

NAME:



U.S. Department
of Veterans Affairs

Whole Health Facilitated Group

Taking Charge of My Life and Health Facilitator Guide

VETERANS HEALTH ADMINISTRATION
OFFICE OF PATIENT CENTERED CARE & CULTURAL TRANSFORMATION



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FACILITATOR GUIDE

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ABOUT THIS FACILITATOR GUIDE

INTRODUCTION

This Facilitator Guide is intended to assist you in leading a meaningful experience for the Participants. It is intended to 1) allow Participants to think about what they most want for their lives and health, 2) plan how they will achieve it and 3) provide support for their journey to success.

The Guide provides an outline for asking questions that allow the Participants to reflect on their own lives, sharing some information when necessary and guiding the experiences and activities of the group.

GUIDE FORMAT

With your Guide open, you will notice there are three columns. The column on the left, **Resources**, is designed for quick reference if the session uses a handout or video. When Participants are required to use their workbook for any activity, page numbers for the Participant Workbook are provided in this column using the gold icon (🟡 PW p. xx). There is also divider page at the back of the Facilitator Guide for **Mindfulness Scripts** and the **Appendix**. When the module or session includes a mindfulness activity, these scripts are provided so you may read the words without the need to memorize them and are identified by the blue icon (🟡 Script p. xx) in the Resources column. Currently there are only two places suggesting the Facilitator show a video (📺Video) however in the future there may be more short videos available for use.

The center column is the **Instructor Outline**. This is a simple format of what you will be doing in each session. It is not a ‘word-by-word’ script, but provides an easy reference for what to do next. It is more to prompt you rather than provide a lot of detail.

Hopefully, these prompts make it easier to follow while you are leading the group.

The most powerful part of the experience will be providing time for Participants to reflect on their own lives, what they want to achieve and how to achieve it. You will facilitate this reflection time by primarily asking (open-ended) questions that allow Participants to ‘think out loud’ with their fellow Participants. When you see the word *Ask* you will know that a question, or questions, are being provided for you to use. With experience, these questions will become more ‘second nature’ to you and you may want to experiment with putting the questions in your own words, or asking the questions in such a way that makes the most sense to the Participants.

The *timeframes* provided are only an approximation. Each group will vary depending on the size of the group and how much they participate. However, if you go over in one part of the session, you’ll have to be aware of how you will make it up in another part of the session.

The right-hand column, **Detailed Notes**, contains the particulars as to what you might think about as well as provide you some options for how to facilitate the module. It will be most helpful to have read this information *before* the group starts so you can put the ideas in your own words. In most cases the Detailed Notes column is not intended to be read to the group.

OPTIONAL COURSE FORMATS

This curriculum was originally written to be delivered in a weekly, 1.5-hour group gathering for nine consecutive weeks. This format allows participants an opportunity to reflect on their responses to

the Personal Health Inventory (PHI) and practice mindfulness in the time between meetings. Some locations opted to implement alternative formats for these groups, recognizing some Veterans would not be able to commit to a 9-week program. For that reason, three alternate delivery schedules were created.

DETERMINING WHICH MODULES TO COVER

The chart on the following page provides four delivery options and using a color-coded system, details the modules that would be presented in each option.

- **Red:** Modules highlighted in red are the required sessions that will be presented in all group delivery formats. These are essentially the “foundation or core” of the program and include discussing the Personal Health Inventory (PHI) by following the Four Stage Process Model for Group Facilitation.
- ★ **Blue:** After the initial mindfulness introduction (a red module), the opportunities given during group time to practice mindfulness will be reduced, depending on the overall length of the time together. The mindfulness practices will be highlighted in blue and the facilitator will make the decision for which ones to use.
- ▲ **Green:** An essential element of Taking Charge of My Life and Health is exploring the Components of Health and Well-Being (or COH). These modules are highlighted in green and the longer delivery formats will include either all or 6 modules; the shorter versions will either be variable or none at all. The facilitator, after considering the participants in the group, will make choices as to which ones to cover.
- ♥ **Purple:** The purple highlighted modules represent Stage IV of the Process Model for Group Facilitation. This is a follow-up to the

Goals and Action Steps created in Stage III. The frequency of covering this will diminish with the shorter group formats.

There are remaining modules that are not color coded. After the initial meeting with the group, as facilitator, you will have options for concluding the session, providing them with an activity until the next session; and welcoming them back each time they return. When meeting for 1-2 sessions and a select number of follow up sessions, these modules would not be needed. Likewise, you may not have the “recommended” time available for the welcoming / between session assignment / closing and you will need to make adjustments to how much time you spend on these areas.


In preparing for your group, it will benefit you a great deal to be familiar with the places in the manual you will need to make choices - about time; about which modules to use or which ones to skip; and about what module content will be most beneficial for the Veterans in the group. In other words, preparation is key. Know how many sessions you will be meeting, the length of each time the group is together for each session, and if there will be follow-up sessions. All of these will help the group process flow more smoothly.



OPTIONAL FORMATS FOR TAKING CHARGE OF MY LIFE AND HEALTH PEER-LED GROUPS



Taking Charge of My Life and Health Course Content	9 Week (13.5 hrs)	6 Week (9 hrs)	1-2 Sessions plus 2 follow-up sessions (5-6 hrs)	1-2 Sessions plus a variety of follow-up sessions (6-12 variable hrs)
Description	9 weeks of 1.5 hour sessions	6 weeks of 1.5 hour sessions	1-2 Sessions, total of 4 hours with two group or individual follow-up sessions	1-2 sessions with a variety of follow-up strategies (individual, coaching, different support groups, online)
○ Course Intro	Yes	Yes	Yes	Yes
○ Participant Introductions	Yes	Yes	Yes	Yes
○ Group Guidelines	Yes	Yes	Yes	Yes
☆ Mindfulness	9 Practices	6 Practices	4-5 Practices	4-8 Practices
○ Stage I (MAP)	Yes	Yes	Yes	Yes
○ Stage II (COH assess and Focus)	Yes	Yes	Yes	Yes
○ Stage III (Goals and Action Steps)	Yes	Yes	Yes	Yes
♡ Stage IV Follow-up	6 Times	3 Times	2 Times	2-6 Times
△ Deeper Dive (COH)	All COH	6 COH	No	Variable
○ Completion of PHP	Yes	Yes	Yes	Yes


