatment Team might include a pharmacist who:**

- A. Could print a list of all my medications.
- B. Is trained as a nurse.
- C. Will prescribe medicine for me.
- D. Will make appointments for me to see a healthcare provider.

**2. My Treatment Team could include a case manager who:**

- A. Tells me what to do, so I can always be compliant.
- B. Is probably a physiologist.
- C. Could connect me with the resources and services I need.
- D. Tells me what my goals must be and what I am doing wrong.

**3. My Treatment Team might include a Recreational, Activity, or Occupational Therapist:**

- A. True
- B. False

**4. My Recreational, Activity or Occupational Therapist is most likely to help me:**

- A. Learn and practice healthy lifestyle habits.
- B. Refill my medication prescriptions when I run out.
- C. Get my basic needs met (e.g., housing, food, financial, etc.)
- D. Print a list of all my medications.

## Topic Assessment



**5. I am confident that I know the role a pharmacist plays on my treatment team.**

☐

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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# Who are the Members of Your Treatment Team? (Part 3)

## Objectives for this Session

1. Identify and explain at least 1 way a pharmacist might help you.
2. Discuss how a case manager could help you reach your recovery goals.
3. Explain 1 thing an occupational, recreation or activity therapist might do as a member of your team.

My treatment team may change over time. When I change treatment programs, the members of my treatment team are likely to change, too. I'll probably have different people on my treatment team in a hospital than at a mental health center. Who is on my team, how many people are on my team, and what I work on with each member of my team is likely to change over time and in different treatment settings.



☐ 1. I have a **Pharmacist** on my team. His/Her name is : \_\_\_\_\_  
\_\_\_\_\_

My pharmacist may not meet with or talk to other members of my treatment team. However, my pharmacist is an important member of my team. If I have any questions about my medicine, the pharmacist can answer those questions.

If you don't know the name of your pharmacist, but you do know the name of your drugstore, you may write the drugstore's name above. It is helpful to use the same pharmacy to fill all of your prescriptions. This will allow them to be sure that all of your medicines are safe to take together.

## Who are the Members of Your Treatment Team? (Part 3)

(continued)



Some of the most important things my Pharmacist and I did in the past, do now or could do together are:

- ☐ A. **Print a list of all my medications.**
- ☐ B. Talk about how to take my medications.
- ☐ C. Talk about an over-the-counter medication, and whether it is OK to take with my psychiatric medication.
- ☐ D. Make sure it is safe for me to take all of the different medications that are ordered by my various prescribers.
- ☐ E. Refill my medications.
- ☐ F. Give me an educational handout about each of my medications.
- ☐ G. Mail or deliver my medications to me.
- ☐ H. Other: \_\_\_\_\_

What is one personal example of how you and your pharmacist worked well together in the past? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Main Learning Point #1

**A Pharmacist could print a list of all your medications.**

## Who are the Members of Your Treatment Team? (Part 3)

(continued)



☐ 2. I have a **Case Manager** on my team. His/Her name is : \_\_\_\_\_

If you don't have a case manager now, but you had one on your team in the past, you may write that person's name above.

Some of the most important things my case manager and I did in the past, do now, or could do together are:

- ☐ A. **Work to get the services and resources I need.**
- ☐ B. Choose, discuss and work toward my recovery goals.
- ☐ C. Schedule my treatment and share information with other members of my treatment team.
- ☐ D. Solve problems and deal with emergencies.
- ☐ E. Get my basic needs met (e.g., housing, food, financial, etc.)
- ☐ F. Help me find health care providers to get treatment for physical health problems.
- ☐ G. Discuss what I can do to improve my health and wellness.
- ☐ H. Learn and practice the daily living skills I need to be successful.
- ☐ I. Learn about my symptoms, how to manage my illness, and how to reduce my risk of relapse.
- ☐ J. Discuss what treatments I'm most interested in, what I will do, and what other members of my team will do, to achieve my goals
- ☐ K. Discuss how well my medication is working and track my symptoms over time.
- ☐ L. Other: \_\_\_\_\_

### Main Learning Point #2

**A Case Manager can connect you with resources and services.**

## Who are the Members of Your Treatment Team? (continued)



What is an example of something you and your case manager did together that was important or helpful to you? \_\_\_\_\_

\_\_\_\_\_

If you don't have a case manager right now, what members of your treatment team work with you on these issues, instead? \_\_\_\_\_

\_\_\_\_\_

☐ 3. I have an **Occupational, Recreational or Activity Therapist** on my team.

His or her name is : \_\_\_\_\_

This person might have special training in art, dance, fitness or music.

If you don't have an occupational, recreational or activity therapist on your team right now, you may write in the name of someone who was on your team in the past.

Some of the most important things my occupational, recreational or activity therapist and I did in the past, do now, or could do together include:

- ☐ A. **Learn and practice healthy lifestyle habits.**
- ☐ B. Create a balanced schedule of things to do each day.
- ☐ C. Discover my talents, abilities, strengths and interests.
- ☐ D. Develop new interests, hobbies and activities.
- ☐ E. Learn and practice skills that help me relax and reduce stress.
- ☐ F. Think about solving my concerns and issues in creative ways.
- ☐ G. Improve my self-esteem and self-image.
- ☐ H. Improve my coordination and concentration.
- ☐ I. Other: \_\_\_\_\_



## Who are the Members of Your Treatment Team? (Part 3)

(continued)



If you have worked with an occupational, recreational or activity therapist, what's a specific example of how one of those people helped you? \_\_\_\_\_

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Some treatment teams don't include these types of therapists. If you don't have one on your team, which members of your team do you work with to accomplish some of the things listed above? \_\_\_\_\_

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### Main Learning Point #3

**An Occupational, Recreation or Activity Therapist could help you learn and practice healthy lifestyle habits.**

## 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 will talk to \_\_\_\_\_ (write name) about how my case manager helps me reach my recovery goals.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. CALL.** I will call my pharmacist for these things:
  - a. A printed list of my all of my medications.
  - b. An educational handout about one of my medications.
  - c. To see if my over-the-counter medications are okay to take with all my other medications.



## Who are the Members of Your Treatment Team? (Part 4)

### Facilitator Notes

#### Main Learning Points from last session: *Who are the Members of Your Treatment Team (Part 3)*

1. A pharmacist could print a list of all your medications.
2. A case manager can connect you with resources and services.
3. An occupational, recreation or activities therapist could help you learn and practice healthy lifestyle habits.

#### 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. Be aware that some cultures may have a negative connotation toward the word “rehabilitation.” You will want to explore any cultural sensitivities if you work with a diverse group to ensure that participants are not distressed or embarrassed by the materials in this and other sessions.
2. If you use the suggestion for introducing this session, you may want to draw the diagram (on next page) on the board or flip chart before session starts. Have each participant draw their own circles to identify their personal goals that a rehabilitation or life coach could help them work toward.
3. Make this interactive by having each participant identify at least one of the goals they identify.

##### General Tips

Start sessions on time and end on time. It shows that you respect your task and you respect participants. It also shows that you respect your agency’s schedule and respect the time frame for the next group that comes after yours.

