

Team**Solutions**



# Managing Stress and Problems

By Faren Levell, MS, LCSW, LMFT

## About the Author

**Faren Levell, MS, LCSW, LMFT** is a psychiatric social worker that has worked with individuals with psychiatric illnesses for over 25 years. Mr. Levell has directed mental health teams in the provision residential programs, Assertive Community Treatment, Homeless Outreach, and Supported Employment services in Southern Indiana.

## Lead Editor

**Kathy Puskar, DrPH**, is a Tenured Professor at the University of Pittsburgh, Pennsylvania, USA and Interim Chair, Department of Health & Community Systems in the School of Nursing. Dr. Puskar has a Master's in Psychiatric Nursing, a Master's of Public Health and a Doctorate in Public Health specializing in community mental health from the University of Pittsburgh. She is Director of a Master's program in psychiatric nursing, and teaches and supervises undergraduate, masters and doctoral nursing students in the clinical practice of psychiatric nursing.

Dr. Puskar has conducted individual psychotherapy, group and family therapies with a variety of patients. Her major interests focus on schizophrenia, bipolar illness, depression, mental health promotion, resilience and coping methods. Dr. Puskar has over 100 publications related to mental health in interdisciplinary journals, and she serves on several editorial boards. Dr. Puskar is also a member of *Who's Who of American Women*.

Dr. Puskar was elected a Fellow of the National Academics of Practice, the American Academy of Nursing and is a Past President of The American Psychiatric Nurses Association (APNA). She is a recipient of the Pennsylvania Nightingale Award for Research and the American Psychiatric Nurses Association Research Award. She has received funds from the National Institutes of Health, National Institute of Nursing Research, Eli Lilly and Company and The Staunton Farm Foundation to study mental health, stress, coping and medication adherence.

This educational program was developed solely for the benefit of the patient, and is not intended to provide individual financial gain.



## Contributing Editors

**Karen C. Tugrul, RN, BSN**, is a psychiatric nurse from Cincinnati, Ohio. During her 22 year career, she has served in community, acute and emergency settings both in clinical and administrative positions. She has spent the majority of her career participating in research on the biological causes and treatment of mood disorders and schizophrenia and has participated in more than 40 clinical trials investigating new agents and new indications for existing medications.

Ms. Tugrul has lectured nationally and internationally and has authored or coauthored more than 30 publications on the treatment of bipolar disorder, schizophrenia, and schizoaffective disorder. She has served on the Editorial Boards of *Directions in Psychiatric Nursing* and *Bipolar Disorders* and as an independent consultant for 15 years.

**Diana Streevey King, MS, LMFT**, works at Eli Lilly and Company in the Neuroscience Business Unit. Before joining Eli Lilly and Co., she specialized in working with people with severe mental illness, addictions, and child advocacy, using a strengths-based, recovery approach for individuals and their families.

**Cynthia Miller, R.N.C.** is a Registered Nurse for the State of Idaho, Department of Health and Welfare, Adult Mental Health Services. She has developed and implemented psychoeducational programming in a variety of inpatient and outpatient settings and has used Team Solutions and Solutions for Wellness extensively.

**Sharon Sousa, Ed.D, APRN, BC**, is an Associate Professor of Community Nursing, at the University of Massachusetts, Dartmouth. Dr. Sousa has participated in academic research, teaching and speaking. In 2006, she received the Public Service Award from the University of Massachusetts for her work with the persistently mentally ill.

She has developed the Levels of Recovery from Psychotic Illness Scale and uses this intervention to enhance insight with this population and promote their adherence to psychotropic medications. She has developed the Compeer Program at the University of Massachusetts Dartmouth. This program matches students and individuals suffering from mental illness in a "big brother-big sister" type of relationship. She has also participated in genetic studies researching the causes of schizophrenia and bipolar disorder.

## Dedication

This workbook is dedicated to Martha Tomes, a psychiatric team nurse who, for many years, gave her heart and soul in the care of people with serious mental illnesses. The reverent manner in which she approached and successfully assisted those in need has been a great inspiration.



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

**Content Objectives:**

After completing this workbook, participants will be able to:

1. Define how stress impacts people with mental illnesses.
2. Reduce negative effects of stress by developing and applying stress reduction methods in their everyday life.
3. Improve anger recognition and the use of anger management skills.
4. Improve problem-solving skills and enhance personal support systems.

**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 and skills as evidenced by selecting and attaining one personal practice goal per session.
3. Participants will demonstrate skill acquisition as evidenced by correctly completing a monitoring form and/or by role-playing at least one coping skill after completing the workbook.

## 1

**Stress is a Normal Part of Life****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.

**Note**

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

**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 Tip**

As you begin this first workbook on stress, be aware that different cultures may have different views on stress. If you are working with a culturally diverse group, you will want to be sensitive to their specific feelings about stress.

**Potential Problem for this Session**

Participants may have trouble grasping the concept of stress.

**Possible Responses**

1. State, "Although it is hard to define, almost everyone can remember a time when they felt tension and anxiety from stress." Ask participants to discuss a time when they knew they were stressed. Make a list of their responses on the board for everyone to see.
2. Give the general definition of stress in this section and reflect how the definition relates to the examples they provided.

### Suggestion for Topic Introduction and Relevance to Participants

*"Today, we're going to talk about how stress is a normal part of our lives. It seems that the world is moving faster and faster. We may find it hard to keep up sometimes. As we keep plugging along, trying to deal with our daily problems, we may feel tightness in our chest or knots in our stomachs. We may get cranky. We can reach a point where we think we can't deal with one more thing, and realize that we are totally 'stressed out.'"*

*"When you get really stressed, what kinds of feelings do you have?"*

(Encourage responses.)

*"Stress can have a negative effect on the health and abilities of all of us, not just a person with a mental illness. With this workbook, we will learn ways to reduce stress in our lives. By working through the exercises in each section of this workbook, you may find ways to manage or reduce stress, which will help you in your recovery."*

*"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. D    2. C    3. B    4. C

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. Stress is:

- A. A sign of illness.
- B. A sign medicine is not working.
- C. A problem only people with mental illness have.
- D. Something everyone has.

#### 2. A person with mental illness:

- A. Needs to get rid of all stress in his or her life.
- B. Needs to avoid all stressful situations.
- C. Can learn skills that reduce stress.
- D. Always relapses when under stress.

#### 3. If you break out in a sweat when you are stressed, it is a sign you are weak.

- A. True    B. False

#### 4. People experience stress:

- A. In the same way.
- B. Early and often.
- C. In different ways.
- D. Only if they can't ignore it.

## Topic Assessment



5. I am confident I understand that stress is a normal emotion.

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

6. This information is important for me to know.

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

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

7. This session helped me.

<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

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

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

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

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

## Stress Is a Normal Part of Life

Objectives for this Session

1. Identify 1 way that people are stressed.
2. Identify 3 signs you notice when you are stressed.
3. Identify 1 skill you use to deal with stress.

**Many people with mental illness have been told to avoid stressful situations because stress can cause symptoms to get worse.** Although it is true that stress can affect symptoms, no one can avoid stress. Everyone has some amount of stress every day. Stress is a normal part of life.

**Main Learning Point #1**

**Everyone has stress.**

**For a person with mental illness, like anyone else, completely avoiding stress is not the goal.** How we respond to stress affects our health and well-being. The good news is that everyone can learn skills to cut down on stress. People who develop good skills to deal with stress generally say they are more satisfied and happier with life.

**Main Learning Point #2**

**A person with mental illness can learn skills to reduce stress.**

**Defining stress.** Stress is a normal reaction to demands made upon the body, but stress is not always easy to recognize. For example, stress is often the feeling of tension or pressure we have when we are making a change. We may be embarrassed or afraid when we don't know if we can do something. Stress can feel like many emotions or physical feelings.

## Stress is a Normal Part of Life (continued)

**Improving stress awareness.** Our bodies often show signs of stress that tell us something needs to be changed or handled differently. It can be easy to miss these signs. The signs can be different from one person to the next. What we have in common is that stress often makes us uncomfortable in some way.



Below is a list of common signs of stress. Circle the ones you have noticed when you have been stressed.

### Physical signs:

- Headache.
- Poor concentration.
- Upset stomach.
- Sweating.
- Tight or tense muscles.
- Heartburn.
- Diarrhea, constipation, or going to the bathroom more often.
- Rapid heart beat.
- Increased blood pressure.
- Shallow breathing.
- Jaw pain.
- Tiredness.
- Being anxious or nervous.

### Mood signs:

- Irritability.
- Anger.
- Depressed or sad.
- Loss of hope.
- Tension or anxiety.
- Tendency to get very excited or easily wound-up.

### Behavioral signs:

- Trouble sleeping (either too much or too little).
- Pacing.
- Eating (either too much or too little).
- Smoking more.
- Trouble making decisions.
- Using or abusing alcohol or drugs.
- Staying away from others.
- Worrying about the same thing over and over.

List other signs of stress you have noticed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Stress is a Normal Part of Life (continued)

### Main Learning Point #3

**Stress is a normal reaction of the body.**

**Because we see the world differently and have different ways of coping with challenges, we experience stress differently.** Something that is stressful for one person may not be stressful for someone else.

An example of how we feel stress differently is the experience of two people going into a swimming pool. A person who doesn't know how to swim will probably feel afraid and anxious (stressed) about getting into the water. Their heart may pound and they may even break out in a sweat. But a lifeguard probably will not feel afraid at all.

Both people go through the same steps to get into the water. The non-swimmer is very stressed because of his or her fear of drowning. But the lifeguard knows how to swim very well, so he or she has a different (non-stressful) reaction.

Although medicine can help sometimes, medicines are not the only way to deal with normal stressful situations.

### Discussion Points:

1. Do you like to go swimming or get into a swimming pool?
2. How do you feel in that situation?
3. What physical reactions do you experience? (For example, "I am afraid," or "I am relaxed.")

We can see that everyone has their own reaction to a given situation.

### Main Learning Point #4

**People get stressed over different things.**

## 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 the type of stress they have.
- ☐ **3. ASSESS.** Complete the following sentences and bring to the next session:  
When I get stressed, I \_\_\_\_\_  
\_\_\_\_\_  
I would like to be less stressed when I \_\_\_\_\_  
\_\_\_\_\_
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. TRACK.** Before our next session, I will look for a time when I have stress. I will work to figure out why I am stressed and how I am reacting to it. I will write it down and bring it to group next time.

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

## Types of Stress and Your Health Facilitator Notes

### Main Learning Points from last session:

#### ***Stress Is a Normal Part of Life***

1. Everyone feels stress.
2. A person with mental illness can learn skills to reduce stress.
3. Stress is a normal reaction of the body.
4. People get stressed over different things.

### 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**

The personal practice exercises on stress identification from the first session can be used as a starting point for participants to develop a personal recovery goal or goals. You can also put this exercise into a treatment plan format.

#### **Potential Problem for this Session**

Participants may confuse the amount of stress with the types of stress.

#### **Possible Responses**

1. Talk about how too much of either good or bad stress can be a problem. Give examples of how the right amount of good stress can motivate people.
2. Share that most of the events we enjoy and look forward to in life cause some form of stress (called “anticipatory stress”). Give examples of enjoyable events that can be stressful, such as holiday get-togethers, weddings, or going out with friends. Explain how the time together can reach a peak enjoyment level, and then taper off. For example, you might enjoy everything for three hours, get a headache after six hours, and by two days, you are really tired of your uncle!

### Suggestion for Topic Introduction and Relevance to Participants

*“Would anyone here would like to win the lottery and instantly become a millionaire? You would not have to worry about having enough money to live on, would you? What would you do if you had all that money?”*

(Encourage and respond to participants' ideas.)

*“Now let's look at it another way. Does anyone think that having a lot of money would cause a type of stress? What new problems might you have if you had a lot of money?”*

(Wait for responses.)

*“Stress is a part of everyone's life. Most people think all stress is unhealthy, but some stress, like winning the lottery, can be both good and bad. Today we are going to learn the difference between good and bad stress so we can learn how to cope with both of them in a healthy way. By learning to balance the types and levels of stress we have, we can manage our lives better.”*

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

#### Topic Assessment Answer Key

1. B    2. B    3. B    4. A

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

## Review of Session 1: Stress Is a Normal Part of Life



### 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. E\_\_\_\_\_e has stress.
2. A person with mental illness can learn s\_\_\_\_\_s to reduce stress.
3. Stress is a n\_\_\_\_\_l reaction of the body.
4. People get stressed over d\_\_\_\_\_t things.