SESSION 1


Resources	Instructor Outline	Detailed Notes
	<p>○MODULE 1.1 INTRODUCTION TO TAKING CHARGE OF MY LIFE AND HEALTH</p> <p>(10 minutes)</p> <ol style="list-style-type: none"> 1. Introduce yourself. 2. Introduce what the course is about. 	<p>1.1 Course Introduction</p> <p>1.1.1 Keep your introduction brief. Share similar information that the Participants will be sharing in a few minutes.</p> <p>1.1.2 Introduce your role as the facilitator. Explain that you will be guiding the discussions and activities and keeping the group on task. You will not be providing them medical advice (nor any advice) nor telling the Participants what to do.</p> <p><i>Taking Charge of My Life and Health</i> is designed to give Veterans a chance to reflect on what really matters to them and what they want their health for. In addition, Veterans are encouraged to choose an area of their life they want to enhance and develop a plan for carrying out their goals and actions. Finally, the group is there to provide support for attaining their goals.</p>
	<p>○MODULE 1.2 PERSONAL INTRODUCTIONS OF PARTICIPANTS</p> <p>(15 minutes)</p> <ul style="list-style-type: none"> ● Your name and what you want to be called ● Your branch of service and how long you've been a Veteran ● What's a fun fact about yourself? OR 	

Resources	Instructor Outline	Detailed Notes
	<ul style="list-style-type: none"> • What would you like others to know about you 	
	<p>○ MODULE 1.3 GROUP GUIDELINES AND AGREEMENTS</p> <p>(10 minutes)</p>	
 <p>PW p. 7</p>	<p>1. Have Participants turn to the Group Guidelines and Agreements in the Participant workbook.</p>	
	<p>2. Go over the Guidelines and Agreements.</p>	<p>1.3.2 Go over each Group Guideline. You may have them read out loud or whatever way makes the best sense for your group. Make sure to pause on respectful listening, emphasizing that this group is not about giving unsolicited advice. Self-exploration may actually be inhibited by listening to other’s advice. Let the group know that it is your responsibility as the facilitator to remind them of the Group Guidelines periodically. Participants may also remind each other of the group Guidelines.</p>
	<p>3. Ask if Participants have additional Guidelines and Agreements they would like to consider.</p>	<p>1.3.3 Check to see if any Participants have other Group Guidelines to consider. Assess whether there is consensus to add the Group Guideline.</p>
	<p>4. Ask if Participants are in agreement with the Guidelines.</p>	


Resources	Instructor Outline	Detailed Notes
	<p>○ MODULE 1.4 INTRODUCTION TO MINDFUL AWARENESS</p> <p>(15 minutes)</p>	
	<p>1. Introduce the concept of Mindful Awareness.</p>	<p>1.4.1 “Mindful awareness is paying attention, on purpose, to what is happening in the present moment without judgment. Everyone has the ability to practice mindful awareness, and you can probably think of a time when you were fully present – paying attention to only what was happening in the moment. Feeling a breeze, hearing a passing car or ticking clock. Mindful awareness can also be noticing what is happening inside us, like noticing a stream of worried thoughts about getting ready for a meeting.</p>
<p> PW p. 1</p>	<p>2. Refer them to the <i>Components of Health</i> and explain “<i>Me and Mindful Awareness Circles</i>.”</p>	<p>1.4.2 After referring Participants to the Components of Health, briefly go over the Diagram, noting that “Me” is in the center. You will be the one making decisions about you. Being mindfully aware and non-judgmental, you will make decisions about where to focus based on what is important to you. Being aware of your life, in all aspects, is the first step to making decisions that are based in your values.</p>
	<p>3. Have Participants provide some examples.</p>	
<p> Script p. 67</p>	<p>4. Practice Mindfulness of Breath using the script on page 67.</p>	<p>1.4.4 A reminder—slower is better than going too fast through the script. Pause after each suggestion.</p>


Resources	Instructor Outline	Detailed Notes
	<p>5 Ask for Participants’ experience of Mindful Awareness activity using the following questions:</p> <ul style="list-style-type: none"> a. What did you notice during the experience? b. What did you like about it? c. What did you find challenging? 	
	<p>○ MODULE 1.5 EXPLORING MISSION, ASPIRATION OR PURPOSE</p> <p>(30 minutes)</p>	
 PW p. 2	<p>1. Introduce the PHI and have them turn to it in their Manuals.</p>	
	<p>2. Introduce MAP and the relationship to health.</p>	<p>1.5.2 The innermost circle represents each of us, and who we are as unique individuals. We start at the middle saying, “I am the expert on my life, values, goals, and priorities. Only I can know WHY I want my health. Only I can know what really matters to ME. And this knowledge needs to be what drives my health and my health care. I am the most important person, the Captain of the Team, when it comes to making choices that influence my health and well-being. I direct the show, and my medical team professionals are some of the invited players.”</p>
 Video	<p>3. Show the Video: <i>Dream Rangers</i>. (https://www.youtube.com/watch?v=3ojSqSIh9gY)</p>	<p>1.5.3 Let Participants know they will have to pay attention to the captions since it is in Taiwanese. Tell them that it is a bank commercial but focuses on living life according to our values and what matters in our lives.</p>
	<p>4. Ask for Responses to <i>Dream Rangers</i>.</p>	


Resources	Instructor Outline	Detailed Notes
	<p>5. Optional Activity – Time Permitting</p>	<p><u>Experiential activity where Veteran Participants draw or make a list of what is important to them and what they want their health for using provided paper, pens, and crayons.</u></p> <p>Now that you've watched this video, take a piece of paper and some markers, crayons, or pen and write, draw, or make a list about what is important to you and what important things you need and want your health for (5 minutes).</p>
 PW p. 2	<p>6. Ask them to complete the first page of the PHI (Questions 1–3).</p>	
	<p>7. Ask the Participants to share whatever they are willing to after completing the first page. Questions you may want to ask include:</p> <ul style="list-style-type: none"> • What stands out for you after reflecting on these questions? • What really matters to you in your life, or • What do you want and need your health for? • How does your health relate to what is important to you? • What brings you a sense of joy and happiness in your life? 	


Resources	Instructor Outline	Detailed Notes
	<p>MODULE 1.6 BETWEEN SESSION ACTIVITY (10 minutes)</p>	
	<p>1. Ask Participants to notice moments they are mindful this next week (when they are paying attention fully to what they are doing, thinking or feeling).</p>	
<p> PW p. 9-10</p>	<p>2. Have them take a look at the <i>Mindful Moments</i> in their Manuals.</p>	
	<p>3. Ask them to continue to reflect on their MAP this next week.</p>	
	<p>4. Thank them for their participation and attending this first Session.</p>	

SESSION 2

Resources	Instructor Outline	Detailed Notes
	<p>MODULE 2.1 WELCOME BACK AND REVIEW OF MINDFUL MOMENTS (10 minutes)</p>	
	<p>1. Welcome the Participants back for Session 2.</p>	
	<p>2. Ask about moments when they were mindful this last week:</p> <ul style="list-style-type: none"> • When did you experience mindful moments in your day? • What did you like about these mindful moments? • What was challenging? • What effect did these mindful moments have on how you experienced your task or your day? • What benefit might you imagine a regular practice of mindful awareness would provide you? 	<p>2.1.2 Encourage conversation in the group using your skills of reflection and inquiry (open-ended questions). This is all about what mindful moments they noticed.</p>
	<p>☆ MODULE 2.2 PRACTICE OF MINDFUL AWARENESS OF BREATH (10 minutes)</p>	
<p> Script p. 67</p>	<p>1. Practice Mindful Awareness of Breath using the script on page 67.</p>	
	<p>2. Ask about Participants' Experience of the Mindfulness Activity.</p>	