Be aware that part of the disease is that some people’s internal clocks don’t work so well. Modeling a routine, this valuing of timeliness, is one way to help participants practice “meeting community standards.” Routines are recovery tools for people living with chronic illnesses.

## Suggestion for Topic Introduction and Relevance to Participants

*“Does anyone know the difference between treatment and rehabilitation?”*

*“Do you think that it is possible for people with mental illness to go to school or have a job? Why or why not?”*

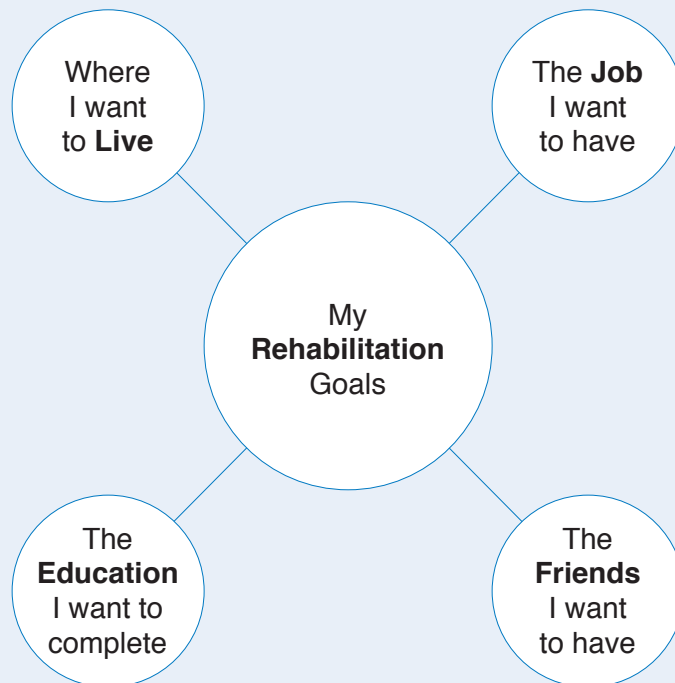
*“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”*

### Illustrate role recovery goals.

- 1. Identify Goals.** Help each participant identify personal role recovery goals using a visual image. Instruct participants to write their specific personal goals in each circle of the illustration.
- 2. Discuss Rehabilitation.** Facilitate discussion about how rehabilitation services might help people achieve their personal goals.

### Topic Assessment

**1. D    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 7: Who are the Members of Your Treatment Team? (Part 3)



### 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. A p\_\_\_\_\_t could print a list of all your medications.
2. A case manager could connect you with the r\_\_\_\_\_s and services.
3. An occupational, recreation or activity therapist could help you learn and practice h\_\_\_\_\_y lifestyle habits.

### 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. A Psychosocial Rehabilitation Specialist is most likely to:**

- A. Be trained as a pharmacist.
- B. Prescribe medicine for me.
- C. Take my blood pressure and give me an injection.
- D. Help me choose personal life goals and work toward them.

**2. A Job Coach or Vocational Rehabilitation Specialist:**

- A. Could help me find a job that matches my interests, skills and abilities.
- B. Hires me, and is my boss on the job.
- C. Connects me with the housing resources I need.
- D. Tells me what jobs I have to apply for and gets me a job he/she thinks is best

**3. To achieve my personal life goals, my Treatment Team must include a rehabilitation specialist:**

- A. True
- B. False

**4. An education specialist is most likely to give me a grant, so I can afford to go to school.**

- A. True
- B. False

## Topic Assessment



**5. I am confident that I understand the role of the psychosocial rehabilitation specialist.**

☐

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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# Who are the Members of Your Treatment Team? (Part 4)

## Objectives for this Session

1. Identify and explain at least 1 way a psychosocial rehabilitation specialist or job coach might help you.
2. Discuss 1 way a job coach or vocational rehabilitation specialist could help you reach your goals.
3. Explain 1 task an education specialist might do as a member of your team.

### **Your treatment team may include people who provide rehabilitation services.**

Depending on what services are available in your area, and your goals, you may participate in rehabilitation services at some point in your recovery. Some members of the treatment team may specialize in rehabilitation or job coaching as one part of their role. This might be your case manager or a different team member. If not now, then maybe in the future, you might work with treatment team members who are mentioned in the next few pages.



- ☐ 1. I have a **Psychosocial Rehabilitation Specialist** on my team. His or her name is: \_\_\_\_\_.

You may already be working with one of these rehabilitation specialists. If not, think about how you might be helped by these services in the future. Or, if you've worked with one of these specialists in the past, think about what you did with that person. If you don't have a rehabilitation specialist on your treatment team, you can put the name of a job coach or case manager in the line above.



## Who are the Members of Your Treatment Team? (Part 4)

(continued)



Some of the most important things my Psychosocial Rehabilitation Specialist and I did in the past, do now, or could do together are:

- ☐ A. **Choose personal life goals and work toward them.** Help me choose, get, and keep:
  - ☐ A place to live where I am happy and safe.
  - ☐ A place to study, learn and get an education.
  - ☐ A place to work or volunteer.
  - ☐ A group of friends to spend time with.
- ☐ B. Identify my skills, strengths and interests to help me choose rehabilitation goals.
- ☐ C. Help me gain the knowledge, skills and support I need to reach my rehabilitation goals.
- ☐ D. Other: \_\_\_\_\_

Could a psychosocial rehabilitation specialist help you reach your goals? If so, how? \_\_\_\_\_

### Main Learning Point #1

**A Psychosocial Rehabilitation Specialist could help you choose personal life goals and work toward them.**

## Who are the Members of Your Treatment Team? (Part 4)

(continued)



- ☐ 2. I have a **Job Coach** or **Vocational Rehabilitation Specialist** on my team.  
His or her name is: \_\_\_\_\_.

You might not have a job coach or Vocational Rehabilitation Specialist on your treatment team right now. If you had one on your team in the past, you may write that person's name above. You might be linked to your state Vocational Services office. If so, you can write the Vocational Specialist's name in the line above. If you've never had a Vocational Specialist, think about how a job coach or Vocational Rehabilitation Specialist could help you reach employment goals. If you are interested in working with a job coach, ask your treatment team how you could get linked to a vocational rehabilitation service.

Some of the most important things my job coach or vocational rehabilitation specialist and I did in the past, do now, or could do together are:

- ☐ A. **Help me find a job that matches my interests, skills and abilities.**
- ☐ B. Help me gain new work skills and abilities.
- ☐ C. Help me enroll in a trade school, training program or technical college.
- ☐ D. Help me figure out what kinds of work match my interests, skills and abilities.
- ☐ E. Help me learn how to apply for jobs and do well in job interviews.
- ☐ F. Evaluate my work skills and abilities.
- ☐ G. Visit me at my job to give me support and help me solve problems.
- ☐ H. Coach me as I work, to help me gain the knowledge and skills I need to keep my job.
- ☐ I. Meet with me and my job boss, to give me support and solve problems I may have at work.
- ☐ J. Other: \_\_\_\_\_
- ☐ K. None of the above. I'm not interested in having a job at any time in the future.

## Who are the Members of Your Treatment Team? (Part 4)

(continued)



If you have employment goals, what's most important to you on the list above?