### 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. Stressors are the same for everyone.

- A. True B. False

### 2. A type of stress that is considered bad for us is called:

- A. Disease.  
B. Distress.  
C. Recovery.  
D. Personal.

### 3. The most damaging stress to our health is:

- A. Acute.  
B. Chronic.  
C. Episodic acute.  
D. Physical.

### 4. It is best to:

- A. Get a balance of stress that is manageable.  
B. Get as much good stress as possible.  
C. Avoid all bad stress.  
D. Ask my prescriber for medicine when I am stressed.

## Topic Assessment



### 5. I am confident I understand the difference between good stress and bad stress.

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

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

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

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

### 7. This session helped me.

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

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

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

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

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



## Types of Stress and Your Health

### Objectives for this Session

1. Identify 1 personal example of good stress.
2. Identify 1 personal example of bad stress.
3. Recognize 3 types of stress.

**A stressor is an object or event that pressures us or keeps us from being at ease.** Stressors make us uncomfortable. They are life situations that upset our normal balance by causing us anxiety or tension and make us do something different than we normally would do. Our stress reaction is what we do or feel in response to the stressor.

In the example of the non-swimmer from the last lesson, the stressor is getting into the water, along with the thought of possibly drowning. The anxiety and fear felt by the non-swimmer (the pounding heart or breaking into a sweat) is the stress reaction.

**Good stress.** Some stress is good for us. We may be surprised to learn that we actually need some stress, often called “acute stress,” in life to get our needs met and function at our best. Good stress is something we experience that pushes us to improve or change our situation. It is the excitement we feel when we are challenged to do things that help us grow and develop. It is often the anxiety and tension we feel before doing something we enjoy. An example of good stress is the excitement we have as we look forward to joining our family over the holidays or starting a new job. Good stress, when limited, can be healthy and is believed to strengthen the immune system.

**Bad stress (or distress).** Bad stress is the type of stress that causes us the most problems and is the most painful for us. This type of stress is what people are usually thinking about when they talk about being stressed. Distress is the stress that most often hurts our mental, physical, and emotional well-being.

### Main Learning Point #1

**Some stress is good for us and some stress is bad for us.**

## Types of Stress and Your Health

(continued)

Everyone has an individual response to the stress they have, but it is healthiest for us to have a balance of stress. Individuals with mental illnesses have to pay special attention to the amount of good and bad stress in their lives. Even a person who is doing very well may have their symptoms come back if there is too much good or bad stress at one time. Or symptoms that have not gone away may get worse.

Long periods of intense distress have been shown to cause health problems in some people. Examples include heart problems and mood changes. A person may get more colds and other illnesses because the immune system does not work as well when you are under stress.

### Main Learning Point #2

**Keeping a healthy balance of stress is best.**

### Types of stress:

**Acute stress** is the anxiety we have when we need to respond to something quickly. An example is crossing the street during heavy traffic. Acute stress usually lasts just a few moments and is a good stress.

**Episodic acute stress** is a type of short-term stress that happens over and over (comes in episodes) in our lives. Episodic acute stress may be a little more uncomfortable than acute stress. Examples include the stress we have when taking tests in school or the stress we have when we believe we must not make a mistake. If this stress is not dealt with and keeps happening over time, it can cause health problems. Some of these problems could include increased blood pressure, headaches, and digestive problems.

## Types of Stress and Your Health (continued)



### Managing episodic stresses and daily problems

My worries and tensions are often about:	My action solutions are:
Doing everything right.	Discuss it with my treatment team, or _____
Having enough money.	Make out a budget, or _____
Getting sick again.	Develop a relapse prevention plan.
Getting lost or left behind.	Plan my day's activities, or _____
Doing well on a test.	Develop a study routine or _____
Not pleasing my family or boss.	Get regular feedback from family or boss, or _____
Running out of medicine.	Pick up or order medicine early.
Forgetting appointments.	Make an appointment calendar or _____
Missing my transportation.	Use a good alarm clock _____
Other: _____	

## Types of Stress and Your Health (continued)

### Main Learning Point #3

**Episodic acute stress can be managed.**

**Chronic stress** is the most harmful to our health. This type of stress continues over a long time. A person may have little control over the situation that causes the stress. Examples of this stress are living in extreme poverty, having a severe health condition, or living in a difficult situation that can't be changed. This stress can often lead to depression, heart problems, sleep disorders, and a weakened immune system. If nothing is done to get rid of chronic stress, the person may do something desperate.

### Main Learning Point #4

**Chronic stress is the most harmful to our health.**

Can you think of a time you were under a lot of stress and how that affected your mental health? Can you think of a time when stress affected your physical health?

**Types of Stress and Your Health**

(continued)

The following list shows some common stressors people have identified. Circle the ones that cause you stress. Add your own stressors to the list. Talk about which of these stressors may be helpful (good stress) and which may be harmful (bad stress):



	Good Stress	Bad Stress
Having symptoms of mental illness.	<input type="checkbox"/>	<input type="checkbox"/>
Living on a limited income.	<input type="checkbox"/>	<input type="checkbox"/>
Working.	<input type="checkbox"/>	<input type="checkbox"/>
Going to school.	<input type="checkbox"/>	<input type="checkbox"/>
Falling in love.	<input type="checkbox"/>	<input type="checkbox"/>
Meeting new people.	<input type="checkbox"/>	<input type="checkbox"/>
Making new friends.	<input type="checkbox"/>	<input type="checkbox"/>
Staying away from alcohol or other substances.	<input type="checkbox"/>	<input type="checkbox"/>
Trusting treatment team members.	<input type="checkbox"/>	<input type="checkbox"/>
Seeing my prescriber.	<input type="checkbox"/>	<input type="checkbox"/>
Boredom.	<input type="checkbox"/>	<input type="checkbox"/>
Legal issues.	<input type="checkbox"/>	<input type="checkbox"/>
Moving.	<input type="checkbox"/>	<input type="checkbox"/>
Changes in healthcare coverage.	<input type="checkbox"/>	<input type="checkbox"/>
Having other illnesses or health conditions.	<input type="checkbox"/>	<input type="checkbox"/>
Taking my medicine every day.	<input type="checkbox"/>	<input type="checkbox"/>
Getting along with family and friends.	<input type="checkbox"/>	<input type="checkbox"/>
Losing someone close to me.	<input type="checkbox"/>	<input type="checkbox"/>
Taking a class.	<input type="checkbox"/>	<input type="checkbox"/>
Trying to remember all I need to do.	<input type="checkbox"/>	<input type="checkbox"/>
Meeting with my case manager.	<input type="checkbox"/>	<input type="checkbox"/>
Catching the right bus.	<input type="checkbox"/>	<input type="checkbox"/>
Shopping for food.	<input type="checkbox"/>	<input type="checkbox"/>

**Types of Stress and Your Health**

(continued)

Other personal stressors: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

People can change how they react to stress when they practice stress-reducing skills every day. These skills or coping methods can be learned and improved on throughout life.

**Main Learning Point #5**

**You can learn skills to reduce stress.**

If our non-swimmer learns how to swim, his or her anxiety and stress may go away. If he or she can simply learn to float, his or her stress level can be greatly reduced. Do you see how the action of learning to swim can change the non-swimmer's stress reaction?

## Review & Moving Forward



The main learning points of this session are:

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

### 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 good and bad stress.
- ☐ **3. IDENTIFY.** I will identify 3 stressors that I want to work on with my treatment team.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. PRACTICE.** It is important to practice knowledge and skills. Assessing my stressors is important to learning more about myself. I will do this exercise and bring it back to the next session. If I want help, I will ask \_\_\_\_\_ to help me.

1. List some stressors you have in your life.
2. On the line beside the stressor, write your stress response.
3. Rate the stress as good or bad.

Stressor	Stress response	Good or bad stress
_____	_____	_____
_____	_____	_____
_____	_____	_____

# 3

## The Stress Response Facilitator Notes

### Main Learning Points from last session: Types of Stress and Your Health

1. Some stress is good for us and some stress is bad for us.
2. Keeping a healthy balance of stress is best.
3. Episodic acute stress should be managed.
4. Chronic stress is the most harmful to our health.
5. You can learn skills to reduce stress.

### 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

There is a meditation exercise at the end of this session. If time permits, have participants practice this exercise with you coaching them.

#### General Tip

Use positive feedback. Use it early, frequently, and specifically. Here are two bits of wisdom about positive feedback from cognition expert Alice Medalia, PhD:

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

### Suggestion for Topic Introduction and Relevance to Participants

*"Have any of you heard of the expression, 'fight or flight'? This is a basic survival response for many animals, including humans. A deer, squirrel, or other animal will run for safety if you walk toward it, even when it is not in danger. Humans are also pre-wired in the same way, but we have the ability to evaluate, or use our brain to decide, if we are really in danger."*

*"Today, we are going to talk about our stress responses and how we can ease some of our stress."*

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

**Topic Assessment Answer Key**  
1. B   2. 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 2: Types of Stress and Your Health



### 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. Some s\_\_\_\_\_s is good for us and some stress is bad for us.
2. Keeping a healthy b\_\_\_\_\_e of stress is best.
3. Episodic acute stress should be m\_\_\_\_\_d.
4. Chronic stress is the most h\_\_\_\_\_l to our health.
5. You can learn skills to r\_\_\_\_\_e stress.

### 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. Jumping out of the way of a speeding car is an example of what type of stress response?

- A. Fight.
- B. Flight.
- C. Lucky.
- D. Planned.

### 2. An effective stress-reducing action is:

- A. Doubling my medicines.
- B. Worrying.
- C. Constantly complaining.
- D. Meditation.

### 3. It is best if our stress levels stay fairly consistent every day.

- A. True
- B. False

### 4. Uncontrolled stress can:

- A. Cause schizophrenia and bipolar disorder.
- B. Increase a person's risk of catching a cold.
- C. Be totally avoided with proper medicines.
- D. Be best controlled by ignoring the issue.

## Topic Assessment



### 5. I am confident I understand the stress response.

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

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

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

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

### 7. This session helped me.

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

### 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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## The Stress Response

### Objectives for this Session

1. Identify how stress levels change over time.
2. Identify 2 ways long-term stress may be bad for you.

**Have you ever noticed that animals in the wild run away when people walk up to them?** Have you ever noticed how some dogs get ready to attack when another animal comes close to them? This normal response of running for safety or preparing to fight is called the “fight or flight” response. People have this same automatic stress reaction, and it is often our first reaction to anything that might be a threat.



An example of the fight-or-flight response is what would happen if you saw a car coming toward you at a high speed. You would quickly jump for safety. You would see the car (stressor), realize that you were in danger (stress), and react by jumping out of the street (flight) to save your life.

Right after the jump, when you are no longer in danger, you might notice that your breathing is quick and your heart is racing. These body changes are a result of chemicals being released in the brain to give you the energy to react quickly. After the danger has passed, the body quickly returns to normal. This is a good, healthy response to stress.

### Main Learning Point #1

**The “fight or flight” response is the body’s way of reacting to anything that might be dangerous.**

## The Stress Response

(continued)

**When your stress level stays high for any reason, it begins to cause problems.** A stress response that lasts too long causes the body to release neurotransmitters (brain chemicals) and hormones that can do several things:

1. Cause blood pressure to go up and stay up.
2. Make you feel anxious all the time.
3. Raise blood sugar levels.
4. Weaken the immune system.

### Main Learning Point #2

**Constant long-term stress is bad for us.**

**An example of long-term stress could be not having enough money to buy food for the month.** This is a constant stress, and the person may not have a way to get more income to solve the problem.



Example:

### My stress level rating:

Major stressor	Number of days felt stressed	Stress rating (1-5): 1 = low 3 = medium 5 = high	Action taken	Did It help?
No money	7	4	Part-time work	Yes

## The Stress Response (continued)

### Relaxation exercise:

Meditation is quiet, focused thinking that can calm and relax us. To practice meditation, follow the steps below. Do not worry about doing it perfectly. Like many things, meditation takes practice to learn. There are no right or wrong ways to do meditation. Do the following meditation exercise for five minutes at first, and gradually work up to 20 minutes at a time.