Resources	Instructor Outline	Detailed Notes
	<p style="background-color: red; color: white; padding: 2px;">○ MODULE 2.3 IDENTIFYING VALUES</p> <p>(30 minutes)</p>	
	<p>1. Define ‘Values’.</p>	<p>2.3.1 Definitions of:</p> <p><i>Values</i> = Anything that is important to us <i>Ideal Values</i> = those values that are important to us in the long run <i>Operational Values</i> = those values that are important to us in the moment</p> <p>Another way to think about ‘values’ are: those things on which we spend time, money, energy and other resources.</p>
	<p>2. Ask: Can you give a few examples of both <i>Ideal</i> and <i>Operational Values</i>?</p>	<p>2.3.2 Note that some Participants’ ideal values may be other Participants’ operational values. In other words, there are not ‘right’ nor ‘wrong’ ideal (or operational) values—it is individual preference.</p>
	<p>3. Have Participants List 5 personal ‘ideal’ values and 5 personal ‘operational values’ for themselves.</p>	<p>2.3.3 Each individual will do this quietly for themselves on any blank page in their manuals. They might reference these values during the next worksheet.</p>
<p> PW p. 13</p>	<p>4. Have Participants complete the Values Conflict Worksheet.</p>	
	<p>5. Ask: What values conflict are you willing to share with the group?</p> <p>5b. Ask: Do you see your values conflict being between 2 ideal values or between an ideal and an operational value?</p>	<p>5. You may have to provide some examples to get this started. Choose your own values conflicts or here are some examples:</p> <ul style="list-style-type: none"> • My value of health vs. my value of eating/drinking just for pleasure • My value of health vs. ‘just sitting and watching TV’



Resources	Instructor Outline	Detailed Notes
		<ul style="list-style-type: none"> • My value of time with family vs. time at work • My value of saving some money vs. buying the car I want • My value of getting rest vs. my value of getting things done • My value of taking time for self vs. taking time for others
	<p>6. Ask: How do you deal with your value conflict?</p>	<p>6. Some possible ways to deal with values conflicts are:</p> <ul style="list-style-type: none"> • Choose one value over the other • Compromise between the 2 values • Live with the values conflict, either in a stressful way, or by simply noticing the values conflict without judgment • Put off dealing with the conflict in the present
	<p>7. Ask: How does being mindful help with values conflicts?</p>	<p>2.3.7 You may want to provide an example if group members have difficulty coming up with answers on their own.</p>
	<p style="background-color: red; color: black; text-align: center;">○ MODULE 2.4 ASSESSING THE COMPONENTS OF HEALTH ON THE PHI</p> <p>(35 minutes)</p>	
<p> PW p. 2</p>	<p>1. Have Participants turn to their PHI.</p>	<p>2.4.1 Point out that in the previous session they thought about ‘Me’ in the center as well as ‘Mindful Awareness’ and that they completed the first 3 questions (the first page) of the PHI</p>

Resources	Instructor Outline	Detailed Notes
	<p>2. Review the 8 Self-Care areas with the Participants.</p>	<p>2.4.2 Go over the self-care areas by either 1) reading the brief description of each area on the PHI or 2) have each of them read out loud about each of the areas. Let them know that they will have an opportunity to explore each area in more depth throughout the course.</p>
 PW p. 3-5	<p>3. Have Participants complete the ‘Where You Are and Where You’d Like to Be’ section of the PHI.</p>	<p>2.4.3 Give them ample time to complete. Some will take much longer than others. Make a judgment to end when it looks like most have completed some of the PHI. Have them complete it on their own if they are unable to finish.</p>
	<p>4. Ask: What is an area that you are satisfied with how you are doing?</p> <ul style="list-style-type: none"> • What score did you give yourself and what does that score mean to you? 	<p>2.4.4 You may have to move this along rather quickly because you want to save time to explore what areas they want to enhance or make some changes in before they leave this session.</p>
	<p>5. Ask: What is an area you’re thinking you may want to enhance or make some changes?</p> <ul style="list-style-type: none"> • What score did you give yourself and what does that score mean? • Where would you like to be in terms of your number? • What are some things you may have to do to get to that number? 	<p>2.4.5 You may not have time to hear from everybody on all these questions. If you choose to get a few Participants to respond to the first question, then choose other Participants to respond to the next question, giving everyone an opportunity to speak to at least one of the questions.</p>

Resources	Instructor Outline	Detailed Notes
	<p>MODULE 2.5 BETWEEN SESSION CONSIDERATIONS</p>	
	<p>1. Have Participants continue to reflect on ‘mindful moments’.</p>	
	<p>2. Have Participants continue to think about one of the components of health they would like to enhance or make changes in.</p> <p>2b. Let Participants know that in the next Session (Session 3) they will be continuing to work with whatever area they chose. They will be setting some <i>goals</i> as well as <i>Action Steps</i></p>	
	<p>3. Thank them for their participation.</p>	

SESSION 3



Resources	Instructor Outline	Detailed Notes
	<p>MODULE 3.1 WELCOME AND REVIEW OF THIS WEEK'S REFLECTIONS</p> <p>(10 minutes)</p>	<p>3.1. Welcome the Participants back. Let them know that you are going to spend some time with them reviewing what they thought about and did this last week since the group last met.</p>
	<p>1. Ask: What did you notice about being more mindful this last week?</p>	<p>3.1.1 Use your skills of reflection and open-ended questions to let the Participants know you've heard them and allow them to further explore.</p>
	<p>2. Ask: What values conflicts did you think about or notice this last week?</p> <p>2b. Or ask: When did you notice that you were doing things consistent with your ideal values?</p> <p>2c. When did you notice doing things consistent with your operational values?</p>	<p>3.1.2 You may have to review what <i>ideal and operational values</i> and <i>values conflicts</i> are:</p> <p><i>Ideal values</i> = those things important to us in the long run</p> <p><i>Operational values</i> = those things important to us in the moment</p> <p><i>Values conflicts</i> = when different things compete for our time, attention, money or energy</p>
<p> PW p. 1</p>	<p>Have Participants turn to the Circle of Health, Or Components of Health.</p> <p>3. Ask: Maybe you've thought further about the area of health you may want to enhance. After thinking about this more, what area do you want to enhance or improve upon?</p>	<p>3.1.3 Note that some will keep the same area they identified the previous week while others may have changed areas as a result of giving it more thought.</p>
	<p>4. Let the Participants know that today, they will be working on setting goals and action steps based on the area of health they have chosen to</p>	