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If you have worked with a job coach or vocational rehabilitation specialist, what was (or is) most helpful for you? \_\_\_\_\_

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### Main Learning Point #2

**A Job Coach or Vocational Rehabilitation Specialist could help you find a job.**



☐ 3. I have an **Education Specialist** on my team. His or her name is : \_\_\_\_\_

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If one of your role recovery goals is to return to school, an education specialist may be able to help you achieve your goal. (Most learning programs and institutions have people whose job is to assist individuals with disabilities to further their training and education. You may want to ask your treatment team to help you get linked to that service.)

If you don't have an Education Specialist on your team right now, you may write in the name of someone who was on your team in the past or someone on your current team who helps you with your educational goals. If you have never had an education specialist on your team, think about how one might help you reach your goals.

## Who are the Members of Your Treatment Team? (Part 4)

(continued)



Some of the most important things my Education Specialist and I did in the past, do now, or could do together include:

- ☐ A. **Help me go back to school** or finish my education.
- ☐ B. Evaluate my educational skills and needs.
- ☐ C. Help me earn a GED.
- ☐ D. Choose a college or university.
- ☐ E. Apply for admission to a college or university.
- ☐ F. Apply for financial aid so I can afford to go to school.
- ☐ G. Decide what classes interest me the most.
- ☐ H. Decide how many classes to take each semester.
- ☐ I. Register for classes.
- ☐ J. Meet with me for support, to improve my study skills and to help me solve problems.
- ☐ K. Other: \_\_\_\_\_
- ☐ L. None of the above. I'm not interested in returning to school at any time in the future.

If you want to return to school or continue your education, what's the first step you would take with an Education Specialist to reach your goals?

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If you don't have an Education Specialist on your team, consider asking your team about the people who can help with reaching your education goals.

### Main Learning Point #3

**An Education Specialist could help you go back to school.**

## 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? I can 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. ASK.** I am going to ask \_\_\_\_\_ and find out how I can meet with a rehabilitation specialist.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. ACT.** I will contact the local Vocational Rehabilitation office or Admissions office of the school I want to attend to get information that will help me pursue my goals.

**Tip:** Consider putting this piece of paper some place where you will see it at least once a day. It will remind you of your commitment to practice. Renewing your commitment will help motivate you to complete your personal practice option.

# 9

## Who are the Members of Your Treatment Team? (Part 5) Facilitator Notes

### Main Learning Points from last session:

#### *Who are the Members of Your Treatment Team (Part 4)*

1. A Psychosocial Rehabilitation Specialist could help you choose and work toward personal life goals.
2. A Job Coach or Vocational Rehabilitation Specialist could help you find a job.
3. An Education Specialist who could help you go back to school.

### Review Personal Practice Options from last session.



#### Note

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

#### Potential Problem for this Session

Family does not support recovery. One or more participants state that a family member does not support their recovery, does not understand their illness or doesn't believe they can get better.

#### Possible Responses

Express empathy. *"I'm sorry to hear that you don't get the support you want from people in your family. That must be hard for you. We can choose our friends and break off a friendship that tears down recovery, but we don't choose our family, do we?"*

Generate possible solutions.

1. *"Give us an example of what that person says or does that might interfere with your recovery...."*
2. *"Let's come up with some ways to respond to people who say or do things that tear down recovery..."*
3. Let the treatment team know that this is a potential problem that would be better addressed in more detail in an individual or family session with this participant.

## Suggestion for Topic Introduction and Relevance to Participants

*“If you could attend the very best day program, what would it be like? What’s one way the staff in a day program could help people reach their goals?”*

*“Let’s describe the ideal friend who would help support you in recovery. What are the qualities and behavior you would want in a friend who supports your recovery.”*

*“How do you know if someone supports your recovery?”*

*“Today, we are going to complete our discussion about members of the treatment team, including the role of family and friends on your treatment teams.”*

*“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

1. A    2. C    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 8: Who are the Members of Your Treatment Team? (Part 4)



### 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. A Psychosocial rehabilitation specialist could help you choose and work toward personal life goals.
2. A job coach or vocational rehabilitation specialist could help you find a job.
3. An education specialist could help you go back to school.

### 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. A Residential Staff Member is most likely to:**

- A. Help me improve my independent living skills.
- B. Be trained as a physiologist.
- C. Prescribe medicine for me.
- D. Give me an injection.

**2. A Paraprofessional could:**

- A. Prescribe medication for me.
- B. Hire me and be my job boss.
- C. Help me improve my social skills and make friends.
- D. Tell me what jobs to apply for and get me hired

**3. A Residential Staff Member helps do all of these things, EXCEPT:**

- A. Manage my money better.
- B. Improve my grooming.
- C. Cook better.
- D. Talk on the phone better.

**4. A Paraprofessional can help me manage money.**

- A. True
- B. False

## Topic Assessment



**5. I am confident that I know the role that family plays as part of my treatment team.**

☐

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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# Who are the Members of Your Treatment Team? (Part 5)

## Objectives for this Session

1. Identify and explain at least 1 way Residential Staff could help you.
2. Discuss 1 way a Paraprofessional might help you reach your goals.
3. Explain 2 things a family or friend might do to be a part of your recovery team.

**Your treatment team may include others who have special training, knowledge and skills.** At some point in your recovery, you may attend a day program, live in a supervised home or go to a drop-in-center. At those points in treatment, you might have other people on your treatment team, such as Residential Staff or Paraprofessionals. If not now, then maybe sometime in the past or the future.



- ☐ 1. I have **Residential Staff** on my team. Their names are: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Residential Staff are the people who work in your group home or other places where you may live. They may even live in the group home or in an apartment onsite so they are close by. Perhaps you don't have Residential Staff on your team now but you did in the past. Think about how you worked with Residential Team Members in the past, as you mark the choices below. You might also think about how having Residential Staff on your team could help you in the future.

## Who are the Members of Your Treatment Team? (Part 5)

(continued)



Some of the most important things my Residential Staff and I did in the past, do now, or could do together are:

- ☐ A. **Improve my independent living skills.** Help me get better at cooking, housekeeping, laundry, shopping, etc.
- ☐ B. Increase my ability to take care of myself (e.g., improve my grooming and hygiene)
- ☐ C. Work out a balanced daily schedule, a healthy daily routine.
- ☐ D. Increase my ability to take my medication as prescribed.
- ☐ E. Improve my ability to manage money.
- ☐ F. Help me make and keep my appointments.
- ☐ G. Increase my ability to get along with the people I live with, solve problems and deal with conflicts.
- ☐ H. Improve my ability to do my part around the house. Be a helpful member of the household.
- ☐ I. Other: \_\_\_\_\_

You may or may not be working with Residential Staff right now. Even if you aren't, what is an example of how Residential Staff could help you reach your personal goals? \_\_\_\_\_

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### Main Learning Point #1

**Residential Staff could help you improve your independent living skills.**

## Who are the Members of Your Treatment Team? (Part 5)

(continued)



☐ 2. I have a **Paraprofessional** on my team. His or her name is: \_\_\_\_\_

Paraprofessionals sometimes work in day programs and drop-in centers. You might not have Paraprofessionals on your treatment team right now. If you had one on your team in the past, you may write that person's name above. If you've never had one on your team, think about how a Paraprofessional could help you reach your goals.