- **Get comfortable.** Choose a comfortable sitting position in a quiet place.
- **Focus on breathing.** Bring your attention to the gentle rise and fall of your breath. Focus only on your breathing. Breathe in through the nose to the stomach.
- **Gently refocus.** When your mind wanders, gently return your thoughts to your breathing.
- **Notice and let go.** When your thoughts are distracted, notice them and then let them go.
- **Recognize and flow through.** If the thoughts re-enter your mind, recognize them as worries, or planning or wishing for something. Let them flow through your mind rather than blocking them or forcing yourself not to think of them.

With practice you will be able to clear your mind and simply focus on your breathing for longer periods of time.



## Review & Moving Forward



The *main learning points* of this session are:

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

### Move Forward – Choose a Personal Practice Option

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

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about it.
- ☐ **3. MEDITATE.** Before the next session, I will practice meditating at least one time and write down how I felt afterward.
- ☐ **4. OTHER:** \_\_\_\_\_

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

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



## 4

**Impact of Stress on Symptoms of Mental Illness**  
Facilitator Notes**Main Learning Points from last session:**  
***The Stress Response***

1. The “fight or flight” response is the body’s way of reacting to anything that might be **dangerous**.
2. **Constant** long-term stress is bad for us.

**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.

**Materials Needed to Accompany Participant**

**Handout:** *Daydream Relaxation* exercise.

**Tip for this Session**

A good relaxation technique to use when stress is affecting symptoms is guided imagery or meditation. Imagination and visualization has been shown to reduce stress and help with a variety of stress-related health disorders.

**General Tip**

Be prepared for class. Make sure that the room is set up for the session and that all participant materials are assembled and ready for use. Have a notebook or folder for participants to use for handouts, notes, and personal learning goals. Have a cup full of sharpened pencils with erasers or other writing utensils. Your sessions will go more smoothly if you aren’t distracted by these things.

**Suggestion for Topic Introduction and Relevance to Participants**

“Today let’s think of another illness, besides mental illness, that stress could make worse. Who has some ideas about that?”

(Encourage responses. It could be high blood pressure, heart disease, diabetes, asthma, etc.)

“How can stress affect high blood pressure, for instance? It could make your blood pressure go up, couldn’t it? When blood pressure gets high, it can cause other problems for the person, can’t it? Sure it can. It might eventually cause a heart attack or stroke.”

“Does managing stress alone control high blood pressure for someone who has it and is on medicine to control it? No. Controlling stress does not stop high blood pressure. And having stress alone does not cause high blood pressure. But when both happen together they can cause some additional problems for a person.”

“Today we will talk about some of the effects of stress on other symptoms of mental illness.”

“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. 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 3: The Stress Response



### Main Learning Points of Session 3

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

1. The “fight or flight” response is the body’s way of reacting to anything that might be d\_\_\_\_\_s.
2. C\_\_\_\_\_t long-term stress is bad for us.

### 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. Stress may cause symptoms of my mental illness to get worse.

A. True B. False

### 2. Listening to music or doing yoga:

- A. Increases stress.  
B. Is a waste of time.  
C. Increases flexibility.  
D. Are ways to reduce stress.

### 3. Increased symptoms of mental illness can increase my stress level.

A. True B. False

### 4. It is believed that a person with a mental illness has:

- A. A higher tolerance for stress.  
B. A lower tolerance for stress.  
C. The same tolerance for stress as everyone else.  
D. No ability to deal with stress.

### 5. I am confident I understand how stress affects my symptoms.

☐ Strongly Disagree   ☐ Disagree   ☐ Neither Agree Nor Disagree   ☐ Agree   ☐ Strongly Agree   ☐ Unsure

## Topic Assessment



6. This information is important for me to know.

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

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

7. This session helped me.

<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

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

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

## Impact of Stress on Symptoms of Mental Illness

**Objectives for this Session**

1. Identify 2 ways that stress can affect symptoms of mental illness.
2. Pick 2 actions you can use to manage stress.

**How does stress affect your symptoms?** Stress and mental illness symptoms are often closely related. Increased stress can have a negative effect on the symptoms of your mental illness. Also, when your symptoms get worse for any reason, you can often feel increased tension and stress. The fact that you have a mental illness may make it harder for you to manage stress. You may have a lower tolerance for stress. This means that, as stress builds, symptoms of your illness that were not bothering you much may start to come back or get worse.

Stress can make symptoms worse. Stress can increase anxiety and other disorders worse. Depression is associated with high stress levels, being overwhelmed, and having thoughts of hopelessness. For people with a mental disorder, symptoms may re-appear during long periods of stress. Some people say symptoms that get worse are an early warning sign that they are stressed. For example, they may hear more voices, or the voices may become louder (auditory hallucinations). Different people have different reactions to stress, but we each tend to react consistently when stress happens to us. In other words, if you were depressed the last time you were overly stressed, you will probably be depressed the next time you are overly stressed. If you have bipolar disorder, stress may affect your sleep patterns first. This may increase your risk for developing a manic, mixed, or depressive episode of your illness.

Learning to reverse or stop the effects of stress on your symptoms is very important. You may be able to help prevent a relapse by managing your stress.

**Main Learning Point #1**

**Unmanaged stress can make symptoms worse.**

## Impact of Stress on Symptoms of Mental Illness (continued)



**Stress responses.** The following exercise will help you recognize how stress affects the symptoms of your mental illness. Think back to when you last had a lot of stress, and your symptoms were stronger or harder to manage than usual. Write down the major stressor, and then list the stressful feelings you had. Think about which symptom change you noticed first.

When I had the stress of \_\_\_\_\_,  
 I felt \_\_\_\_\_.  
 When I continued to feel the stress, I started having symptoms of \_\_\_\_\_.

To reduce stress, plan to take action at the right time. If you recognize the stress responses of worry, panic, tension, or anxiety, you can take action to reduce the chance of increased symptoms. You will be able to find out which stress-reducing methods work best for you by practicing several methods and rating how well they worked for you.

### Main Learning Point #2

**You can learn to recognize stress so you can take action.**

## Impact of Stress on Symptoms of Mental Illness (continued)



Here is a list of stress-reduction methods. Mark the methods you have used to cope with stress. Mark whether or not they helped you.

Stress Buster	Used (Yes/No)	Helpful (Yes/No)
Exercising.		
Talking to someone.		
Deep breathing.		
Doing meditation.		
Doing tai chi or yoga.		
Taking a hot shower or bath.		
Writing in a journal		
Sleeping.		
Doing something fun.		
Listening to music.		
Practicing guided imagery.		
Praying or attending a religious service.		
Thinking positively.		
Problem-solving.		
Dancing.		

### Main Learning Point #3

**Taking action to manage stress helps prevent relapse.**

## 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. PLAN.** I will complete the *Personal Stress Plan* (below).
- ☐ **4. OTHER:** \_\_\_\_\_

### Personal Stress Plan:

When I experience the stress of \_\_\_\_\_,  
I feel \_\_\_\_\_.  
I plan to use \_\_\_\_\_ stress-reducing  
method before I have symptoms of \_\_\_\_\_.

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

- ☐ **5. PRACTICE.** I will practice the *Daydream Relaxation* exercise.

## Daydream Relaxation Exercise

Pause and take a 10-minute daydream:

- 1. Get comfortable.** Sit, stand, or lie down in a comfortable position. Choose a quiet place where you are not likely to be interrupted. Relax your muscles as much as possible.
- 2. Breathe deeply.** Calm your breathing with slow, deep abdominal breaths.
- 3. Imagine.** Close your eyes and pretend you are in a place you enjoy.
- 4. Recall feelings.** Remember how you feel when you are there. Use as many of your senses as possible.
- 5. Gently return.** Slowly open your eyes and remember where you are. Take a breath and return to your daily activities.

## 5

## Healthy Actions that Help Reduce or Prevent Stress

### Facilitator Notes

#### Main Learning Points from last session: *Impact of Stress on Symptoms of Mental Illness*

1. Unmanaged stress can make symptoms worse.
2. You can learn to recognize stress so you can take action.
3. Taking action to manage stress helps prevent relapse.

#### 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.

**Handout for this Session:** *Deep Breathing* exercise.

#### Tips for this Session

1. If you use the suggestion for topic introduction, you may want to make a small stop sign to hold up during the introduction.
2. Today you will be working with lists. To enhance learning, you may want to write participants’ lists on the board or a flipchart during discussion portions of your session.
3. If you have someone who is shy about speaking up, you may want to ask that participant to write on the board or flipchart while the others discuss the checklists.
4. Give strong supportive responses that show that you believe in the participants’ ability to make healthy lifestyle changes. Indicate how many times it often takes people without a psychiatric condition to give up smoking, lose weight, or eat healthier. (Note: Do not disclose personal information about alcohol or drug use, smoking cigarettes, or other risky behaviors).
5. This is a lengthy session but contains important information for participants. You may want to use two sessions to cover this material.

#### Note

For further exercise options and information about healthy activities, use *Solutions for Wellness: Choosing Wellness – Physical Activity* workbook.

## Suggestion for Topic Introduction and Relevance to Participants

“Have you ever wished that you had a stop sign that would stop stress before it happened? I do! I wish I could just hold up a sign and all the stress would be gone.”

(If you have made a sign, use it as a visual aid.)

“You might be surprised to learn that stress is one of the painful human conditions that can actually be treated before we have any of its symptoms. We can do this by replacing unhealthy habits with healthy ones. By choosing to live a healthy lifestyle, we train our minds and bodies to be able to manage stress better. If you work to develop healthy lifestyles that reduce the negative impact of stress, your overall mental condition and lifestyle can improve. And while we can’t stop stress altogether, we can take healthy actions to reduce stress. Today we are going to talk about some of those healthy actions.”

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

#### Topic Assessment Answer Key

1. B    2. A    3. B    4. C

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

## Review of Session 4: Stress Impact on Symptoms



### 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:

1. Unmanaged stress can make symptoms w\_\_\_\_\_e.
2. You can learn to r\_\_\_\_\_e stress so you can take action.
3. Taking action to m\_\_\_\_\_e stress helps prevent relapse.

### 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. Drinking caffeine and smoking are examples of healthy lifestyle habits.

A. True B. False

### 2. One of the basic elements of most relaxation techniques is the focus on:

- A. Proper breathing.  
B. Quiet time.  
C. Medicines.  
D. Talking to others.

### 3. Lifestyle habits have no effect on stress.

A. True B. False

### 4. Which of the following is effective in reducing stress?

- A. Drinking alcohol.  
B. Having a cigarette.  
C. Exercising.  
D. Eating a candy bar.

### 5. I am confident I can take healthy actions to reduce stress.

<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.

<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

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

### 7. This session helped me.

<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

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

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

## Healthy Actions that Help Reduce or Prevent Stress

### Objectives for this Session

1. Identify 2 healthy lifestyle habits that can help reduce stress.
2. Identify 1 healthy habit you are willing to start and 1 unhealthy habit you are willing to stop.

### Taking good care of yourself—mind, body and spirit—can help prevent and reduce stress.

**Moving your body.** Exercise, or moving your body, can be a great stress reliever. By exercising regularly at least three days a week, you can reduce muscle tension and work out some of the anxiety you feel you have when you are stressed. It is always a good idea to talk to your prescriber before starting any exercise plan.

The simplest and most often recommended activity is walking. Be sure to wear comfortable, supportive shoes when starting a walking program. Plan to walk 3-4 days a week. You can start out slowly and keep to a speed that lets you breathe comfortably and talk normally.

At first, you may want to walk for 3-5 minutes, 3-4 times a day. Over time, you can work up to more minutes per session. A good goal is to increase your time until you are walking for 30 minutes or more each day. You don't have to do it all at once. You can break it into three 10-minute walks and get the same healthy benefits.

Besides reducing stress, exercise can improve your mood and help you sleep better.



### Main Learning Point #1

**Exercise can help reduce stress.**



## Healthy Actions that Help Reduce or Prevent Stress (continued)



Below is a list of some healthy lifestyle actions. Circle the things that you currently do. Put a check beside the things you would like to do to improve your health and stress level. List any other healthy habits you know and may want to practice.