Resources	Instructor Outline	Detailed Notes
	<p>enhance...after we practice mindfulness of breath again.</p>	
	<p>☆ MODULE 3.2 PRACTICE OF MINDFULNESS OF BREATH (10 minutes)</p>	
<p> Script p. 67</p>	<p>1. Practice Mindfulness of Breath using the script on page 67.</p>	
	<p>2. Ask: How was this experience? 2b. Ask: Now that we have done this 3 times, how has the experience changed, or remained the same?</p>	<p>3.2.2 Practice being non-judgmental. Simply reflect whatever responses Participants give you. Make sure to acknowledge or ask for a variety of experiences.</p>
	<p>○ MODULE 3.3 GOAL SETTING AND ACTION STEPS (30 minutes)</p>	
	<p>1. Let the Participants know that we are going to focus on setting goals and planning action steps for the focus area they selected to enhance or make improvements.</p>	
<p> PW p. 15</p>	<p>2. Have them turn to their Manuals and go over the SMART criteria for goal setting.</p>	<p>3.3.2 Have them notice that a goal should generally be set for 2–6 months from now (they choose the timeframe).</p> <p>SMART stands for:</p> <p><u>Specific</u>: A goal should be clear and concise. It is hard to know when action toward a goal has been started and when it has been completed if it is not specific.</p>

Resources	Instructor Outline	Detailed Notes
		<p><u>Measurable</u>: A goal should be measurable so that you can track your progress. There should be clear criteria for progress and completion when taking action on a goal. Keeping tabs on progress can be inspiring and motivate you.</p> <p><u>Action Oriented</u>: A goal should include action. You should be in direct control of the action.</p> <p><u>Realistic</u>: You should be able to reach your goal within the timeframe that you choose. This doesn't mean it will be easy, but it should feel realistic to attain the goal within the timeline you designate. This means working on small lifestyle changes that are doable. Try to avoid the pitfall of seeing only the big picture and not the small steps.</p> <p><u>Timed</u>: A goal should be tied to a timetable for completing specific, measurable, and realistic action.</p>
	<p>3. Provide them an example or two from the list on the right. Have them help create a SMART goal for each example.</p>	<ul style="list-style-type: none"> • I will exercise more. <ul style="list-style-type: none"> ○ Not SMART. Not specific, measurable, or timed. ○ SMART: For the next 3 months, I will go on a run for an hour twice per week. • I will practice mindful awareness exercises for 4 hours each day for the next 6 months. <ul style="list-style-type: none"> ○ Not SMART. It is specific, measurable, timed, and action oriented, but it is probably not realistic for most people.

Resources	Instructor Outline	Detailed Notes
		<ul style="list-style-type: none"> ○ SMART: For the next 6 months, I will practice awareness of breath for 10 minutes each day. ● I will lose two pounds each week for eight weeks, by increasing my exercise and changes in diet. <ul style="list-style-type: none"> ○ SMART. This goal is realistic, measurable, timed, action oriented, and specific. ● I will spend more time with my family. <ul style="list-style-type: none"> ○ Not SMART. This goal is realistic and specific. However, it is not measurable, timed, or action oriented. ○ For the next 3 months, I will plan a family activity every two weeks to spend time together. ● I will quit cigarettes in the next 3 months. <ul style="list-style-type: none"> ○ Not SMART. This goal is almost there, but not specific or action oriented enough. ○ SMART. I will start chewing nicotine gum and reduce my cigarette consumption by half in the next 3 months.

Resources	Instructor Outline	Detailed Notes
		<ul style="list-style-type: none"> • I will try to relax more. <ul style="list-style-type: none"> ○ Not SMART. It is not specific, measurable, timed, or action oriented. ○ SMART: For the next 3 months, I will take an hour out of every other day to relax and read a book for pleasure or watch my favorite television show. • I will have a special night out with my significant other once every two weeks for the next 3 months. <ul style="list-style-type: none"> ○ SMART. This goal is realistic, measurable, timed, action oriented, and specific. • For the next 6 months, I will avoid drinking more than 5 sodas or sugary beverages per week. <ul style="list-style-type: none"> ○ SMART. Depending on the person, this goal should be realistic, measurable, timed, specific, and action-oriented.
	<p>4. Define/describe Action Steps.</p>	<p>3.3.4 Action Steps are behaviors they are going to do this next week (or before the group meets again) that gets them on their way to achieving their goals. They may want to start more slowly in the first week. The intent is to just get started.</p> <p>Let Participants know that Action Steps should follow the same SMART criteria as Goal Setting. Provide some examples to make sure the Action Steps are SMART.</p> <p>Sometimes, getting more information or just further identifying action steps may be the first action steps.</p>


Resources	Instructor Outline	Detailed Notes
 Video	<p>5. Show the <i>Arthur's Transformation</i> video. https://www.youtube.com/watch?v=qX9FSZJu448</p> <p>5b. Ask: What are your thoughts after seeing this video?</p>	<p>3.3.5 Before showing the video, let Participants know that this video is about what may be realistic for one person, may not be realistic for another.</p>
 PW p. 15	<p>6. Have them complete their Goal Setting and Action Steps Worksheet.</p>	<p>3.3.6 There are 3 copies of the SMART GOAL worksheet in the manual.</p>
	<p>7. Ask: Who would be willing to share their goal? We'll see if we can assist in making them any SMARTer.</p>	<p>3.3.7 You will probably not have time to do this with everyone, depending on the size of the group. Not everyone's goals and action steps will be totally SMART. You just want to help them get closer if possible.</p>
	<p>8. Ask: Who would be willing to share their Action Step for the next week? We'll see if we can assist them in making them any SMARTer</p>	
	<p>9. Ask: Who else would be willing to share their Action Step for the next week? We'll see if we can assist them in making them any SMARTer</p>	
	<p>10. Now that you've worked with a few examples, provide time for Participants to <i>review</i> their goals and action steps to see if they can SMARTen them up in any way.</p>	



Resources	Instructor Outline	Detailed Notes
	○ MODULE 3.4 IDENTIFYING POTENTIAL BARRIERS TO COMPLETING ACTION STEPS	
 PW p. 16	<p>1. Have Participants turn to the Barriers Worksheet in their manuals.</p> <p>1b. Explain what <i>barriers</i> are.</p> <p>1c. Have the group generate examples of <i>Internal, External and Interpersonal barriers</i>.</p>	<p>1. Barriers are anything that may get in the way of accomplishing action steps. Barriers could be:</p> <ul style="list-style-type: none"> • Internal – Those things I say, do or think that get in my own way. • External – Those things that I perceive to be outside my control. • Interpersonal – My responsibilities to other people in my life may impact my ability to complete my action steps. <p>If Participants have difficulty coming up with examples of the different kinds of barriers, be prepared to provide some examples.</p>
 PW p. 16	<p>2. Have Participants complete the Barriers Worksheet.</p> <p>2b. Ask: Who would be willing to share one of your barriers and how you plan to manage your potential barrier?</p>	<p>3.4.2 You may not have time to hear from everybody on this question.</p>
	<p>3. Ask: What do you plan to do when you are faced with this barrier? Or:</p> <p>3b. What support or help might you need when faced with this barrier?</p>	<p>3.4.3 It is not sufficient just to identify the barrier. It is helpful to have a plan when confronted with that barrier.</p> <p>Provide some examples of contingency plans (or <i>Plan B</i>, or <i>Workarounds</i>, whichever term works best for Participants)</p>