Some of the most important things my Paraprofessional and I worked on in the past, do now, or could do together are:

- ☐ A. **Improve my social skills and make friends.**
- ☐ B. Improve my daily living skills.
- ☐ C. Help me develop hobbies and identify interests.
- ☐ D. Improve my ability to manage money.
- ☐ E. Practice new ways to manage stress and problems.
- ☐ F. Improve my ability to manage my illness.
- ☐ G. Help me learn and practice new habits to improve my health and wellness.
- ☐ H. Other: \_\_\_\_\_

### Main Learning Point #2

**A Paraprofessional could help you improve your social skills and make friends.**



If you have worked with a Paraprofessional, what is a specific example of how that person has helped you reach your goals? \_\_\_\_\_

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

## Who are the Members of Your Treatment Team? (continued)



☐ 3. I have **Family and Friends** on my team. Their names are: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

Family and friends can be valuable members of your treatment team. Some of the most important things my family and friends and I did in the past, do now, or could do together include:

- ☐ A. **Support my recovery goals.**
- ☐ B. Give and receive love and affection.
- ☐ C. Talk to my treatment team, with my permission, about my personal history, medical history and past treatment.
- ☐ D. Encourage me to practice recovery lifestyle habits.
- ☐ E. Help me choose and work toward my goals.
- ☐ F. Go with me to appointments or sessions with my treatment team.
- ☐ G. Learn about and discuss my illness, symptoms and medications.
- ☐ H. Help me deal with crisis and emergency situations.
- ☐ I. Assist me in my ability to take my medication as prescribed.
- ☐ J. Encourage me to improve my health and wellness.
- ☐ K. Talk with my team about how I'm doing and discuss my progress and problems.
- ☐ L. Other: \_\_\_\_\_

What is one example of how your family and friends support your recovery goals?

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

**Main Learning Point #3**

**Family and friends could support your recovery goals.**

## 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 how my family and friends have a part in my recovery.
- ☐ **3. DISCUSS.** I will talk to my Residential Team about how we can work together to achieve my recovery goals.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. ACT.** I'll talk with my family about how they can be more active members of my team.

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?

# 10

## Making Appointments Facilitator Notes

### Main Learning Points from last session:

#### *Who are the Members of Your Treatment Team (Part 5)*

1. Residential staff could help you improve your independent living skills.
2. A paraprofessional could help you improve your social skills and make friends.
3. Family and friends could support your recovery goals.

### Review Personal Practice Options from last session.

#### Tips for this Session

**Note:** This formula for making appointments is not the only way a person could learn to make appointments, but this is one format that may help people plan ahead. You may have a different method you use, so use what is of value in this session and leave the rest.

- 1. Make a list.** Making a list on the board is a very concrete way to support learning, adding a visual learning element in addition to the auditory learning.
- 2. Brainstorm.** Today's suggestion for a topic introduction is to brainstorm a list of reasons for wanting to make an appointment with a member of the treatment team. You may want to ask a quiet member to write the suggestions as a list on flipchart pages or on the board.
- 3. Read and Write.** To give participants the added advantage of extra repetition via note-taking, you may want to ask them to write the list on their handouts, too. To hit the auditory modality of learning, you could ask participants to read the list aloud together.
- 4. Discuss the 4 steps.** Facilitate a discussion about each of the 4 steps, identifying examples of what might be said at each step in the skill sequence.
- 5. Role play.** Ask for a pair of volunteers to do a role play. Provide coaching as the 2 participants practice the 4 steps to making appointments. In individual sessions, you will obviously be one of the role players.



## Suggestion for Topic Introduction and Relevance to Participants

*“Today, we are going to start discussing and practicing “teamwork skills” that can help you become a more active member of your team. The first set of skills we will practice is making appointments.”*

(Engage participants in brainstorming a list of reasons for wanting to make an appointment with a member of the treatment team. See **Tips for this Session** on the previous page.)

*“How could practicing the skills for making appointments help you?”*

*“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

**1. D    2. A    3. C    4. B**

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

## Review of Session 9: Who are the Members of Your Treatment Team? (Part 5)



### 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. Residential Staff could help you improve your independent living skills.
2. A Paraprofessional could help you improve your social skills and make friends.
3. Family and Friends could support your recovery goals.

### 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 first step to making an appointment is:**

- A. Agree and schedule.
- B. Thank and end.
- C. Dial and request.
- D. Choose and contact.

**2. You can improve appointment-making skills over time.**

- A. True
- B. False

**3. If the other person suggests a time and place that does not fit your needs, you can:**

- A. Respect their timeline – they are very busy.
- B. Demand they see you when you want to see them. Your needs are more important.
- C. Let them know that you really need to see them sooner.
- D. Find someone else who can see you sooner.

**4. When you have agreed on a time and place, just hang up.**

- A. True
- B. False

**5. I am confident that I know the important information for how to make appointments.**

- |                          |                          |                               |                          |                          |                          |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <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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# Making Appointments

## Objectives for this Session

1. Learn, use, and demonstrate 4 skills for making appointments.

**We use skills to make appointments.** It might seem like it would be very easy to make appointments. However, for some people, it can be a hard thing to do. They become anxious or nervous. They may put it off, or ask someone else to do it for them instead. In this session, we'll practice some skills for making appointments. If you're already comfortable with making appointments, that's great. Practicing these teamwork skills may help you increase your confidence and point out your strengths.

### Step 1:

**Choose and Contact. Choose a member of my treatment team and contact the person.** The treatment team member you contact will depend on what issue or concern you have. Choosing a member of your team is an important first step. You don't want to end up thinking you are "getting the run around" because you pick a person who can't help you. You might end up being frustrated and thinking your team doesn't want to work with you. Choosing the person who is most likely to help you with your concern can help you avoid this frustration.



**Example A:** George wants to stop taking his medication because he doesn't believe it is working well. He doesn't like the symptoms he's experiencing. What member of his treatment team might be the best person to contact?

- |  |   |
|--|---|
| <input type="checkbox"/> a. His case manager.              | <input type="checkbox"/> e. His prescriber.       |
| <input type="checkbox"/> b. His rehabilitation specialist. | <input type="checkbox"/> f. His nurse.            |
| <input type="checkbox"/> c. His therapist.                 | <input type="checkbox"/> g. His friend or family. |
| <input type="checkbox"/> d. His job coach.                 | <input type="checkbox"/> h. Other _____           |

Write the reasons you picked a certain treatment team member: \_\_\_\_\_

\_\_\_\_\_

## Making Appointments

(continued)



**Example B:** Emily isn't getting along with her roommate. She's having trouble sleeping at night because she's so upset about their arguments. She thinks she might be starting to relapse from all the stress. What member of her treatment team might be the best person to contact?

- |  |  |
|--|--|
| <input type="checkbox"/> a. Her case manager.            | <input type="checkbox"/> e. Her nurse.             |
| <input type="checkbox"/> b. Her peer support specialist. | <input type="checkbox"/> f. Her residential staff. |
| <input type="checkbox"/> c. Her therapist.               | <input type="checkbox"/> g. Her paraprofessional.  |
| <input type="checkbox"/> d. Her prescriber.              | <input type="checkbox"/> h. Other _____            |

Think about, write, and/or discuss the reasons you would advise Emily to choose a certain treatment team member for this type of concern:

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### Main Learning Point #1

#### Step 1: Choose and Contact.

#### Step 2:

**Greet and Explain.** Greet the person and briefly explain what you want to discuss. Once you've reached that member of your team, greet the person and tell them what you need or want. Using just a few words, you can let the person know the main reason you're asking for an appointment. You can go into more detail during the appointment. Be short and to the point when you make the appointment.