- ☐ Eat vegetables and fruits every day.
- ☐ Eat at least 2 balanced meals every day.
- ☐ Drink 6-8 glasses of water per day.
- ☐ Drink fewer than 2 diet soft drinks per day.
- ☐ Do not drink regular sugar-filled soft drinks.
- ☐ Get regular sleep every night (7-10 hours).
- ☐ Exercise at least 30 minutes each day.
- ☐ Socialize with family or friends at least 3 times per week.
- ☐ Drink or eat little-to-no caffeine.
- ☐ Do not smoke.
- ☐ Do not drink alcohol.
- ☐ Think positive.
- ☐ Have a budget that works.
- ☐ Talk about your thoughts with someone at least once a week.
- ☐ Work with your treatment team to learn to manage your illness.
- ☐ Do something you enjoy every day.
- ☐ Take a warm bath or shower every day.
- ☐ Be involved in something you care about.
- ☐ Have, love, and take care of a pet.
- ☐ Take time each day away from your home or apartment.
- ☐ Do not sweat the small stuff.
- ☐ Manage your time well every day.
- ☐ Take a daily vitamin.
- ☐ Laugh daily.
- ☐ Do one thing that helps you connect with your spirituality.
- ☐ Other: \_\_\_\_\_

**Let's talk about your choices.** What are some things that you could start doing that would be very easy for you? \_\_\_\_\_

## Healthy Actions that Help Reduce or Prevent Stress (continued)

Our bodies respond to stress depending on how healthy and strong we are. If we practice healthy choices each day, we will prepare ourselves to best handle any stressful situation. Healthy habits include watching what we eat, and getting proper amounts of exercise.

### Main Learning Point #2

**Healthy lifestyle habits can help reduce stress.**



**Unfortunately, we all do some unhealthy things that can make our stress levels worse.** Below is a list of some common unhealthy actions. Circle the items that have caused you problems in the past. Can you identify any other personal actions that reduce your ability to handle stress?

- ☐ Drink alcohol or use other substances.
- ☐ Smoke.
- ☐ Eat too much.
- ☐ Eat too many sweets.
- ☐ Isolate yourself in your apartment or home.
- ☐ Avoid contact with your support system of family and friends.
- ☐ Avoid expressing your emotions and concerns.
- ☐ Not working with your treatment team.
- ☐ Impulsive buying or spending more money than is in your budget.
- ☐ Stay up late watching TV.
- ☐ Drink coffee and soda throughout the day.
- ☐ Not taking medicines every day as prescribed.
- ☐ Sleep or nap most of the day.
- ☐ Get angry and not talk about it.
- ☐ Get angry and express it in an inappropriate way. (for example, yelling at someone.)
- ☐ Get too much or too little sleep.
- ☐ Other: \_\_\_\_\_

## Healthy Actions that Help Reduce or Prevent Stress (continued)

Let's discuss some unhealthy habits. Do you do some of these things? What consequences might occur if we continue unhealthy behaviors?

- Too much caffeine can cause sleeping problems and make us feel stressed. Caffeine is a stimulant. It gives us a short surge of energy and then drops energy levels below what they were before we had the caffeine. How much caffeine do you drink each day?
- People may smoke, thinking it calms their nerves. Smoking actually causes more stress in the long run because of its effect on heart rate. It also puts a lot of toxins in the body, and some of them are addictive. Because it is temporarily calming, it can make things worse in the long run. Tobacco is just bad for us.
- When we eat too much, we are often trying to take care of emotional needs instead of real needs, such as stomach hunger. This coping method leads to weight gain and can change our moods. Our energy levels will also go up and down throughout the day.
- Staying up late and missing sleep can affect our mood, our thinking abilities, and it can cause us to be grouchy. Not getting enough sleep can also make it harder to manage our weight by changing hormone levels.
- Drinking alcohol or using non-prescribed drugs can cause our medicines to be less effective or, at times, dangerous to our health. It can also keep us from getting a good night's sleep, which is one of the signs of relapse.



### Main Learning Point #3

Unhealthy lifestyle habits can increase stress.

## Healthy Actions that Help Reduce or Prevent Stress (continued)

**Changing all of our unhealthy habits at once is not recommended.** Instead, making a few healthy changes over time can be more successful. A gradual change in habits is more effective in reducing stress and improving overall well-being. By identifying just a couple of unhealthy habits to reduce or stop, you can make a big difference in your stress level and with your satisfaction with life.

No matter what type of stress we have, we can help reduce its effect on our health by simply changing our breathing. When we are stressed out, we may start to take fast, short breaths that do not let the air get fully into our lungs. If we can make our breathing full, relaxed, and normal again, this will reduce our stress level right away.

Let's practice together. Get in a comfortable position. Place one hand on your chest and the other hand on your stomach. Now breathe in slowly through your nose and exhale slowly through your mouth. Breathe in slowly through your nose and exhale slowly through your mouth. Our stomachs should rise more than our chests.

Take 10-12 long, slow breaths in and 10-12 long, slow breaths out. To get into a relaxing rhythm, you can count to four on the "in" breath. Hold the air in two counts. Breathe out for a count of four. Count to two before starting your "in" breath again.

How do you feel right now? Did you feel a little tension go away? Are your muscles a little more relaxed? In the future, when you need to relax, remember to practice deep breathing.

### Main Learning Point #4

When you want to relax, practice deep breathing.

## 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 unhealthy habits I have affect my stress level.
- ☐ **3. PLAN.** I will complete the *Personal Improvement* exercise.
- ☐ **4. Other:** \_\_\_\_\_

**Personal Improvement Exercise:** Identify two healthy behaviors you would like to improve and identify two unhealthy habits you would like to eliminate or reduce.

Improving healthy habits:

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

Reducing or eliminating unhealthy habits:

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

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?

## Deep Breathing exercise

- 1. Get comfortable.** If possible, lie down on your back on a blanket or rug placed on the floor. Bend your knees and move your feet about eight inches apart, with your toes turned slightly outward. Make sure your spine is straight. If sitting, sit straight in chair with your arms relaxed at your side. Your hands can rest in your lap. Have your head centered and balanced so you do not cause any strain on your neck muscles.
- 2. Check tension.** Check your body for any tension.
- 3. Place hands.** Place one hand on your stomach and one hand on your chest.
- 4. Inhale through your nose.** Inhale slowly and deeply through your nose. You may count to four while you inhale. Inhale into your stomach to push up your hand as much as is comfortable. Your chest should move only a little and only when your stomach does.
- 5. Hold.** Hold your breath for a count of two.
- 6. Exhale through your mouth.** When you are at ease with step 4, smile slightly and exhale through your mouth, making a quiet, relaxing whooshing sound like the wind as you blow gently out. Your mouth, tongue, and jaw will be relaxed. You may count to four as you exhale slowly, and your stomach is gradually lowered. Focus on the sound and the breathing as you become more relaxed.
- 7. Repeat.** Keep deep breathing for about 5-10 minutes at a time. Do this twice a day.
- 8. Recheck tension.** At the end of each session, check for tension levels. Are you less tense than you were before you began?

Remember, mastering this relaxation skill will take time. That is why it is called a skill. Do not be concerned if the first session did not relieve all of your stress. As you keep practicing, your body will learn and you can have increased periods of stress relief.

**Relaxation Tip:** Practice deep breathing twice a day to reduce your overall stress.

## 6

**Dealing with Major Life Events**  
Facilitator Notes**Main Learning Points from last session:**  
**Healthy Actions that Help Reduce or Prevent Stress**

1. Exercise can help reduce stress.
2. Healthy lifestyle habits can help reduce stress.
3. Unhealthy lifestyle habits can increase stress.
4. When you want to relax, practice deep breathing.

**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.

**Remember**

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

**General Tip**

Simply presenting new knowledge is not likely to lead to behavioral change. Why? There are many reasons, but here are some of the more important ones:

1. A person without a psychiatric condition remembers less than 10% of what he or she reads and 50% of what he or she sees and hears.
2. A person with a mental illness has even greater difficulty remembering things.
3. However, everyone remembers much more of what they say and do themselves.

That is why the deepest learning comes when new material is actively applied to real life situations.

**Potential Problem**

People sometimes fear that if they let themselves express emotions, especially strong ones, they will lose control of themselves.

**Possible Responses**

1. Validate the hesitancy they have and let them know grief and reflection are things everyone experiences. It is a necessary part of human life that no one enjoys, but it is part of the range of human emotions that we all experience.
2. Acknowledge the need to process loss and forced changes.
3. Reinforce that they may be stronger than they realize, because they have the courage to work at managing other challenges in their lives.

**Suggestion for Topic Introduction**  
**and Relevance to Participants**

*"Has anyone ever lost a therapist or counselor because they changed jobs and you had to get a new counselor? Was that difficult?"*

(Listen to responses.)

*"How did you feel about having to change to a new counselor?"*

*"Let's take a minute to identify some of the hard things we have to deal with when we have a change that we do not want."*

(Possible responses include, "Being sad," "Feeling abandoned," "Being angry," "Having to meet a new counselor," "Not feeling trust," or "Not agreeing with the change.")

*"Now, let's look at some of the positive aspects when things change."*

(For example, "We get to start fresh with a new treatment team member or a new situation, and we may like the new situation more than the old or have new opportunities to grow, etc.")

*"Today we are going to talk about major life changes and how we think and feel when major changes happen in our lives."*

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

**Topic Assessment Answer Key**

1. B    2. B    3. A    4. D

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

## Review of Session 5: Healthy Actions that Help Reduce or Prevent Stress



### 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. E\_\_\_\_\_e can help reduce stress.
2. Healthy l\_\_\_\_\_e habits can help reduce stress.
3. U\_\_\_\_\_y lifestyle habits can increase stress.
4. When you want to relax, practice deep b\_\_\_\_\_g.

### 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 loss of a family member always causes a relapse.

A. True B. False

### 2. A person with mental illness should avoid most of the grieving ceremonies of a close friend or relative.

A. True B. False

### 3. A good way to deal with getting a new treatment team member is to:

- A. Tell new treatment team members what the previous person did that helped you.
- B. Let the new team member read your medical record to get to know you.
- C. Have a parent or family member tell him or her what he or she needs to do for you.
- D. Graduate from treatment at this time.

### 4. Which of the following statements is true?

- A. Drinking alcohol helps people deal with losses.
- B. Grieving is always harder for people with mental illness.
- C. It is best to deal with loss by yourself.
- D. Everyone must grieve in his or her own way and within his or her own time period.

## Topic Assessment



### 5. I am confident I know how to deal with personal losses.

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

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

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

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

### 7. This session helped me.

<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

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

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

## Dealing with Major Life Events

### Objectives for this Session

1. Understand that everyone feels stress when he or she has an emotional loss.
2. Identify 2 healthy ways to help yourself when you are grieving.
3. Identify 2 things your new treatment team member needs to know about you.

**Sometimes we must deal with life events that are natural, but very stressful.** Sometimes events can be hard to accept. Examples of major **life events** might include:

1. The death or loss of close family or friends.
2. A major illness or injury.
3. An unwanted divorce or separation.
4. Being forced to move.
5. Serious financial difficulties.

These are all common events that are sometimes beyond our control, and they can happen to anyone.

Although going through these tough times can upset our normal balance, we can grow from these life events. As we learned in earlier sessions, stress does not have to cause a relapse. We can learn to cope and deal with the stress, and we can become stronger.

**Main Learning Point #1**

**Everyone has major life events.**

**Dealing with Major Life Events**

(continued)

**Sometimes families will try to protect the person with a mental illness from being upset by the death of a loved one.** The family may worry that the grieving process is too frightening for a person with mental illness because they fear the person will get sick again. In these situations, it is important that everyone remembers that the person with a mental illness is an individual and family member first. It is a good idea to offer the person choices to decide how and when they will participate in the grieving process. Everyone has emotional responses to grief. It is okay to be sad, to cry, and to grieve. These are normal reactions to sadness.

It is important, however, to remember that some people with mental illnesses may be at more risk during times of stress and grief. Staying connected with supportive people during these times is very important. This might mean seeing treatment team members more often, contacting the prescriber to be aware of the possible need for medication assistance, and talking with family members and friends about the loss.

**Main Learning Point #2**

**It is important to use the support of others to stay connected when dealing with loss.**

**Points for healthy grieving:**

1. Eat healthy every day, even if you are not hungry.
2. Get plenty of sleep. It is important to get at least 7-10 hours of sleep each night.
3. Take medicines as prescribed. Notify your prescriber right away if symptoms increase or change a lot.
4. Share grief and thoughts with other people. This may include emotions that you or your family are uncomfortable with. It is okay to express your sense of loss.
5. Get and accept support from others for your pain and loss.
6. Give it time. Everyone grieves at a different pace.