Resources	Instructor Outline	Detailed Notes
	○ MODULE 3.5 ESTABLISHING ACCOUNTABILITY	
	1. Let Participants know what you mean by <i>Accountability.</i>	<p>1. Accountability is letting someone else know about your plan and sharing with them how your plan is going. This can be helpful in keeping ourselves on track. Some possibilities to whom we may want to be accountable are:</p> <ul style="list-style-type: none"> • The group • A friend • A relative • A co-worker • Ourselves
	2. Ask: To whom do you want to be accountable? 2b. Ask: How will you do it and when will you let them know? 2c. If accountable to yourself, how will you do that?	3.5.2 If a person wants to be accountable only to self, you may want to ask how they are going to do it. Keep a record? Post their progress somewhere?


Resources	Instructor Outline	Detailed Notes
	<p>MODULE 3.6 WRAP UP AND BETWEEN SESSION ACTIVITY</p>	
	<p>1. As the Participants try out their action steps this next week, ask them to:</p> <ul style="list-style-type: none"> • Be mindfully aware of actions they are doing or not doing • Encourage Participants to see if they can just notice how they are doing without being too judgmental of themselves 	
	<p>2. Thank them for their participation.</p>	


SESSION 4

Resources	Instructor Outline	Detailed Notes
	<p>MODULE 4.1 WELCOME AND OUTLINE OF ACTIVITIES FOR THIS SESSION</p> <p>(5 minutes)</p>	
	<p>1. Let Participants know that today we are going to:</p> <ul style="list-style-type: none"> • Do another form of mindfulness • Share how their week went with their Goals and Action Steps • Do a deeper dive into <i>Food and Drink</i> • Practice <i>Mindful Eating</i> • Do a deeper dive into <i>Power of the Mind</i> 	
	<p>☆ MODULE 4.2 MINDFUL AWARENESS OF MUSCLE GROUPS</p> <p>(10 minutes)</p>	
	<p>1. Introduce Mindful Awareness of the Muscle Groups.</p>	<p>4.2.1 Let Participants know that there are many places they can choose to focus their attention. Today, we're going to focus on tensing and relaxing different muscle groups and pay attention to how that feels.</p>
<p> Script p. 69</p>	<p>2. Lead the group in the Muscle Awareness Activity, using the script on page 69.</p>	

Resources	Instructor Outline	Detailed Notes
	<p>3. Ask these questions:</p> <ul style="list-style-type: none"> • What did you notice during the experience? • What did you like about it? • What did you find challenging? 	
	<p> MODULE 4.3 SHARING OF ATTEMPTED ACTION STEPS</p> <p>(from this last week) (20 minutes)</p>	<p>4.3 Ask Participants to think of their goals and action steps they had planned to do this week.</p>
<p> PW p. 15-16</p>	<p>1. Ask this series of questions:</p> <ul style="list-style-type: none"> • How did it go in attempting to do your action steps this last week? • What did you learn about yourself? • What barriers did you encounter? • What can you do about those barriers in the future? • Take a look at your Goals and Action Steps in your manual. How do want to adjust them for the next week? • Is there another area of health that you think you should be working on instead? 	<p>4.3.1 This is not the place to give advice or offer suggestions. Simply use your skills of reflection and inquiry to help the Participant explore. Assist the Participants in not providing advice as well—only if the Participant asks for ideas.</p> <p>If a Participant wants to change their area of health focus, encourage them to complete a new Goal and Action Steps Worksheet.</p>

Resources	Instructor Outline	Detailed Notes
	<p style="text-align: center;">△ MODULE 4.4 DEEPER DIVE INTO FOOD AND DRINK</p> <p>(20 minutes)</p>	<p>4.4 Let Participants know that we are now going to go a little further in exploring the area of food and drink.</p>
<p> PW p. 21</p>	<p>1. Have Participants review the worksheet on <i>Possible Food and Drink Choices in their Manuals.</i></p>	<p>1. You could do this one of several ways:</p> <ul style="list-style-type: none"> • You could give them several minutes to review the whole sheet and then ask the questions listed in #2 in the Instructor Outline column. • You could ask different Participants to read what's on the page. • You could go topic by topic on the page and ask the questions related to that topic.
	<p>2. Ask the following questions:</p> <ul style="list-style-type: none"> • What stands out for you as you review this page? • In what areas are you doing well? • In what areas, would you think you might want to make some improvements? • What additional information or support would you need? • On a scale of 1 to 10, how important is it to you to make some changes to your food and/or drink intake? 	<p>4.4.2 If Participants express an interest in getting additional information or support, provide them resources on what is available in the VA as well as the community. Solicit from other Participants what they know about additional information and resources.</p>


Resources	Instructor Outline	Detailed Notes
	<p>☆ MODULE 4.5 MINDFUL EATING (10 minutes)</p>	<p>4.5 Let Participants know that we are now going to experience yet another opportunity to be mindful—Mindful Eating or paying attention on purpose to what we eat and how we eat it.</p> <p>You might consider saying the following in your own words:</p> <p>“By paying close attention to taste, textures, and sensations, you can savor each bite and get more enjoyment out of your food. It can also help you to understand when you are full, so that you stop eating when your body is comfortable.”</p>
<p> Script p. 71</p>	<p>1. Provide the Mindful Eating experience, using the instructions on page 71 (Mindfulness Scripts).</p>	
	<p>2. Ask:</p> <ul style="list-style-type: none"> • How was this experience for you? • How could you apply this mindful eating this next week? 	


Resources	Instructor Outline	Detailed Notes
	<p>△ MODULE 4.6 DEEPER DIVE INTO POWER OF THE MIND</p> <p>(20 minutes)</p>	<p>4.6 Let Participants know that we are now going to go a little further in exploring the area of Power of the Mind.</p>
<p> PW p. 22</p>	<p>1. Have Participants turn to the <i>Power of the Mind</i> Worksheet in their Manual.</p>	<p>1. You could do this one of several ways:</p> <ul style="list-style-type: none"> • You could give them several minutes to review the whole sheet and then ask the questions listed in #2 in the Instructor Outline column. • You could ask different Participants to read what's on the page. • You could go topic by topic on the page and ask the questions related to that topic.
	<p>2. Ask the following questions:</p> <ul style="list-style-type: none"> • What stands out for you as you review this page? • In what areas are you doing well? • In what areas, would you think you might want to make some improvements? • What additional information or support would you need? • On a scale of 1 to 10, how important is it to you to make some changes in the area of Power of the Mind? 	<p>4.6.2 If Participants express an interest in getting additional information or support, provide them resources on what is available in the VA as well as the community. Solicit from other Participants what they know about additional information and resources.</p>