**Example A:** What might George say? \_\_\_\_\_

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**Example B:** What could Emily say? \_\_\_\_\_

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### Main Learning Point #2

#### Step 2: Greet and Explain.

## Making Appointments

(continued)

### Step 3:

**Discuss and Agree. Discuss what day and time you are both free to meet.**

Next, you will decide where you can meet.

**How quickly you want to be seen.** If you have an urgent concern, and you want an appointment in the next day or two, you may want to write it down so you remember it during the call. If you're not in much of a hurry, let the person know that you can wait days or weeks for an appointment.



**Example A:** What could George say about how quickly he wants an appointment? \_\_\_\_\_

**Example B:** What might Emily say about how soon she wants to be seen? \_\_\_\_\_

**Does the day, time and place work for you?** Your team member may suggest a day and time for your appointment. If you'll be meeting with someone like a case manager or job coach who may come see you, you'll also pick a place to meet. If the day, time and place that is suggested will work well for both of you, then you'll agree. If it doesn't work well for you, you can suggest something that works better for you. You can negotiate until you reach an agreement that works well for both of you. Negotiation is part of teamwork.



**Example A:** George's team member suggested meeting in 2 weeks. But George wants to meet sooner. What might George say? \_\_\_\_\_

**Example B:** Emily's team member suggested that they meet at 8:00 the next morning. Emily doesn't think that she'll be able to wake up and get there on time. What could Emily say? \_\_\_\_\_

Take a few minutes to compare your answers with other participants.

## Making Appointments

(continued)

### Main Learning Point #3

#### Step 3: Discuss and Agree.

#### Step 4.

**Thank and End. Thank the person and end the conversation.** The last step is to end the conversation. You will usually include some kind of a “thank you,” restate the agreement, and say some kind of goodbye. Restating the agreement might be something like: “We’ll meet next Monday at 10, at my house, right?”



**Example A:** What could George say to end the conversation?

- a. Some kind of a “thank you”: \_\_\_\_\_
- b. Restate agreement: \_\_\_\_\_
- c. Some type of “goodbye”: \_\_\_\_\_

**Example B:** What could Emily say to end the conversation?

- a. Some kind of a “thank you”: \_\_\_\_\_
- b. Restate agreement: \_\_\_\_\_
- c. Some type of “goodbye”: \_\_\_\_\_

### Main Learning Point #4

#### Step 4: Thank and End.

**Practice your own example:** George and Emily’s problems are pretty common. Lots of people have problems with side effects, stress, trouble sleeping and relapse. However, there are many other concerns that could be discussed with your team. Think of a reason you might want to make an appointment and practice the 4 steps.



## Review & Moving Forward



The *main learning points* of this session are:

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

### 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 practice the 4 steps for making appointments with me.
- ☐ **3. PRACTICE.** I will spend some time practicing what I would say to increase my confidence about making appointments.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. PLAN.** I am going to think up a reason that I'd make an appointment, then write what I'd say, using the 4 steps. I will bring it to our next session.

Practicing skills helps build confidence. How will you **remember** and **complete** your goal by the next session?

# 11

## Getting Ready for Appointments Facilitator Notes

### Main Learning Points from last session: *Making Appointments*

Four steps that I can use to make appointments are:

1. Choose and Contact.
2. Greet and Explain.
3. Discuss and Agree.
4. Thank and End.

### Review Personal Practice Options from last session.

#### Tips for this Session

**How participants prepare.** You may want to facilitate a more in-depth discussion about how each person currently prepares for appointments (see suggestion for topic introduction on next page). What individual strengths are mentioned or observed that participants can build upon?

#### General Tips

**Emphasizes participants' strengths and encourages hope.** When people begin to experience symptoms of mental illness, they often have difficulty meeting the expectations of their families, teachers and employers, to say nothing of the expectations they have for themselves. As a result, recovery is often a process of turning away from defeats and failures and focusing on strengths and resilience. As the facilitator, look for and emphasize the unique strengths of each participant, which will provide hope and encouragement. Many consumers say that the lack of hope they meet with in their treatment providers discourages them from hoping for themselves.

## Suggestion for Topic Introduction and Relevance to Participants

(Engage participants in generating a list of potential advantages and another list of possible disadvantages of preparing for appointments. Discuss both lists. Help participants determine whether or not it might be worth the time and effort needed to get ready for appointments.)

*“Today, we are going to continue discussing ‘teamwork skills’ that will help you prepare for your actual appointments with your treatment team members. We will discuss the skills during this session, and at our next session we will practice using the skills.”*

*“What are some advantages of preparing for appointments ahead of time?”*

(Write on a board, flipchart, or ask participants to write down two or three suggestions).

*“That’s a good list. Now, can you think of any disadvantages in preparing for appointments?”*

(Again, listen and respond. If anyone has a real disadvantage, make a list.)

*“Who is responsible for deciding what will be discussed during your appointments?”*

*“How could getting ready for appointments be helpful to you?”*

*“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

1. A      2. B      3. C      4. B

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

## Review of Session 10: Making Appointments



### 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:

Eight skills can I use to make appointments are:

1. Choose and C\_\_\_\_\_t.
2. Greet and E\_\_\_\_\_n.
3. D\_\_\_\_\_s and Agree.
4. T\_\_\_\_\_k and End.

### 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 important skill I could use to get ready for an appointment is:**

- A. Review goals.
- B. Request attention.
- C. Choose contact.

**2. It isn't important if I get to my appointment on time.**

- A. True
- B. False

**3. All of the following are examples of recovery goals EXCEPT:**

- A. Having a significant other.
- B. Being able to play cards or games.
- C. Getting a parking ticket.
- D. Being able to get a job or volunteer.

**4. Concentrating on negative thoughts is as important as thinking about positive thoughts.**

- A. True
- B. False

**5. I am confident that I understand how to prepare for appointments.**

- |                          |                          |                               |                          |                          |                          |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <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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# Getting Ready for Appointments

## Objectives for this Session

1. Identify 2 skills for getting ready for appointments.
2. Be able to identify 1 symptom, role or functional recovery goal.

**We use skills to get ready for appointments.** It can be tempting to just show up for an appointment, without getting ready first. Practicing can help you get ready for appointments with your team. If you already do a good job of getting ready for appointments, that's great. Practicing good appointment skills might point out your strengths, show your abilities and increase your confidence.

### Step 1:

**Review Goals.** The following exercise will help you **rewrite your recovery goals**: You are getting ready for an appointment with one of your team members. You are working together to reach your recovery goals. Reviewing your goals will help you focus on what you want to get out of the appointment.

**Example:** George wants to stop taking his medication. His symptoms are not being controlled very well, and it bothers him a lot. George isn't willing to live with the problems he's having. He has an appointment with his prescriber tomorrow. So today, he's getting ready for his appointment. George decides to review his recovery goals by writing them down and taking them to the appointment.