**Dealing with Major Life Events**

(continued)

Everyone deals with loss and grieving in their own way. It is important to understand that everyone experiences loss in their own way and in their own time. It is different from person to person. It is very important that people who are grieving use all the support available for as long as support is needed.

**Main Learning Point #3**

**Grieving and dealing with loss takes time.**

**Changing of a treatment team member.** Having to change to a new therapist, case manager, nurse, or prescriber is often stressful. Unfortunately, treatment team members often change positions and you have an opportunity to work with someone new. You might have worked very well with the previous person, and he or she knew you very well. It can be hard at times to open up and talk about your illness to a new person. You don't know how long they will be around, and you may need time to trust them. To make this situation less stressful, consider using the following outline.

What does your treatment team member need to know about you and the illness?

1. Your name and what you like to be called.
2. What is important to you.
3. What you want in life.
4. What the previous treatment team member did that helped you.
5. What the previous treatment team member did that did not help you.
6. How you view your mental illness.
7. What helps you with your recovery.

## Dealing with Major Life Events (continued)

Some questions to ask the new treatment team member:

1. Why is the person working as a treatment team member?
2. How can the person help you with your illness?
3. Where did the person get the education or knowledge to work with you?
4. How available is the person to see you?
5. What can the person do to help you in your recovery process?



### Main Learning Point #4

**Tell new treatment team member  
what the previous person did  
that helped you.**

## 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 a loss this person has had in the past and how he or she dealt with grief.
- ☐ 3. **WRITE.** I will write the *Points for Healthy Grieving* and read them aloud.
- ☐ 4. **OTHER:** \_\_\_\_\_

Take an “Extra Step Forward” (optional)

- ☐ 5. **WRITE.** I will write a short biography about myself (I can use the outline in the handout). I can share that information with a new treatment team member, so I don't forget anything that I want the person to know.



## 7

**Recovery Requires Action**  
Facilitator Notes**Main Learning Points from last session:**  
*Dealing with Major Life Events*

1. Everyone has major life events.
2. It is important to use the support of others to stay connected when dealing with loss.
3. Grieving and dealing with loss takes time.
4. Tell new treatment team member what the previous person did that helped you.

**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.

**Handout for this Session:** *Positive and Negative Thinking.*

**General Tip**

Give yourself a reinforcer. We are in a high burn-out profession. Plan to make it for the long haul by taking 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, support, and professional growth. Surround yourself with people and activities that give you mini-breaks from the challenges that you face at work. Remember to celebrate the successes.

Develop good boundaries at work and enjoy your clients. You’ll see better results in them and yourself.

**Suggestion for Topic Introduction  
and Relevance to Participants**

“Let’s think about cavemen, living in a cave thousands of years ago. What kind of challenges did they face?”

(Listen to and respond to comments.)

“Let’s think about how they lived before anyone discovered fire. Maybe someone got tired of sleeping on the cold ground, or they wanted to heat up some berries or cook some meat. Do you think that someone just made fire happen very fast? They did not have matches. Or do you think that it took time and maybe several failed attempts before someone figured out how to start a fire and keep it going? I am guessing that the whole process was a bit stressful for the cavemen.”

(Use any invention in history or a personal quest to achieve something as an example.)

“Most successful accomplishments in history were probably slightly stressful and had some setbacks along the way. It took years to figure out how to make a light bulb, or develop a car or a telephone.”

“Sometimes it is easy to get into a passive role in dealing with mental illness. You may not want to get out of your comfort zone, or you start to think you can’t have what everyone else has. Sometimes people with mental illnesses wait until their treatment team provider tells them what they should do next. This section may help you to learn how to take the lead in your own recovery.”

“We all have the same rights. This is not something you lose because of an illness. But, like everyone else, you need to take the lead to identify and work to get what you want.”

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

**Topic Assessment Answer Key**

1. B    2. D    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 6: Dealing with Major Life Events



### 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. E\_\_\_\_\_e experiences major life events.
2. It is important to use the s\_\_\_\_\_t of others to stay connected when dealing with loss.
3. Grieving and dealing with loss takes t\_\_\_\_\_e.
4. Tell new treatment team members what the previous person did that h\_\_\_\_\_d you.

### 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. Recovery from a mental illness is:

- A. Easy.
- B. Often stressful.
- C. Impossible.
- D. The same for everyone.

### 2. I am more likely to reach my life goals when I am:

- A. Calm and totally relaxed.
- B. Highly stressed and pressured to get something done.
- C. Doing things on my own.
- D. Feeling some stress and balancing my reactions.

### 3. A person's ability to deal with stress is set at birth and we can do little to change it.

- A. True
- B. False

### 4. Life without stress and being in the comfort zone is successful recovery.

- A. True
- B. False

### 5. I am confident I know how to take action to improve my life.

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

## Topic Assessment



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

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

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

### 7. This session helped me.

<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

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

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

## Recovery Requires Action

### Objectives for this Session

1. Understand that recovery is often stressful.
2. Identify 1 active step you can take in moving forward in recovery.

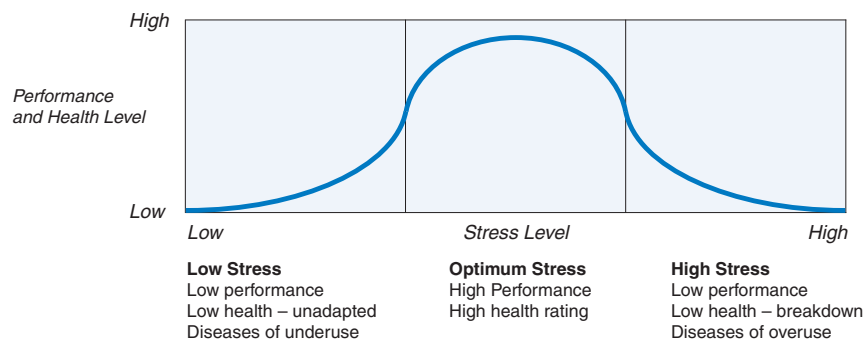
**Most people want to function at their best every day.** A person with a mental illness may have problems that, at times, make it hard to function well. Because we are all different, each person with a mental illness must find his or her own path to recovery. But what is recovery in mental health? Is it when you are cured? Is it when your symptoms are gone? Is it when you are out living and working on your own?

The road to recovery is seldom an easy path. To reach personal goals, everyone will likely have stress along the way.

Experts on stress have agreed that a certain amount of good stress that is dealt with in a positive way helps us reach our goals. The following graph by Han Salye shows when individuals become the most productive with stress. This graph shows how little-to-no stress or having too much stress lowers performance and health level. The key is to balance stress and be mostly in the productive zone as we move forward in reaching our goals.

## Recovery Requires Action (continued)

### Stress General Adaptation Syndrome



#### Main Learning Point #1

Recovery is often stressful.

Knowing what you want in life and taking the steps to get there help you become aware of your personal recovery path. Taking these steps and managing your stress level will improve your chances to get what you want out of life.

*“We need not be afraid of the future,  
 for the future will be in our own hands”*

#### Main Learning Point #2

Take an active role in your own recovery.

## Recovery Requires Action (continued)

Sometimes when you are stressed, you may think you have little control of how things will turn out. When you realize that you are in control on the road to recovery, your stress will be more manageable. To get this sense of having control in your life, it is a good idea to get all the support and help you need as you move forward. Below is an exercise to help you deal with stress and organize your support system.



**Planning your road to recovery.** Read the example below, then write your own personal recovery plan.

#### Example:

I want:	Action steps:	Support and stress-reducing activities I can do:
Part time Work	Ask my treatment team how to find a Supported Employment Specialist to work with me to determine what type of work I am interested in.	Get backing from family and friends. Give myself positive self-talk daily. Discuss and plan with a SE specialist. Do deep breathing before interviews.

#### My road to recovery:


When we keep working to get something done, we are likely to succeed. It often takes more than one try to do something new or challenging. If we keep taking small steps, we can make great progress. You will get more of what you want from life if you believe in your personal recovery, and keep taking steps to manage your illness. You can do it!

#### Main Learning Point #3

Small steps lead to great progress on the road to recovery.

## 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 taking a more active role in my recovery.
- ☐ **3. DISCUSS.** I will complete the personal practice exercise and discuss my personal road to recovery with \_\_\_\_\_.
- ☐ **4. OTHER:** \_\_\_\_\_

Take an “Extra Step Forward” (optional)

- ☐ **5. JOURNAL.** Our moods, self-esteem, and beliefs about what we can and can't do are affected by the thoughts we have about ourselves throughout the day. To practice changing negative thoughts to positive thoughts, I will complete the lists on the next page.

## Positive and Negative Thinking



Write some of your fears about your abilities on the left side of this page. List the thoughts as short sentences or statements. Then, on the right side, write the same thoughts in a more positive way. (See the two examples.)

You will find you can believe either list of statements, but the positive ones will be much more encouraging. Bring these lists back to the next session and talk about what steps you have taken to start thinking positively.

Negative way to think		Positive way to think
I have never done it before.	or	I am going to try. I will ask for help if I need it.
I can't do it well enough.	or	I can try to do it and make some progress.
_____	or	_____
_____	or	_____
_____	or	_____
_____	or	_____
_____	or	_____
_____	or	_____
_____	or	_____

## 8

**Improving Problem-Solving**  
Facilitator Notes**Main Learning Points from last session:**  
**Recovery Requires Action**

1. Recovery is often stressful.
2. Take an active role in your own recovery.
3. Small steps lead to great progress on the road to recovery.

**Review Personal Practice Options from last session.****Tips for this Session**

1. If using the suggested introduction to this session, you may want to draw the crossword puzzle on the board before class starts. You can read the clues to them or you may prefer to write those on the board as well.
2. You may want to make extra copies of the *Problem Solving Practice* at the end of the session so participants can take a couple with them. If time permits, go through the *Problem Solving Practice* paper in the group or in a one-on-one session. If used in a family group, have the family members and friends work with the participant to solve problems.

**Potential Problem for this Session**

Participants may become overwhelmed if they pick a big problem to solve at first.

**Possible Responses**

Demonstrate problem-solving steps with simple problems first. Teach the steps on easy-to-solve problems. Walk through each step. Remind participants that breaking down a problem into smaller steps can make it more manageable.

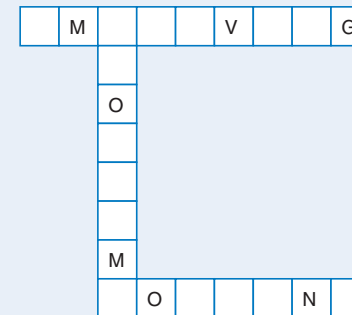
**Suggestion for Topic Introduction**  
**and Relevance to Participants**

*"Today, let's look at this crossword puzzle. Do you like crossword puzzles? Do you like the way you feel when you solve any kind of puzzle? We will do this one together. Here are our clues."*

(Have participants work on it and assist only if needed.)

1. "Making it better."
2. "I am having '\_\_\_\_\_ with my computer, and it will not work."
3. "Finding an answer."

*"Let's read it together, 'Improving Problem Solving.' That is what our session today is about and what we just did. Together, we solved the crossword puzzle by taking our time, thinking about the clues, and putting the pieces together. Good job!"*



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

**Topic Assessment Answer Key**

1. B    2. D    3. C    4. B

1. "Making it better."
2. "I am having \_\_\_\_\_ with my computer, and it will not work."
3. "Finding an answer."

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

## Review of Session 7: Recovery Requires Action



### 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. Recovery is often s\_\_\_\_\_l.
2. Take an a\_\_\_\_\_e role in your own recovery.
3. Small steps lead to great progress on the road to r\_\_\_\_\_y.

### 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 best problem-solvers are the smartest people.

A. True B. False

### 2. A key part in solving any problem is to first:

- A. Ask someone you trust to give you his or her view of the problem.
- B. Talk with your prescriber.
- C. See if you can ignore the problem and make it go away.
- D. Identify and define the exact problem.

### 3. A problem-solving method of comparing the possible positive effects against each of the negative effects is called:

- A. Deductive reasoning.
- B. Brainstorming.
- C. Weighing the pros and cons.
- D. Diverging-Converging.