Resources	Instructor Outline	Detailed Notes
	<p>MODULE 4.7 WRAP UP AND BETWEEN SESSIONS CONSIDERATIONS</p>	
	<p>1. Thank Participants for their participation.</p>	
	<p>2. Ask them to be mindful for some of their eating between sessions.</p> <p>2b. Ask them to be further aware of their body and muscle groups during the week.</p> <p>2c. Let them know that you will continue to ask about their progress on their goals and action steps this next week.</p>	


SESSION 5

Resources	Instructor Outline	Detailed Notes
	<p>MODULE 5.1 WELCOME AND CHECK IN (10 minutes)</p>	
	<p>1. Welcome Participants back to Session 5.</p>	
	<p>2. Ask: We've covered a lot in the first 4 sessions. Of all that we've covered what has been the most helpful to you?</p>	<p>5.1.2 Continue to use your skills of listening, reflections and open-ended questions when Participants respond. Make sure to ask for a variety of responses.</p>
	<p>3. Let them know what you will be covering today:</p> <ul style="list-style-type: none"> • A different form of Mindfulness – Loving Kindness Meditation • Check in on how they are doing on their Action Steps • <i>The Community Circle on the Components of Health</i> • <i>Family, Friends and Coworkers</i> • <i>Surroundings</i> 	

Resources	Instructor Outline	Detailed Notes
	<p>☆ MODULE 5.2 LOVING KINDNESS MEDITATION (10 minutes)</p>	
<p> Script p. 73</p>	<p>1. Using the script on page 73, introduce and lead the Participants through the Loving Kindness Meditation.</p>	
	<p>2. Ask: How was it for you to try out this Loving Kindness Meditation? What parts were easy? What parts were harder?</p>	<p>5.2.2 Practice non-judgmental skills. Do not try to ‘sell’ someone on this practice if it is difficult for them to do. Use your skill of reflections.</p>
	<p>♥ MODULE 5.3 CHECK IN ON LAST WEEK’S ACTION STEPS</p>	
	<p>1. Ask this series of questions:</p> <ul style="list-style-type: none"> • How did it go in attempting to do your action steps this last week? • What did you learn about yourself? • What barriers did you encounter? • What can you do about those barriers in the future? • Take a look at your Goals and Action Steps in your manual. How do you want to adjust them for next week? Is there another area of health that you think you should be working on instead? 	



Resources	Instructor Outline	Detailed Notes
	<p>2. (Optional questions, time permitting)</p> <ul style="list-style-type: none"> • What have been your greatest successes? • What have been your greatest hurdles? • What have you learned about yourself in taking these steps? • What support do you need to continue to be successful? 	
	<p style="background-color: #4F7942; color: white; padding: 5px; text-align: center;">△ MODULE 5.4 DEEPER LOOK INTO COMMUNITY CIRCLE AND FAMILY, FRIENDS AND COWORKERS</p> <p>(20 minutes)</p>	
<p> PW p. 1</p>	<p>1. Have Participants turn to the Circle of Health and notice that the outside circle is <i>Community</i>.</p> <p>1a. Let Participants know that our community can affect our health.</p> <p>1b. Also, remind them that our community can include the following:</p> <ul style="list-style-type: none"> • Groups • Sub-cultures • Organizations • Causes • Governments • Can be near or far (via the internet) • People on whom we rely 	

Resources	Instructor Outline	Detailed Notes
	<ul style="list-style-type: none"> • People who rely on us 	
	<p>2. Ask: How do you think any of these (listed above) impact your health?</p>	
 PW p. 23	<p>3. Have Participants turn to the worksheet on <i>Family, Friends and Coworkers – Ideas to Consider.</i></p>	<p>3. You could do this one of several ways:</p> <ul style="list-style-type: none"> • You could give them several minutes to review the whole sheet and then ask the questions listed in #4 (Instructor Outline column). • You could ask different Participants to read what's on the page. • You could go topic by topic on the page and ask the questions related to that topic.
	<p>4. Ask the following questions:</p> <ul style="list-style-type: none"> • What stands out for you as you review this page? • In what areas are you doing well? • In what areas, would you think you might want to make some improvements? • What additional information or support would you need? • On a scale of 1 to 10, how important is it to you to make some changes in the area of Family, Friends and Coworkers? 	

Resources	Instructor Outline	Detailed Notes
	<p>5. (Optional Questions, time permitting)</p> <ul style="list-style-type: none"> • On a scale of 1 to 10, where 1 is highly negative and 10 is highly positive, how would you rate your social networks? • With whom, or where, do you feel most supported and safe? • What is the impact of these relationships on your overall physical and emotional health? • What negative relationships or networks exist in your life? • How might you reduce or eliminate their effect on you? 	
	<p style="text-align: center;">△ MODULE 5.5 DEEPER LOOK INTO SURROUNDINGS</p> <p>(20 minutes)</p>	
	<p>1. Let Participants know that surroundings are part of their community and can have an impact on their health.</p>	
<p> PW p. 24</p>	<p>2. Have Participants turn to the <i>Surroundings</i> Worksheet.</p>	<p>5.5.2 Like the other topic areas, you could do this in one of several ways (see the suggestions under 5.4.3)</p>


Resources	Instructor Outline	Detailed Notes
	<p>3. Ask the following questions: What stands out for you as you review this page?</p> <ul style="list-style-type: none"> • In what areas are you doing well? • In what areas, would you think you might want to make some improvements? • What additional information or support would you need? • On a scale of 1 to 10, how important is it to you to make some changes in the area of Surroundings? 	
	<p>MODULE 5.6 WRAP UP AND SUGGESTIONS FOR BETWEEN SESSION PRACTICE</p>	
	<p>1. Suggest that Participants do a 10-minute review of their environments, noticing sights, smells, and sounds.</p> <p>1b. Have Participants think further about who really matters to them in their lives and what impact those people have on their health.</p> <p>1c. Ask Participants to think about who they may want to focus some Loving Kindness on this next week. Have them notice how they feel after they do this (if they choose to do it.)</p>	


SESSION 6

Resources	Instructor Outline	Detailed Notes
	<p>MODULE 6.1 WELCOME AND CHECK IN (10 minutes)</p>	
	<p>1. Welcome Participants back to Session 6.</p> <p>1b. Let them know what you will be covering today:</p> <ul style="list-style-type: none"> • Another form of Mindfulness—Mindful Walking • Check in on how they are doing on their Action Steps • Revisiting Mission, Aspiration and Purpose • Moving the Body • Recharge 	
	<p>2. Ask if they did any further thinking on the areas covered last week: Community; Family, Friends and Coworkers; or Surroundings.</p>	
	<p> MODULE 6.2 MINDFUL WALKING (15 minutes)</p>	
<p> Script p. 75</p>	<p>1. Using the script on page 75, introduce and lead a Mindful Walking activity.</p>	
	<p>2. Ask: How was it for you to try out Mindful Walking?</p> <p>2b. How might you use this in your daily life?</p>	<p>5.2.2 Practice non-judgmental skills. Do not try to ‘sell’ someone on this practice if it is difficult for them to do. Use your skill of reflections.</p>