Here's what George wrote about his recovery goals:

- a. **Go back to school to become a veterinarian.** Some day I want to be a vet. I love animals. So I'll be a student first and get the education I need to be a veterinarian.
- b. **Have a girlfriend.** Valentine's Day comes and goes every year, but I never have anyone to buy flowers for. Next Valentine's Day, I want to have a special lady in my life. I want someone who loves me for who I am.
- c. **Be able to play cards again.** I used to win at cards. But now I can't pay attention or sit still. I'm distracted and restless. I lose because I can't follow the game. So I quit playing, because I hate to lose.

## Getting Ready for Appointments

(continued)



- d. **Concentrate better.** I have trouble concentrating most of the time, and I would like to be able to concentrate better. I want to be able to keep my mind focused on what I'm doing at the moment and understand more about what is going on around me.
- e. **Be less bothered by voices.** I am bothered by voices most of the time. I would like for the voices to be quieter or to go away completely.

George made an appointment to talk about side effects that are bothering him. What do his recovery goals have to do with this appointment? You may want to write down what we discuss.

### Main Learning Point #1

#### Step 1: Review goals

#### Step 2:

#### **Make a List. Make a list of what you want to talk about during the appointment:**

The next thing to get ready for an appointment is to make a list of what you want to discuss. Writing things down will help you decide what's most important to you. That way, you won't accidentally leave out something important when you meet with your prescriber.

**Example:** George made an appointment with his prescriber to talk about the side effects that are bothering him. He decided to write down his main points so he doesn't forget what he wants to say when he talks to his prescriber.



## Getting Ready for Appointments (continued)

Here's what George wrote:

- a. **Side effects bother me.** My hands shake and I can't sit still. Side effects are extremely troublesome. This bothers me all the time.
- b. **Medication isn't working.** I've been taking my meds the way I agreed to take them every day. But they aren't working. The voices still bother me too much. It's really hard to ignore them. And I still can't concentrate any better. There's no way I can play cards and win. I can't pay attention or follow the game.
- c. **I don't want to take this medicine.** Why should I keep taking this medicine? It isn't working. It makes me feel worse, instead of better.

### Main Learning Point #2

#### Step 2: Make a list.



A. What do you think about George being so direct and honest with his prescriber about not wanting to take the medication? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Would you be that honest with your prescriber?

☐ Yes, because \_\_\_\_\_

\_\_\_\_\_

☐ No, because \_\_\_\_\_

\_\_\_\_\_

## Getting Ready for Appointments

(continued)



### Step 3:

#### **Be Early. Get to your appointment a few minutes ahead of time:**

Even if you know you will have to wait, get there early. Being early helps you keep from being stressed out. It also gives you more confidence because you can take time to get your thoughts together. Remember to arrange transportation to and from the appointment ahead of time.

Are you usually early for your appointments?

☐ Yes. How does being early help you? \_\_\_\_\_

☐ No. How could being early help you? \_\_\_\_\_

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

**Step 3: Be early.**

### Step 4.

#### **Think Positive. Practice positive self talk:**

While you're getting ready for your appointment, be positive. Replace negative thoughts with positive thoughts. You will be ready to do your part to make this partnership work well.



Write and share your ideas about positive thoughts George could choose to think in his situation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### **Main Learning Point #4**

**Step 4: Think positive.**

## 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 practice the 4 steps of this session.
- ☐ **3. PREPARE.** I will speak to family, friends, or my treatment team about how I can arrange transportation to appointments.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. LIST.** I am going to use the 4 steps to help me write a list of the points I want to discuss in my next appointment with \_\_\_\_\_. I plan to make a list of some positive thoughts that I will concentrate on before my next appointment.

# 12

## Discussing Your Recovery Plan Facilitator Notes

### Main Learning Points from last session: *Getting Ready for My Appointment*

Four skills I can use to make appointments are:

1. Review goals.
2. Make a list.
3. Be early.
4. Think positive.

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

### Potential Problem for This Session

A participant reports that his or her prescriber makes medication decisions without discussing them with the participant.

### Possible Responses

Offer to assist the participant in planning what they want to say to the doctor at their next appointment about their thoughts and feelings regarding their medication. Planning the appointment ahead of time can be empowering and ease their concerns about remembering what they want to discuss with the prescriber.

### General Tip

**Skillfully intervene to refocus and re-engage participants in the learning process (i.e. redirects, sets limits, avoids power struggles).** As the facilitator, participants will count on you to intervene if some participants in the group make comments that take the discussion off track or want to have a separate debate with you. At times, participants may have additional concerns that are not the focus of the topic at hand. While it may be appropriate to spend a few minutes discussing other issues, it is also important to lead the discussion back to the topic of the session. Let individuals know that if they have additional concerns that you'd be happy to either talk with them later or make an appointment for them to speak with someone on their treatment team. Of course, as in every session, use your judgment, as the situation calls for. For example, if something critical was in the news, or happened in the treatment setting, you may want to spend some time acknowledging its impact on participants.

## Suggestion for Topic Introduction and Relevance to Participants

*“Let’s imagine that a fellow named George asked for an appointment with a member of his team because medication side effects were bothering him. The person he met with asked him questions, and he answered. At the end of the appointment, as he left the office, George realized he missed the chance to talk about some other things he wanted to discuss. What could George have done differently?”*

(Listen and discuss their ideas.)

*“What does it mean to ‘take an active role in your appointments’? Which members of the team are in charge of choosing what will be discussed during your appointments?”*

(Again, encourage responses, giving positive feedback for effort. Be sure to state or repeat that the participant can take an active role in appointments.)

*“Today we’re going to talk about discussing your recovery plan. During this session, we will practice skills that can help you learn to take an active role during your appointments.”*

*“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

1. D    2. B    3. C    4. B

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

## Review of Session 11: Getting Ready for Appointments



### 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:

Four skills can I use to get ready for appointments:

1. Review g\_\_\_\_\_s
2. Make a l\_\_\_\_\_t.
3. Be e\_\_\_\_\_y.
4. Think p\_\_\_\_\_e.

### 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 first topic I'm most likely to discuss with my team is:**

- A. Medication.
- B. Side effects.
- C. Recovery goals.
- D. Any of the above.

**2. If I tell my treatment team member that my medicine has side effects that I don't like, I can change how I take it.**

- A. True
- B. False

**3. An example of practicing a recovery lifestyle habit is:**

- A. Deciding how to take my medicine.
- B. Smoking when stressed.
- C. Staying busy on a schedule.
- D. Making it on my own.

**4. Working to reach my recovery goals will show that practice makes better.**

- A. True
- B. False

**5. I am confident that I understand my recovery plan.**

- |                          |                          |                               |                          |                          |                          |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <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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# Discussing My Recovery Plan

## Objectives for this Session

1. Identify 4 skills for discussing your recovery plan.

**Practice builds confidence.** Many different subjects will be talked about during appointments with your treatment team. What you talk about will depend on the purpose of the appointment and what member of the team you're meeting with. You may discuss your recovery plan with many members of your team. Practice builds confidence. During this session, you may want to discuss and practice talking about your recovery plan.