### 4. When a decision is made and put into action, it is always important to:

- A. Move on to the next problem.
- B. Check and see if the solution worked.
- C. Tell others the problem has been solved.
- D. Relax and enjoy the fact the problem has been solved.

## Topic Assessment



5. I am confident I have the ability to make my problem-solving better.

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

6. This information is important for me to know.

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

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

7. This session helped me.

<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

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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## Improving Problem-Solving

### Objectives for this Session

1. Identify 2 steps of problem-solving.
2. Practice 1 problem-solving skill.

**Are you having problems and don't know what to do about them?** We all do. What is it that makes some people able to quickly take care of their problems, while others have trouble deciding what to do? Being “smarter” is not what separates good decision-makers from poor decision-makers. Every one of us can learn how to be a better problem-solver with practice.

Deciding what to do when you have a problem can be hard for anyone. Problem-solving can be more difficult when you have a mental illness that affects your thoughts, moods, and reasoning. For this reason, it is good to learn a format that can help you.

The following outline gives a five-step approach you may use when solving a problem. You can use the worksheet provided at the end of this section or create your own. Don't worry if it is hard at first. You may come up with a different solution than the others, and that is okay. People come up with different solutions for the same problem all the time.



### Main Learning Point #1

**Problem-solving is a skill that can be improved with practice.**



## Improving Problem-Solving (continued)

### Step #1: Define the problem.

To fix any problem, you must first know what the problem is. State your problem in one sentence. It is also good to write it down so you can see it.

My problem \_\_\_\_\_

### Step #2: List possible answers or solutions for the problem.

The second step is to make a list of as many possible things you can do to solve the problem. What different things could you do to solve the problem? This is called “brainstorming” because you are just coming up with ideas. Do not judge any of the possible options yet. When you brainstorm you may get ideas from family, friends, and other members of your treatment team.

### Step #3: Evaluate possible solutions.

Now you have a list of ideas for possible solutions to your problem. This is the time where you look at the advantages and disadvantages of each idea. Beside each idea, think about what is good about it (called a “pro”) and what is bad about it (called a “con”). This process is called “weighing the pros and the cons.” It can help you decide what the best idea is to solve the problem.

### Step #4: Choose and use the best solution.

Once you have all the information to address your problem and have weighed the pros and cons, you should have one or two options that look like the best to you. Choose your best two options and rate them one and two. Now you are ready to solve your problem.

### Step #5: Evaluate if it was successful.

It is important to go back and evaluate your solution. Did it work? If it did, great! Your problem is solved. If it didn't work, use your second solution. It is very important that you examine how it works each time you try something. Remember, even if your first choice did not solve the problem, you can use the second best option to see if it works. Do not be frustrated if your first solution did not work. Many problems are not solved on the first try. The important thing is to keep moving towards your recovery.

## Improving Problem-Solving (continued)

*“I think and think for months, for years. Ninety-nine times the conclusion is false. The hundredth time I am right.”*

—Albert Einstein

### Main Learning Point #2

**If you break down problems into smaller steps, you can learn good problem-solving skills.**

### Problem-solving practice:

Copy the problem-solving outline and use it to address a problem you have before the next session. Do not tackle too big of a problem at first. Solve some smaller problems until you get comfortable with the process.



### Problem-Solving exercise

#### Step #1:

**My problem is:** \_\_\_\_\_

#### Step #2: Possible solutions

#### Step #3: Evaluate possible solutions

##### Pros

##### Cons

- |          |       |       |
|----------|-------|-------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |

## Improving Problem-Solving (continued)



**Step #4:**  
My best possible solutions are:

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

**Step #5:**  
I used my solution on \_\_\_\_\_ and it worked. ☐ Yes ☐ No

The 5-step plan above is adapted from the following:

**Problem-Solving**  
<http://www.gttp.org/html/canadalinks/curriculum/AppdxA.htm>

**A 5-Step Problem-Solving Strategy**  
<http://academic.cuesta.edu/acasupp/AS/407.htm>

## Review & Moving Forward



The *main learning points* of this session are:

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

### Move Forward – Choose a Personal Practice Option

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

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about how to improve my problem-solving skills.
- ☐ **3. USE and EVALUATE.** I will use the problem-solving skill from the sheet I finished today to solve a problem. I will evaluate the results with \_\_\_\_\_.
- ☐ **4. OTHER:** \_\_\_\_\_

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

- ☐ **5. PRACTICE.** I will use the problem-solving sheet to practice my problem-solving skills on another problem. I will bring it back to the next session.

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

## 9

**Improving Communication**  
Facilitator Notes**Main Learning Points from last session:**  
**Improving Problem Solving**

1. Problem-solving is a skill that can be improved with practice.
2. If you break down problems into smaller steps, you can learn good problem-solving skills.

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

Encourage and assist participants who may have had problems filling out the problem-solving steps. Suggest easier problems are practiced first to help participants gain experience. You may want to spend some time assisting those who had trouble with the practice.

**Materials Needed to Accompany Participant**

**Handout:** *Communication Practice* exercise.

**Tips for this Session**

1. Showing examples of miscommunication along with improved communication can be done using role-play or by using comedy routines. You can play the comedy classic, “Who’s on First” tape. Showing miscommunication in this way can be quite humorous and a good illustration. Remember, the comedy must be non-controversial and not cause any harm to participants.
2. Charades is also a fun way to illustrate non-verbal communication between a sender and receivers. You can be the sender and the participants can be the receivers.
3. The first main learning point of this session is “Communication is a two-way street.” In this session, use multi-modal styles of communicating with participants. Help them:
  - a. See it.
  - b. Hear it.
  - c. Say it.
  - d. Write it.
  - e. Use it.

Write the communication steps and statements on the board, and have participants read aloud. Using different types of interactions during sessions will help participants refocus if thought processes get disrupted.

**Note**

At the end of this session, there is an exercise where participants practice good communication and feedback loops with each other. It might be helpful to have several “messages” pre-written to facilitate this exercise.

**Suggestion for Topic Introduction**  
**and Relevance to Participants**

“Have you ever heard a man, maybe your dad, brother, or uncle, say something like, ‘I never know what she means’ when they are talking about their wife or daughter? We make jokes about how men can’t understand women, right? Or you may have heard your mother, sister, or aunt say, ‘I ask him for the details, but he never tells me anything.’”

“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. A    4. C

“It’s all about communication. Miscommunication doesn’t just happen between men and women. Sometimes we think we have said something or explained something very clearly, and we find out later that someone else misunderstood us. Or there are times when someone tells us something, and we find out later we misunderstood them! Has this ever happened to you?”

(Listen to responses.)

“Today we are talking about improving communication skills. Is this something that might be of interest to you?”

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

## Review of Session 8: Improving Problem-Solving



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

1. Problem-solving is a skill that can be improved with p\_\_\_\_\_e.
2. If you break down problems into s\_\_\_\_\_r steps, you can learn good problem-solving skills.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

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

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

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

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

## Topic Assessment



Mark one: ☐ Pre ☐ Post

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

### Directions:

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

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

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

### 1. Communication involves a sender and a receiver.

A. True B. False

### 2. Good communication:

- A. Has a way of getting confused.
- B. Is important to getting my needs met.
- C. Is always verbal.
- D. None of the above.

### 3. To make sure you are understood, use a feedback loop.

A. True B. False

### 4. A good way to make sure you understand what is being said to you is:

- A. Expressing your thoughts and feelings.
- B. Listening to what others are saying.
- C. Repeating to the speaker what you understand was said to you.
- D. Nodding your head in agreement.

### 5. I am confident I communicate well with others.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

## Topic Assessment



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

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

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

### 7. This session helped me.

<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

### 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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## Improving Communication

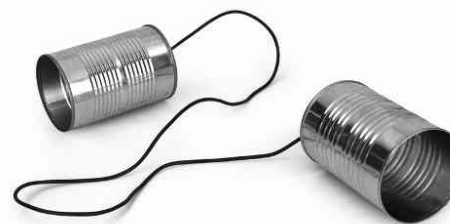
### Objectives for this Session

1. Identify 2 basic elements of communication.
2. Explain how communication is a two-way street.

**It is very easy to misunderstand people.** It happens all the time. Have you ever gone to a restaurant, ordered food, and when you got it, it was the wrong food? What caused the mistake? It was probably just a misunderstanding. Maybe the waiter's feet hurt and he was not concentrating on what you ordered.

If you have an illness that directly interferes with how information is processed in your brain, you may have even greater difficulty understanding and communicating. The good news is that by learning a few things to do when talking to someone, everyone can cut down on the number of miscommunications that occur.

The first thing to keep in mind is that communication is a two-way street. In order for communication to happen, there needs to be someone (the sender) sharing a thought or information to a person or group (the receiver). Then, the receiver must understand the message the way the sender wants them to.



### Main Learning Point #1

**Communication is a two-way street.  
There is a "sender" and a "receiver."**

Basic communication is getting a message from one person to another. This is often done through talking, but it can also happen through writing, e-mailing, or with gestures and facial expressions. All methods of communication can be misunderstood, so it is important to ask questions to be sure the message you send or receive is right.

## Improving Communication (continued)

**The feedback loop.** Confusion and misunderstanding can often be avoided by making sure the sender and receiver understand each other. This is called a feedback loop. Let's review how the feedback loop works in the message below:

Sender:	Receiver:	Sender:	Receiver:	Sender:
Can I have a piece of cake?	Yes. Which cake do you want?	The one with the chocolate icing.	Did you say chocolate icing?	Yes. Thank you. It is delicious!

Can you identify the parts of good communication? The receiver hears the question, responds, asks a question to make sure he understands, and then responds to the sender.

### Main Learning Point #2

**Use a "feedback loop" to make sure that you understand and are understood.**

The steps of a feedback loop are:

1. Decide what I want to say. ("I want cake.")
2. Express it with words ("I want cake.")
3. Listen for a response or feedback. (He said "yes," but he is not sure which cake I want.)
4. Decide what I will do or say next (I want the cake with chocolate icing.)
5. Listen again (He is not sure he heard me say chocolate icing.)
6. Confirm what I want, or I may not get it. ("I want the cake with chocolate icing.")
7. End the conversation. ("Thank you.")

## Improving Communication (continued)

Remember to listen to what is being said and state it back as you understand it. When the other person hears the message repeated, he can correct any misunderstandings.

### Personal Improvement exercise:

Team up with someone and practice the feedback process. Give simple messages to complete the feedback loop.

### Main Learning Point #3

**Good communication is important to getting your needs met.**

**By developing and using effective communication skills, you can learn to share what is needed and respond in a clear and understandable manner.**  
You can improve your communication skills by practicing the steps here.

## Review & Moving Forward



The *main learning points* of this session are:

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

### Move Forward—Choose a Personal Practice Option

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

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about the way I communicate with others. I will use a feedback loop to make sure I understand the other person.
- ☐ **3. PRACTICE.** I will complete one of the *Communication Practice* exercises and bring it back to the next session.
- ☐ **4. OTHER:** \_\_\_\_\_

Take an “Extra Step Forward” (optional)

- ☐ **5. MASTER.** For an extra step this week, I will complete three of the *Communication Practice* exercises. I will bring the sheets to the next session to talk about with the group.

## Communication Practice exercise



To practice communication and feedback loops, attempt to make contact with three different people and share some information before the next session. Attempt one face-to-face, one on a phone, and one without being able to say anything verbally. Be ready to talk about what happened with each one at the next session.

### Face-to-face communication:

Who: \_\_\_\_\_

What: \_\_\_\_\_

How it was received: \_\_\_\_\_

### Telephone communication:

Who: \_\_\_\_\_

What: \_\_\_\_\_

How it was received: \_\_\_\_\_

### Non-verbal communication (for example, an e-mail or letter):

Who: \_\_\_\_\_

What: \_\_\_\_\_

How it was received: \_\_\_\_\_

## 10

**Anger Management**  
Facilitator Notes**Main Learning Point from last session:**  
*Improving Communication*

1. Communication is a two-way street. There is a “sender” and a “receiver.”
2. Use a “feedback loop” to make sure that you understand and are understood.
3. Good communication is important to getting your needs met.

**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.

**Handout for this Session:** *Practicing Anger Management.***General Tip**

Provide positive feedback for relevant input, responses, questions, and comments. Your response to participants shapes your session content.