Resources	Instructor Outline	Detailed Notes
	<p>○ MODULE 6.3 REVISIT OF MISSION, ASPIRATION OR PURPOSE</p>	
	<p>1. Have Participants reflect on their MAP as they wrote about on the first page of the PHI.</p>	
	<p>2. Ask: Now that you’ve had a few weeks to think about your MAP, what has changed for you, if anything?</p>	
	<p>3. (Other potential Questions)</p> <ul style="list-style-type: none"> • How do the goals you’ve established support your larger mission, aspirations, and purpose in life? • What goals might you change to better support your mission? • What are your core values and how can your health support them? 	<p>6.3.3 (Ask these questions, time permitting)</p>


Resources	Instructor Outline	Detailed Notes
	<p>MODULE 6.4 CHECK IN ON LAST WEEK'S ACTION STEPS</p> <p>(15 minutes)</p>	
	<p>1. Ask this series of questions:</p> <ul style="list-style-type: none"> • How did it go in attempting to do your action steps this last week? • What did you learn about yourself? • What barriers did you encounter? • What can you do about those barriers in the future? • Take a look at your goals and action steps in your manual. How do you want to adjust them for next week? Is there another area of health that you think you should be working on instead? 	<p>6.4.1 Some Participants may have chosen to focus on a different component of health, or wanted to work on an additional goal, now that the group has explored some components of health in more depth. Encourage them to fill out a new <i>Goals and Action Step Worksheet</i> if this is the case. (If possible, you may want to have extra <i>Goal and Action Steps Worksheets</i> available.) Time permitting, you may want to ask questions to ‘smart up’ their new goals or action steps.</p>
	<p>2. (Optional questions, time permitting)</p> <ul style="list-style-type: none"> • What have been your greatest successes? • What have been your greatest hurdles? • What have you learned about yourself in taking these steps? • What supports do you need to continue to be successful? 	


Resources	Instructor Outline	Detailed Notes
	<p style="text-align: center;">△ MODULE 6.5 DEEPER LOOK INTO MOVING YOUR BODY</p> <p>(20 minutes)</p>	
<p> PW p. 25</p>	<p>1. Have Participants turn to the worksheet, <i>Moving Your Body – Some Ideas to Consider</i>.</p>	<p>3. You could do this one of several ways:</p> <ul style="list-style-type: none"> • You could give them several minutes to review the whole sheet and then ask the questions listed in #2 in the Instructor Outline column. • You could ask different Participants to read what’s on the page. • You could go topic by topic on the page and ask the questions related to that topic.
	<p>2. Ask the following questions:</p> <ul style="list-style-type: none"> • What stands out for you as you review this page? • On a scale of 1 to 10, how do you rate your moving the body? • In what areas are you doing well? • In what area(s), would you think you might want to make some improvements? • What additional information or support would you need? • On a scale of 1 to 10, how important is moving the body to your overall wellness? 	


Resources	Instructor Outline	Detailed Notes
	<p>△ MODULE 6.6 DEEPER LOOK INTO RECHARGE</p> <p>(20 minutes)</p>	
 PW p. 26	<p>1. Have Participants turn to <i>Recharge – Some Ideas to Consider</i> worksheet.</p>	<p>6.6.1 Like the other topic areas, you could do this in one of several ways (see the suggestions under 6.5.3)</p>
	<p>2. Ask the following questions: What stands out for you as you review this page?</p> <ul style="list-style-type: none"> • In what areas are you doing well? • What values conflicts come into play when you think about adding more ‘recharge’ to your life? • In what areas, would you think you might want to make some improvements? • What additional information or support would you need? • How do you think making changes in this area of health would affect other areas of your health and wellness? 	
	<p>MODULE 6.7 WRAP UP AND SUGGESTIONS FOR BETWEEN SESSION PRACTICE</p>	
	<p>1. Suggest that Participants continue to think about how changing either moving the body or recharge would impact other areas of their life.</p>	
	<p>2. Encourage them to try to do a few minutes of mindful walking during the week.</p>	


SESSION 7


Resources	Instructor Outline	Detailed Notes
	<p>MODULE 7.1 WELCOME AND CHECK IN (10 minutes)</p>	
	<p>1. Welcome Participants back to Session 7 Ask:</p> <ul style="list-style-type: none"> • What is something you've become more aware of this last week? • What additional thoughts do you have on Moving the Body and Recharge, the two health areas we covered last session? 	
	<p>2. Let them know what you will be covering today:</p> <ul style="list-style-type: none"> • Participants will practice both Muscle Awareness and Breath Awareness, two mindful awareness practices they've done before. • Check in on how they are doing on their Action Steps • Spirit and Soul • Personal Development 	

Resources	Instructor Outline	Detailed Notes
	<p>☆ MODULE 7.2 MUSCLE AWARENESS (10 minutes)</p>	
	<p>1. Let Participants know that this is a mindful activity that they did in a previous session.</p>	
<p> Script p. 69</p>	<p>2. Lead them in the Muscle Awareness Activity using the script on page 69.</p>	
	<p>3. Ask:</p> <ul style="list-style-type: none"> • What did you notice doing the muscle awareness this time around? • What were the differences or similarities this time as compared to last time we did this? 	

Resources	Instructor Outline	Detailed Notes
	 <p>MODULE 7.3 CHECKING IN ON GOALS AND ACTION STEPS</p> <p>(15 minutes)</p>	
	<p>1. Ask this series of questions:</p> <ul style="list-style-type: none"> • How did it go in attempting to do your Action Steps this last week? • What did you learn about yourself? • What barriers did you encounter? • What can you do about those barriers in the future? • Take a look at your goals and action steps in your manual. How do you want to adjust them for next week? • Is there another area of health you would prefer to be working on other than the one you've chosen so far? 	<p>7.3.1 (Reminder) Some Participants may have chosen to focus on a different Component of Health, or wanted to work on an additional goal, now that the group has explored some components of health in more depth. Encourage them to fill out a new <i>Goals and Action Steps Worksheet</i> if this is the case. (If possible, you may want to have extra <i>Goal and Action Steps Worksheets</i> available.) Time permitting, you may want to ask questions to ‘smart up’ their new goals or action steps.</p>




Resources	Instructor Outline	Detailed Notes
	<p>△ MODULE 7.4 SPIRIT AND SOUL, OR SPIRITUALITY AND ITS RELATIONSHIP TO HEALTH</p> <p>(20 Min)</p>	
	<p>1. Ask: What does spirituality mean to you?</p>	<p>7.4.1 Use your skills of reflection and inquiry to demonstrate being non-judgmental. Remind Participants to remain non-judgmental, especially when they hear beliefs that may be different from their own.</p>
	<p>2. (Optional Activity)</p> <ul style="list-style-type: none"> • Provide Participants drawing or coloring materials • Give them 5 minutes to draw or create a representation of what spirituality means to them. • Have them share what they've created and provide some time for them to explain their creations. 	<p>7.4.2 (Time permitting)</p>
<p> PW p. 27</p>	<p>3. Have Participants turn to the <i>Spirit and Soul Worksheet</i>.</p>	<p>3. Like the other topic areas, you could do this in one of several ways:</p> <ul style="list-style-type: none"> • You could give them several minutes to review the whole sheet and then ask the questions listed in #4 in the Instructor Outline column. • You could ask different Participants to read what's on the page. • You could go topic by topic on the page and ask the questions related to that topic.