### Step 1:

#### **Recovery Goals. Discuss your recovery goals.**

Discuss your recovery goals with your treatment team members. Discussing those goals will help you get the most out of appointments.



#### **My Recovery Goals:**

##### **1. Symptom Recovery Goal(s).**

- A. One symptom that troubles me is \_\_\_\_\_
- B. A second symptom that troubles me is \_\_\_\_\_
- C. Another symptom that bothers me is \_\_\_\_\_
- D. One more symptom that troubles me is \_\_\_\_\_

##### **2. Role Recovery Goal(s).** I want to be \_\_\_\_\_

- A. What progress have I made lately? \_\_\_\_\_
- B. What might be getting in the way? \_\_\_\_\_

##### **3. Functional Recovery Goal(s).** I want to be able to \_\_\_\_\_

- A. What progress have I made lately? \_\_\_\_\_
- B. What might be getting in the way? \_\_\_\_\_

## Discussing Your Recovery Plan

(continued)

### Main Learning Point #1

#### Step 1: Review recovery goals.

#### Step 2:

##### **Medication Adherence and Side Effects:**

You will probably want to discuss if your medication works for you, if you take it the right way (adherence). You may also want to discuss side effects. “Adherence” is taking medication as agreed and prescribed. Medication is an important part of a recovery plan.

However, it isn’t always easy to take medication as prescribed, especially if it doesn’t seem to work or if there are side effects that really bother you. Be honest with your treatment team about any problems you may experience with the medication. Don’t hide the fact if you forget, miss or cut down on medication. Having all the facts will help you and your team solve issues. Fill out the questions on the next page.

## Discussing Your Recovery Plan

(continued)



### My Medication Adherence and Side Effects

#### 1. Adherence.

- A. In the past week, I accidentally missed \_\_\_\_\_ doses of medication.
- B. In the past week, I decided not to take \_\_\_\_\_ doses of medication.
- C. In the past week, I took too much medication \_\_\_\_\_ days.
- D. The problems that usually get in the way of taking my medication as prescribed are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- E. I will talk with my team about ways to solve the problems and improve adherence.

#### 2. Side Effects.

- A. Side effects that bother me: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- B. What I'm doing to manage side effects: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- C. I will talk to my team about ways to manage side effects that bother me.

**Main Learning Point #2**

**Step 2: Discuss medication adherence and side effects.**

## Discussing Your Recovery Plan

(continued)

### Step 3:

#### Recovery Lifestyle Habits:

You will have chances to talk with your team about what you do to manage your illness. Choosing and practicing recovery lifestyle habits can help you improve your physical health, increase your wellness, manage your mental illness and move your life forward.



These are the recovery lifestyle habits I'm practicing:

- ☐ Staying positive about how I can recover.
- ☐ Taking medication the right way.
- ☐ Meeting my overall health needs by seeing a primary care doctor or by working with my treatment team.
- ☐ Practicing relaxation skills (deep breathing, muscle tensing, meditation, yoga, and guided relaxation).
- ☐ Choosing sugar-free foods and beverages.
- ☐ Eating healthy foods.
- ☐ Being physically active.
- ☐ Getting support.
- ☐ Tracking my symptoms.
- ☐ Being substance-free (tobacco, alcohol, caffeine and street drugs).
- ☐ Sleeping 7-9 hours each night.
- ☐ Staying busy with a balanced daily schedule.
- ☐ Partnering with my treatment team.

Each new recovery habit I practice is likely to increase my ability to manage my illness.

Write and discuss one new habit you are ready to practice:

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**Main Learning Point #3**

**Step 3: Practice recovery lifestyle habits.**

## Discussing Your Recovery Plan

(continued)



### Step 4.

#### Medication Review:

Based on all this information, I am able to have a medication review with my team. I may ask my team about possible changes:

- ☐ **Increase?** Is it possible that an increase might do a better job of controlling my symptoms?
- ☐ **Change?** Am I at the top dose? Is it possible that a different medicine might work better?
- ☐ **Add?** Might I feel better if another medication was added?
- ☐ **Decrease?** Would decreasing the dose help me?
- ☐ **Wait?** Do I need to give the medication more time to do its job? Is it possible that the side effects that bother me might go away with time? Is it possible that if I don't miss doses, it might work better?

**Main Learning Point #4**

**Step 4: Review medication.**

## 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. ACT.** I plan to finish filling out this handout. I will take it to my next appointment with \_\_\_\_\_.
- ☐ **4. OTHER:** \_\_\_\_\_

Take an “Extra Step Forward” (optional)

- ☐ **5. PRACTICE.** I will work with \_\_\_\_\_ (partner with someone else in your group) to practice a role-play for how to discuss my recovery plan at our next appointments. We will take turns being the client and the doctor.

**Tip:** Consider putting this piece of paper some place where you will see it at least once a day. It will remind you of your commitment to practice. Renewing your commitment will help motivate you to complete your personal practice option.

# 13

## Practicing Positive Self talk Facilitator Notes

### Main Learning Points from last session: *Discussing My Recovery Plan*

1. Review recovery goals.
2. Discuss medication adherence and side effects.
3. Practice recovery lifestyle habits.
4. Review medication.

### Review Personal Practice Options from last session.

#### Tips for this Session

1. As you get ready for the session, write out positive self-talk statements on 3" x 5" index cards, note paper or post-its so each participant can select one. Cutting or tearing 8.5" x 11" paper into four pieces will suffice if other supplies aren't readily available. Examples:
  - I can be the person I want to be.
  - I feel good about myself.
  - I am a nice person.
  - I will reach my recovery goals.
  - I am getting better every day.
  - I can achieve whatever I set my mind to.
  - I can succeed.
  - I can learn how to take care of my needs.
  - I can learn from my mistakes.
  - I will overcome problems.
  - I can meet my goals.

You can repeat some of the self-talk statements if you need so every participant in the group can select one. For the end of the session, you might want to have some colored paper or construction paper for a simple exercise that participants can complete and take with them.

2. As this is the final session of this workbook, at the end of the session you will want to celebrate the participants' achievements.
  - Engage participants in recalling some of the main points of the workbook.
  - Prompt participants to discuss what information, ideas, knowledge and skills are most important, memorable or significant to them. What will they use the most? What has been most helpful to them?
  - Have participants invite treatment team members to watch the certificate ceremony. Afterwards, perhaps they can host a small party for their treatment team members with healthy snacks.

## Facilitator Notes

(continued)

### General Tip

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

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 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

*"Today I would like everyone to each come up here and draw a card from this bowl. Everyone come up and get a card. Let's make a circle here when we get our cards.*

(When everyone has a card and is standing in a circle)

*"Let's each read our cards out loud. \_\_\_\_\_, can you start?"*

(NOTE: if you have participants who do not read as well as the others, have them help each other. Read the positive self-talk statements, going around in the circle. When finished, let them take their seats.)