1. Praise what you want more of.
2. Calmly accept in a non-critical, therapeutic manner any irrelevant, digressive, disorganized, or egocentric remarks.
3. Support the human being behind the illness.

If these symptoms have only recently appeared, be sure to seek out a member of the treatment team, and document it.

**Potential Problem**

Participants may think they should never get angry because they may have been hospitalized in the past when they got mad.

**Possible Responses**

Explain that everyone has frustration and anger. Having a mental illness does not exclude anyone from becoming angry. How to express anger appropriately is something that can be learned and managed.

**Suggestion for Topic Introduction  
and Relevance to Participants**

“A lot of people have trouble expressing their frustration or anger in a positive way. Is anybody able to say, ‘I am very angry with you,’ in a calm, quiet voice? It is hard to stay calm when we are mad!”

“However, if we learn how to break down the anger process, we have a better chance of learning how to express ourselves in healthier and more effective ways. Today we will look at ways to manage anger.”

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

**Topic Assessment Answer Key**

1. B    2. B    3. B    4. C

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



## Review of Session 9: Improving Communication



### 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. Communication is a two-way street. There is a “sender” and a “r\_\_\_\_\_r.”
2. Use a “feedback loop” to make sure that you u\_\_\_\_\_d and are understood.
3. Good c\_\_\_\_\_n is important to getting your needs met.

### 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. Anger is usually a result of having a mental illness.

A. True B. False

### 2. Anger is:

- A. Being out of control.  
B. A completely normal and usually healthy emotion.  
C. Always destructive.  
D. A good way to let people know where you stand.

### 3. The best way to deal with anger is to express it immediately.

A. True B. False

### 4. A way to tell if anger is building up inside me is:

- A. The straw that broke the camel's back.  
B. I go into a rage and break things.  
C. If I find myself feeling frustrated by small things.  
D. If I find myself smoking a cigarette or having an alcoholic drink.

### 5. I am confident I can manage my anger.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

## Topic Assessment



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

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

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

### 7. This session helped me.

<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

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

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

## Anger Management

### Objectives for this Session

1. Understand that anger is normal.
2. Identify 2 positive steps of anger management.
3. Name 1 way that you express anger now and 1 way that you want to express anger in the future.

**Anger.** Sometimes anger is a normal reaction (for example, if someone harmed you or took advantage of you) and expressing it seems justified. Please remember that any expressed anger, reasonable or not, can get you into trouble. It is important to understand that you must still be careful in how you express it.

When we first get angry, we may not understand why. Anger is a wave of emotion that is often caused by a sense of being threatened or being in danger. It can be a reaction to a series of stressors or the fear of losing something. It can be an emotional reaction from being hurt or having a fear that something bad may happen.

Sometimes anger can be linked to symptoms of a mental illness. At these times, the anger that you feel may be out of sync with the situation. It is best to stop, think, and talk about your thoughts with someone you trust. Is it possible your anger is affected by your illness?

### Main Learning Point #1

**Anger may be affected by mental illness.**

**What is Anger?** Anger is a natural and normal emotion. Its impact can range from our being mildly irritated to having an intense anger that can explode in a rage. To reach a healthy emotional balance, we need to learn to manage and express our anger in healthy ways. Much like stress, anger can be good or bad for us. It all depends on how and when we choose to express it.

## Anger Management (continued)

### Main Learning Point #2

**Anger is a normal emotion.**

#### Quick rating of anger:

I get angry:	When I get angry, I usually:
All the time.	Quickly express my anger with no harm being done.
Every day.	Hold it in, and it keeps bothering me.
Every week.	Explode and sometimes get into trouble.
Once or twice a month.	Stop and think before doing anything.
Hardly ever.	

#### Discussion:

How do you feel when you get mad?

How do you feel when people around you are angry?

Has anger ever caused you problems? If so, how?

#### Step #1: Recognize when you are becoming angry.

Sometimes anger is a response to several difficult events that have built up over time. We have all heard “it was the straw that broke the camel’s back.” This expression means that someone has built-up anger or frustration. When something small happens, they lose control. By recognizing when anger is building up inside you, you will be better able to recognize that you need to do something to relieve the stress.

## Anger Management (continued)

#### Progressive stages of anger:

1. Irritation is when small things bother you.
2. Frustration is when small things bother you, and your efforts to solve them do not work.
3. Anger is the feeling of wanting to lose control as an emotional expression.
4. Rage is losing control and the ability to reason.
5. Aggression is the continued expression of anger in a destructive way.

Do you recognize any of these stages of anger? Does anyone want to share a time when they were irritated? Can you tell when anger is building inside you? What are some of your personal signs?

### Main Learning Point #3

**It is important to be aware if anger is starting to build up inside.**

#### Step #2: Stop your first response.

When you get mad, it is good to stop and think before taking action. When you first get angry, you lose some ability to solve problems and stay calm. Taking action right away can make a situation worse and may get you into trouble. This is why the old method of counting to 10 before doing anything can actually help. It stops that initial angry reaction, allowing you to take a deep breath and think about what you want to do next.

Think back to a time when you felt really angry and you were able to stop your initial response.



When I got angry, I used \_\_\_\_\_  
\_\_\_\_\_ to deal with my anger.  
(For example, counting to 10, walking away, or taking five slow, deep breaths.)

## Anger Management (continued)

### Step #3: Identify where your anger comes from.

It can be easy to think that anger is a result of other people's actions. If you do that, you will tend to blame other people for causing your emotions. However, your feelings, including anger, are actually under your control.

When we get angry, we lose control of a situation. We hand over control of our emotions to the other person. It does not feel good to be out of control.

### Step #4: Reevaluate the situation.

Once you realize that your emotions are within your control, you are able to make some changes in how you manage your anger. When you understand what triggers your anger, you have a new ability to manage your responses. That feels wonderful!

Remember, when you take a minute to stop and think, you have a better chance of managing your anger. Another good tip is to wait and ask someone you trust how they see the situation.

### Step #5: Choosing what to do.

The final step includes taking care of yourself. By using relaxation and calming techniques to balance your feelings, you can always go back and take action when you have had a chance to think it through. Usually, once the anger has been reduced, solutions to a problem are easier to see. You can always use the problem-solving technique outlined in Session 8.

#### Main Learning Point #4

**It is best to stop, think, and talk to someone before you express anger.**

## 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 managing anger.
- ☐ 3. **WRITE.** I will write out the *Progressive Stages of Anger* and identify which of these stages I go through when I feel angry.
- ☐ 4. **OTHER:** \_\_\_\_\_

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

- ☐ 5. **PRACTICE.** I will fill out the *Recognizing Anger* exercise and bring to the next session to share with the group.
  1. The last time I was angry was \_\_\_\_\_
  2. I was angry because \_\_\_\_\_
  3. The anger was a symptom of my illness. ☐ Yes ☐ No
  4. I remember feeling \_\_\_\_\_  
(examples: fear, hate, guilt, embarrassment, overwhelmed, hurt, or sad.)
  5. I dealt with my anger by \_\_\_\_\_
  6. My anger response helped the situation. ☐ Yes ☐ No

## Practicing Anger Management

You may want to keep this information to use when your anger is building. Use the basic techniques outlined above to create and practice new coping methods. Stop anger early by:

1. Calming your emotions.
2. Looking at the situation from a different viewpoint (maybe asking someone you trust to help you look at it differently).
3. Choosing the best action to take.

Plan on reviewing with someone how this technique works for you. Do not worry if it does not work perfectly the first time. Like any skill, managing your anger is a skill that improves over time with practice.

**Remember, practice makes better, not perfect!**

# 11

## Balance of Body, Mind, and Spirit Facilitator Notes

### Main Learning Points from last session: *Anger Management*

1. Anger may be affected by mental illness.
2. Anger is a normal emotion.
3. It is important to be aware if anger is starting to build up inside.
4. It is best to stop, think, and talk to someone before you express anger.

### Review Personal Practice Options from last session.

#### Tips for this Session

1. Approach this topic from an overall health and well-being perspective. Health and wellness is more than just dealing with an illness. Once a person with mental illness becomes stable, he or she is at the starting line of life, not the finish line.
2. If you choose to use the suggestion for topic introduction, you may want to draw a two-legged stool on the board or a flipchart before the session starts.

#### Potential Problems for this Session

The concept of spirituality may be difficult for participants to grasp. Participants may have trouble focusing on the spiritual components of health without expressing some mental symptoms.

#### Possible Responses

Indicate that spirituality does not need to be associated with any religion or belief system. Explain spirituality is an individually experienced connection a person has with others, a personal value system, and the search for life meaning.

### Suggestion for Topic Introduction and Relevance to Participants

*“Look at this picture. Can anyone tell what it is?”*

(Encourage responses.)

*When someone says something similar to a chair or stool with two legs say, “That’s right. It is a two-legged stool. Have you ever tried to sit on something like this? What happens if you do? I would fall off because it is very hard to balance on two legs.”*

*“Total health and wellness require more than just the management of mental health. Total health and wellness take a balance of body, mind, and spirit.”*

(Draw in the third leg to the stool to make a visual representation of balance.)

*“It takes three legs to make a stool steady, and it takes mind, body, and spirit to help us find a healthier, more even balance to life.”*

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

#### Topic Assessment Answer Key

1. B    2. A    3. B    4. D

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

## Review of Session 10: Dealing with Anger



### Main Learning Points of Session 10

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

1. Anger may be a \_\_\_\_\_d by mental illness.
2. Anger is a n\_\_\_\_\_l emotion.
3. It is important to be aware if anger is starting to b\_\_\_\_\_d up inside.
4. It is best to stop, t\_\_\_\_\_, and talk to someone before you express anger.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

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

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

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

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

## Topic Assessment



Mark one: ☐ Pre ☐ Post

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

### Directions:

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

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

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

### 1. I need to take care of only my mental health to be healthy overall.

- A. True   B. False

### 2. Generally, good physical health requires that I:

- A. Exercise at least 30 minutes every day.  
B. Exercise, get enough sleep, and eat twice a day.  
C. Eat three meals per day and avoid all sweets.  
D. Sleep 6 hours per night.

### 3. My prescriber controls all of my mental health needs.

- A. True   B. False

### 4. Developing my spiritual health means:

- A. I am a member of a church or religious group.  
B. Avoiding medicines for mental illness.  
C. Not holding grudges.  
D. Being connected and finding my purpose and meaning in life.

### 5. I am confident I know how to achieve balance in my life.

- |                          |                          |                               |                          |                          |                          |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <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.

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

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

### 7. This session helped me.

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

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

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

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

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

## Balance of Body, Mind, and Spirit

### Objectives for this Session

1. Recognize the importance of personal physical health.
2. Recognize the importance of personal mental health.
3. Recognize the importance of personal spiritual health.

**Health and happiness require more than just the management of our mental health.** We need balance for the physical, mental, and spiritual parts of our lives. Since we are all unique people in what we need and want, getting the proper balance is not one-size-fits-all. However, there are some recommended guidelines and small changes that can be used to achieve a healthier, more even balance.

**Mental health: your mind.** Mental health is something you have already been working on with your treatment team. It is important to know that mental health and recovery is more than just reducing symptoms of mental illness. It is being able to use your mind to reach your best functioning. A positive attitude helps keep your mind healthy. This will help you get more of what you need and want in life.

We can all take steps to have healthier minds. By approaching daily problems with a positive attitude, we are preparing our minds to function at their best. By being positive we reduce stress, reduce our risk of illness, live longer, and develop better coping skills. This means looking on the bright side of life. For example, seeing a glass of water as half full instead of half empty.



Would you like to have a more positive view on life?

☐ Yes ☐ No

When we have a negative view, we often miss some of the simple joys life has to offer. To help us keep a more balanced understanding of what life offers us, we can make a gratitude list.

On a blank sheet of paper, write three things you are thankful for. After you have finished, we will review your lists.

### Main Learning Point #1

**A positive attitude keeps your mind healthy.**

## Balance of Body, Mind, and Spirit (continued)



**Physical health: your body.** Physical health is about how your body operates in the most efficient manner for you to get through each day. For this to happen, your biological systems need to work well. Physical health affects the ability to work at your best, both mentally and physically. The following are some general guidelines to physical health. Check off the items that are already in your routine.