*"Thank all of you. Those statements sounded really positive, didn't they? Do you feel stronger and more positive just listening to all those good thoughts? Does thinking good thoughts energize you?"*

*"Today's topic is practicing positive self talk. Being positive can strengthen your ability to partner with your treatment team members. Does this sound like something that would be helpful to you?"*

*"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

1. B    2. C    3. A

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



## Review of Session 12: Discussing My Recovery Plan



### Main Learning Points of Session 12

What were the main learning points of Session 12? If you did not attend the last session, you may guess, and also write the answers as people say them:

Some of the topics I might discuss with my team include:

1. Review r\_\_\_\_\_y goals.
2. Discuss m\_\_\_\_\_n adherence and side effects.
3. Practice recovery lifestyle h\_\_\_\_\_s.
4. Review m\_\_\_\_\_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. One positive self talk skill I can practice is:**

- A. Relapse prevention.
- B. “I Can” thinking.
- C. Deep breathing.
- D. Handling anger.

**2. The second positive self talk skill I can practice is:**

- A. Assisted New Thoughts.
- B. Politely state.
- C. Recognizing and replacing Automatic Negative Thoughts.
- D. Ask and Listen.

**3. The third positive self talk skill I can practice is recognizing and replacing “should” statements.**

- A. True
- B. False

**4. I am confident that I will practice positive self-talk.**

- |                          |                          |                               |                          |                          |                          |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <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



**5. 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:**

**6. This session helped me.**

☐

Strongly  
Disagree

☐

Disagree

☐

Neither Agree  
Nor Disagree

☐

Agree

☐

Strongly  
Agree

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

---

---

---

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

---

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# Practicing Positive Self Talk

## Objectives for this Session

1. Identify 3 skills for practicing positive self talk.
2. Identify 2 skills by practicing positive self talk.

**Your recovery is as successful as you think it is.** Believing in yourself, your team and your recovery is one of the most important habits you can develop. Self-belief is created by purposely practicing positive self-talk. You can practice positive self-talk about yourself, your team, and your potential. Thinking positive helps you move your life forward. Positive thinking helps you do your part as a member of your team. People who are successful in life practice positive self talk. Practicing positive self-talk empowers you, builds your confidence, inspires hope and motivates you to be successful.

## Skill 1: Practicing “I Can” Thinking.

You can choose to think in positive ways. Practicing “I Can” thinking every day creates a habit. At some point “I can” thinking eventually becomes a natural thing to do. This kind of positive self-talk is a very powerful motivator. It encourages you to grow, to change and to reach your goals. You can choose to practice “I can” thinking.



This is the “I can” thinking I will practice:

- ☐ I can do this. I can manage my illness. I am recovering.
- ☐ I can be the person I choose to become.
- ☐ I feel good about myself. I am a good person, a person of worth.
- ☐ I can and will reach my recovery goals.
- ☐ I can get better. I am getting better every day.
- ☐ I can achieve whatever I set my mind to.
- ☐ I can succeed. I am succeeding. I will continue to be successful.
- ☐ I can and will be assertive. My team will hear my point of view.
- ☐ I can learn and grow from my mistakes.
- ☐ I can and will overcome problems and obstacles.
- ☐ Other: \_\_\_\_\_

## Practicing Positive Self Talk

(continued)

### Main Learning Point #1

#### Skill 1: Practice “I can ” thinking.



What you will do to remember and practice “I can” thinking in your daily life?

---

#### Skill 2: Recognizing and Replacing ANTs (Automatic Negative Thoughts).

Like most people, you might sometimes get distracted by negative thinking. Negative thoughts block “I can” thinking. You may not even realize that you have a long line of “**ANTs**” marching through your thoughts. You might not recognize that ANTs have taken over your thinking! ANTs tear down your confidence. ANTs keep you from succeeding. ANTs keep you from working with your team. ANTs get in the way of feeling good about yourself. You can stomp them out and replace them with positive self-talk.



**My ANTs.** These are the ANTs I recognize. I can replace them:

- ☐ A. I'll never get any better.

*Replacement thought:*

---

- ☐ B. Goals are just impossible, why even try?

*Replacement thought:*

---

- ☐ C. I'll always be sick, I'll never be anybody in life.

*Replacement thought:*

---

- ☐ D. Nobody cares about me, why should I?

*Replacement thought:*

---

- ☐ E. I'm no good; I'm worthless, it's hopeless.

*Replacement thought:*

---

## Practicing Positive Self Talk

(continued)



☐ F. I never do anything right, I'm always messing up, making mistakes.  
*Replacement thought:*

\_\_\_\_\_

☐ G. I can't recover, it's just too hard and takes too long.  
*Replacement thought:*

\_\_\_\_\_

☐ H. I can't speak up, I'll make somebody mad, or hurt someone's feelings.  
*Replacement thought:*

\_\_\_\_\_

☐ I. My team never listens to me.  
*Replacement thought:*

\_\_\_\_\_

☐ J. I can't \_\_\_\_\_  
*Replacement thought:*

\_\_\_\_\_

☐ K. Other: \_\_\_\_\_  
*Replacement thought:*

\_\_\_\_\_

### Main Learning Point #2

### Skill 2: Recognizing and replacing ANTs.



How do ANTs sometimes get in the way of reaching your goals?

\_\_\_\_\_

\_\_\_\_\_

How might replacing ANTS help you reach your goals?

\_\_\_\_\_

\_\_\_\_\_

## Practicing Positive Self Talk

(continued)

### Skill 3: Recognizing and Replacing “Should Statements.”

Many of us have a habit of letting the “should sisters” be in charge of our thinking. We can recognize them by noticing words such as: should, ought to, must, have to, got to, supposed to, should not and must not. When we put these words in charge of our thinking, they may become harmful habits. “Shoulds” may encourage blame and shame instead of free choice and mindful change. We take back power and control by recognizing and replacing should statements with positive self-talk.



**I “Should” Statements.** These are examples of the “should” statements I recognize in my thinking. I can replace “should” statements with positive self talk by thinking:

☐ A. I should get more exercise

I will \_\_\_\_\_

☐ B. I’m supposed to take my medication

I choose to \_\_\_\_\_

☐ C. I must meet with my team

I am going to \_\_\_\_\_

☐ D. I have to stop using substances

I plan to \_\_\_\_\_

☐ E. I ought to eat right

I’ve decided to \_\_\_\_\_

☐ F. I shouldn’t stay up late at night

I choose not to \_\_\_\_\_

☐ G. I should \_\_\_\_\_

I will \_\_\_\_\_

☐ H. I must \_\_\_\_\_

I choose to \_\_\_\_\_

☐ I. I ought to \_\_\_\_\_

I want to \_\_\_\_\_

☐ J. I shouldn’t \_\_\_\_\_

(continued)



**Taking Action.** You can use the power of positive choice to motivate yourself. Replacing “I should” with “I will” moves you closer to action. The next step is to change “I will” to “I am.” Taking action achieves your goals and moves your life forward. Practicing new habits puts “I will” behind you, and helps you create real change in your life. Write your thoughts about replacing “should” statements:

[illegible]



## 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. 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 it.
- ☐ **3. PLAN AHEAD.** I will identify one skill I want to take away from this session and use. I will write down 1 “I can...” or “I am...” thought and keep it where I can see it every day.
- ☐ **4. OTHER:** \_\_\_\_\_

***End of Workbook Celebration***

Team Solutions

# Certificate of Achievement

is presented to

for completion of

Partnering with Your Treatment Team

Facilitator

Date

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