- ☐ My diet is well balanced and wholesome.
- ☐ I get at least 30 minutes of exercise most days of the week.
- ☐ I get between 7-10 hours of sleep each night.
- ☐ I eat breakfast every day.
- ☐ I do not smoke.
- ☐ I avoid alcohol.
- ☐ I manage stress well.
- ☐ I choose beverages that have little or no sugar (such as water).

From the above list, name one item you can improve on. Complete the health goal you can start working on today.

I will improve my physical health by \_\_\_\_\_  
(what you plan to do)

### Main Learning Point #2

**Our physical health affects our ability to function at our best.**

**Spiritual health: your spirit.** Spirituality is defined as the source of meaning and understanding we have of ourselves in relation to our world. It has to do with our understanding of why we are here. Our self-understanding can be inline with a religious belief, or it can be simply be how we think we fit into the world.

Everyone experiences spirituality in their own way. People who have some sense of purpose in life have been shown to be healthier and happier than those who do not.



## Balance of Body, Mind, and Spirit (continued)

***“Our spirituality is reflected in the values and ideals that we hold most dear, our sense of who we are and where we come from, our beliefs about why we are here—the meaning and purpose we see in our lives—and our connectedness to each other and to the world around us.”***

*Spirituality in Higher Education: A National Study of College Students' Search for Meaning and Purpose.*

Available at: <http://www.spirituality.ucla.edu/about/spirituality.html>

### Main Learning Point #3

**Spirituality is the understanding we have of ourselves in relation to our world.**

## Review & Moving Forward



The **main learning points** of this session are:

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

### Move Forward—Choose a Personal Practice Option

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

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about the importance of balance in my mental health.
- ☐ **3. ACT.** Using the list below, I will make a list of what I believe and what is meaningful to me. I will bring it to next week's session.
- ☐ **4. OTHER:** \_\_\_\_\_

### Getting in touch with your spiritual nature:

To get in touch with what you believe, finish the following statement. List things in life that you believe and that are meaningful to you. Remember, there are no right or wrong answers here.

**I believe:**

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## 12

**Pursuit of Life Goals and Dreams**  
Facilitator Notes**Main Learning Points from last session:*****Balance of Body, Mind, and Spirit***

1. A positive attitude keeps your mind healthy.
2. Our physical health affects our ability to function at our best.
3. Spirituality is the understanding we have of ourselves in relation to our world.

**Review Personal Practice Options from last session.****Tips for this Session**

You may want to show a success story (such as a DVD or video of a person telling about his or her pursuit of a goal and finding success) during the topic introduction today. In the session, you could also ask participants to discuss each list item, processing the item through their own experiences.

**Potential Problem for this Session**

Participants may not think they can reach their goals, so they do not want to even pursue them.

**Possible Responses**

Sometimes we must believe in the participants first. The power of someone else believing they can succeed can be just what the participants need to get started. Suggest they not evaluate if, or how, they can reach their dreams at this point. Ask them to get in touch with what they would like to achieve.

**Suggestion for Topic Introduction  
and Relevance to Participants**

*“The world around us changes all the time. Today, having a mental illness does not stop you from taking your place in the world. As recently as a few years ago, a person with a mental illness was generally ‘taken care of.’ Someone else often made most decisions, with the person not having much say in his or her treatment.”*

*“Today, you are expected to take part in your own treatment and to keep working towards your own recovery. Many people with schizophrenia or bipolar disorder live in their own homes, have families and jobs, and do other activities that mean a lot to them.”*

*“Do any of you have friends or people you know with mental illness who are doing really well? Would anyone like to tell us about a success story?”*

(Encourage responses.)

*“Today we are talking about the pursuit of life goals and dreams. Do you think this might be a helpful session for 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. B    2. C    3. A    4. D

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

## Review of Session 11: Balance of Body, Mind, and Spirit



### Main Learning Points of Session 11

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

1. A positive a\_\_\_\_\_e keeps your minds healthy.
2. Our physical health affects our ability to f\_\_\_\_\_n at our best.
3. Spirituality is the u\_\_\_\_\_g we have of ourselves in relation to our world.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

- ☐ 1. **Yes.** How did it go? \_\_\_\_\_  
\_\_\_\_\_
- ☐ 2. **No.** What got in the way of completing your practice?  
\_\_\_\_\_  
\_\_\_\_\_

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

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

## Topic Assessment



Mark one: ☐ Pre ☐ Post

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

### Directions:

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

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

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

### 1. I need to take care of only my mental illness and forget my dreams.

- A. True B. False

### 2. My first step in getting what I want in life is to:

- A. See what I can afford.  
B. Ask my prescriber what I am able to do.  
C. Decide what I want.  
D. Get rid of all the symptoms of my illness.

### 3. Pursuing my hopes and dreams can make me stronger.

- A. True B. False

### 4. People with mental illnesses:

- A. Are limited to what they can do.  
B. Need to be satisfied with a monthly check.  
C. Need to wait until an opportunity comes up before trying something new.  
D. Are in charge of their recovery steps.

### 5. I am confident I can work towards meeting my life goals.

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

## Topic Assessment



6. This information is important for me to know.

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

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

7. This session helped me.

<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

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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## Pursuit of Life Goals and Dreams

Objectives for this Session

1. Identify 1 goal that you will work on meeting.
2. Identify 2 steps you can take to meet your goal.

**When a person first develops a mental illness, life may have been interrupted.**

All plans at the time may have changed or stopped. The immediate focus at that time shifted from life goals to the treatment and management of symptoms. Unfortunately, many people never go back to pursuing their hopes and dreams because they were told they had a mental illness and could no longer get what they wanted. Everyone has the right to pursue personal hopes and dreams.

### Main Learning Point #1

**Having an illness does not stop people from reaching life dreams.**

**Many people with a mental illness are going back to what they had planned before they got sick.** Many have returned to school, work, or have followed up on activities they had an interest in. Prescribers and other mental health professionals have a lot of knowledge about how to treat symptoms. However, not even the experts have been able to figure out who will be successful in reaching their goals and dreams. This can only be determined by each person through the pursuit of his or her own dreams.

You will be able to reach your goals if:

1. You believe your dreams are possible.
2. You take some action towards reaching your dreams.
3. You want your dreams enough to keep working towards them.

### Main Learning Point #2

**It is what we can do, not what we can't do, that makes us successful.**

## What is one of your dreams?



### Reconnecting with my dreams:

Before I got sick, I was doing \_\_\_\_\_

\_\_\_\_\_

I was planning on doing \_\_\_\_\_

\_\_\_\_\_

Today, I am interested in \_\_\_\_\_

I would like to talk to someone about:

A. Going back to or starting school.

B. Getting a job.

C. Doing volunteer work.

D. Improving my health.

E. Other \_\_\_\_\_

## Review & Moving Forward



### The main learning points of this session are:

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

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

### Move Forward—Choose a Personal Practice Option

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

☐ 1. **STUDY.** I am going to reread my handout at least once.

☐ 2. **SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about it.

☐ 3. **RECONNECT.** I will fill out another *Reconnecting with My Dreams* exercise to identify another hope or dream I would like to pursue again.

☐ 4. **OTHER:** \_\_\_\_\_

# 13

## Building a Strong Support System Facilitator Notes

### Main Learning Points from last session: *Pursuit of Life Goals and Dreams*

1. Having an illness does not stop people from reaching life dreams.
2. It is what we can do, not what we can't do, that makes us successful.

### 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.

#### Tips for this Session

This is the last session of this workbook, so take advantage of the opportunity to celebrate with participants. You may want to present everyone with a certificate of achievement or find other creative ways you can celebrate with participants. You may identify something special that each person did during the course of the workbooks. Everyone enjoys being singled out for individual praise.

#### Potential Problem for this Session

Some participants may have only the treatment team as a support network.

#### Possible Responses

Explain that everyone's support system changes over their lifetime. Indicate that during this session the identification of current support people, as well as what support people may be needed in the future, will be reviewed.

#### General Note

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

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

The Quality of Life Index, by Dr. W. O. Spitzer, has both a 5 topic self-rating scale and a 5 topic clinician scale, which allows clinicians to compare their impressions to a client's perception. The dimensions measured 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.

## Facilitator Notes

(continued)

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

"No man is an island, entire of itself; every man is a piece of the continent..."

—John Donne, English clergyman and poet (1572 – 1631),  
Devotions XVII

"What does it mean when we say, 'No man (or woman) is an island?'"

(Encourage responses. If needed, prompt by asking, "What makes an island." Look for someone to say something similar to, "Surrounded by water," "Apart from the other land," or "Alone.")

"An island is separated, or apart, from the main body of land, isn't it? So this quote means that none of us, no man (or woman), is able to be separated or apart from other people. We all need support, and friendship and people who care about us."

"This is the last session of this workbook, and we are going to spend it by starting to identify and build our support systems. Look around the group. Have any of you found any supportive friendships here?"

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

#### Topic Assessment Answer Key

1. B    2. C    3. A    4. C

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

## Review of Session 12: The Pursuit of Life Goals and Dreams



### 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:

1. Having an illness does not stop people from reaching life d\_\_\_\_\_s.
2. It is what we can do, not what we can't do, that makes us s\_\_\_\_\_l.

### 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. Having a support group is a sign of weakness.

A. True B. False

### 2. My support system may include:

- A. Only my treatment team.
- B. Just my family.
- C. Anyone that I decide can help me.
- D. My prescriber and nurse only.

### 3. Building a good support system can make me stronger.

A. True B. False

### 4. I need to have some contact with my support system:

- A. Every day.
- B. Once a month.
- C. Even when everything is going well.
- D. Only during emergencies.

### 5. I am confident I have a solid support system.

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

## Topic Assessment



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

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

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

### 7. This session helped me.

<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

### 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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## Building a Strong Support System

### Objectives for this Session

1. Identify 1 reason for having a strong support system.
2. Name 2 current support people you have and their roles in your life.
3. Develop a plan to secure 1 new support person.

**A support system is a group of people that helps us along in life.** Sometimes the members of the group can give direct help, advice, or just support us when we need a little extra understanding during difficult times in our lives. Everyone can benefit from a good support system. Having a support group is not a sign of weakness. In fact, it can help you be stronger.

### Main Learning Point #1

**Having a good support system can make us stronger.**

**Everyone has different members in their support system and that is to be expected.** However, to make the best use of your support system, you need to identify who is on your list.

The following outline is set up so you can identify who your support people are, what relationship you have with them, and the times when it is best to contact them. You may want to place this list where it is easily accessed in your home. Examples of where you will see it easily are on the refrigerator or by the phone. Also a copy can be carried in your wallet or purse in case you want to call someone when you are away from home.

### Your support system may include:

- All or several family members.
- All treatment team members.
- Friends.
- Bosses or co-workers.
- Neighbors.
- Clubs and organizations, such as NAMI, AA, and others.



## Building a Strong Support Team (continued)

### Suggested reasons to contact members of your support system:

- Emergencies.
- Symptom or mood changes, including changes in sleep patterns.
- Socialization.
- Work issues.
- Church or religious group activities.

Once your support system is in place, plan to make contact with everyone on the list every now and then to make sure nothing has changed, such as their phone number or address. It is also very important to speak with people in your support system when everything is going well and you do not need anything. This can keep your relationship secure and the support system strong.



### Main Learning Point #2

**It is important to make regular contact with the people in your support system.**

Fill out the following *Support System Emergency Sheets*. You may need to fill in all the details later, but you can start by identifying who you want to include on your list.

## Support System Emergency Sheet



### Emergency Number: 911

Emergency mental health number \_\_\_\_\_

### My support system

### When to contact

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

Relationship: \_\_\_\_\_

Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

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

Relationship: \_\_\_\_\_

Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

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

Relationship: \_\_\_\_\_

Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

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

Relationship: \_\_\_\_\_

Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

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

Relationship: \_\_\_\_\_

Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

## Review & Moving Forward



The main learning points of this session are:

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

### Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. 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.** I will take my *Support System Emergency Sheet* and finish filling it out. I will make a copy so I can put one in my wallet or someplace that I can keep it with me. I will post the other one at my home where I will see it every day. I will also post a copy of my *Recovery Plan Worksheet*.
- ☐ 4. **OTHER:** \_\_\_\_\_

***Congratulations on completing this workbook.***

Team Solutions

# Certificate of Achievement

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Facilitator

Date

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