Resources	Instructor Outline	Detailed Notes
	<p>4. Ask the following questions:</p> <ul style="list-style-type: none"> • What stands out for you as you review this page? • What is the role of spirituality in your Mission, Aspiration or Purpose? • In what areas are you doing well? • In what areas, would you think you might want to make some improvements? • What additional information or support would you need? • From your perspective, on a scale of 1 to 10, how important is Spirituality to your health and well-being? 	
	<p style="background-color: #4F7942; color: white; padding: 5px; text-align: center;">△ MODULE 7.5 DEEPER UNDERSTANDING OF PERSONAL DEVELOPMENT</p> <p>(20 minutes)</p>	
<p> PW p. 28</p>	<p>1. Have Participants turn to <i>Choices: Personal Development Worksheet</i>.</p>	<p>7.5.1 Like the other topic areas, you could do this in one of several ways (see 7.4.3 above).</p>

Resources	Instructor Outline	Detailed Notes
	<p>2. Ask the following questions:</p> <ul style="list-style-type: none"> • What stands out for you as you review this page? • On a scale of 1 to 10, how satisfied are you with your personal development? • In what areas of Personal Development are you doing well? • In what areas, would you think you might want to make some improvements? • How does what you spend time, energy or money on line up with what really matters to you? • What additional information or support would you need? 	
 Script p. 67	<p>☆ MODULE 7.6 MINDFULNESS OF BREATH (Time permitting) Lead the Participants in another practice of Mindfulness of Breath using the script on page 67 (5 minutes).</p>	<p>7.6 (This helps set the tone/expectation that mindfulness doesn't always have to be at the beginning of the session. It can be any time.)</p>
	<p>MODULE 7.7 DISMISS THE PARTICIPANTS</p> <ul style="list-style-type: none"> • Encourage them to practice the form of mindfulness that has been most helpful to them 	



SESSION 8

Resources	Instructor Outline	Detailed Notes
	<p>MODULE 8.1 WELCOME AND CHECK-IN (10 minutes)</p>	
	<p>1. Let the Participants know what you will be covering in this session:</p> <ul style="list-style-type: none"> • The Body Scan, another form of Mindfulness • Checking in on how they are doing with their Goals and Action Steps • Discussing Professional Care, one of the outer circles of the PHI • Discussing complementary and/or alternative approaches to health care • Creating their own Personalized Health Plan that they can share with their Health Care Team or Providers 	
	<p>★ MODULE 8.2 INTRODUCE AND PRACTICE THE BODY SCAN (10 minutes)</p>	
	<p>1. Let the Participants know that the Body Scan is another form of mindfulness that allows them to be more fully aware of what’s happening in their bodies.</p>	

Resources	Instructor Outline	Detailed Notes
	<p>2. Let Participants know that they may become more fully aware of pain or extreme discomfort in their body and they can always move their focus elsewhere, if focusing on one area of the body becomes too uncomfortable.</p>	
 Script p. 77	<p>3. Lead the Body Scan using the script on page 77.</p>	
	<p>4. Ask these questions:</p> <ul style="list-style-type: none"> • How was this form of Mindful Awareness for you? How was it compared to other awareness practices we've done so far? • What did you become aware of? • When would you want to use the body scan? 	<p>8.2.4 Again, be accepting and non-judgmental of all answers. Try not to 'sell' this form of mindfulness or challenge to Participants if they did not find it useful.</p>
	<p> MODULE 8.3 CHECK IN ON GOALS AND ACTION STEPS</p> <p>(20 minutes)</p>	
 PW p. 15-20	<p>1. Ask this series of questions:</p> <ul style="list-style-type: none"> • How did it go in attempting to do your action steps this last week? • What did you learn about yourself? • What barriers did you encounter? • What can you do about those barriers in the future? 	<p>8.3.1 (Reminder) Some Participants may have chosen to focus on a different Component of Health, or wanted to work on an additional goal, now that the group has explored some components of health in more depth. Encourage them to fill out a new <i>Goals and Action Steps Worksheet</i> if this is the case. (If possible, you may want to have extra <i>Goal and Action Steps Worksheets</i> available.) Time permitting, you may want to ask questions to 'smart up' their new goals or action steps.</p>

Resources	Instructor Outline	Detailed Notes
	<ul style="list-style-type: none"> • Take a look at your Goals and Action Steps in your manual. How do you want to adjust them for next week? • Is there another area of health you would prefer to be working on other than the one you've chosen so far? 	
	<p>2. Additional Questions to ask:</p> <ul style="list-style-type: none"> • When you look back at your PHI and your focus area, on a scale of 1 to 10 how would you rate your progress toward living a life consistent with your mission, where 1 is not at all and 10 is I'm totally on target and could walk out right now and know I'm good. • What does that number mean to you? • What might be some next steps that you'll consider, knowing that our group is done after next week? 	
	<p style="text-align: center;">△ MODULE 8.4 TAKING FULL ADVANTAGE OF PROFESSIONAL HEALTH CARE</p> <p>(20 minutes)</p>	
 PW p. 1	<p>1. Have Participants turn to the Components of Health Diagram and let them know that they will be taking a deeper look into Professional Care, one of the outside circles.</p>	




Resources	Instructor Outline	Detailed Notes
	<p>2. Let them know that Professional Care includes both preventive care as well as treatments for health conditions.</p>	
	<p>3. It also includes Conventional Care as well as Alternative or Complementary care.</p> <ul style="list-style-type: none"> • Ask: What are some examples of complementary or alternative approaches? 	<p>8.4.3 If Participants are not aware of complementary or alternative practices, have them turn to page 1 in their Participant workbook and go over a few of them. Or, you could let them know that you will be covering the topic of alternative care later in this session.</p> <p>Do not spend too much time on this here, because you will be covering it in more detail later in this session.</p>
	<p>4. Ask: On a scale of 1 to 10, how do you think you are doing in utilizing professional health care?</p> <p>1 = I'm not doing well at all. 10 = I take full advantage of all health care that is available to me?</p>	
	<p>5. Ask: What are some of your barriers to fully utilizing professional care, and what might you do about these barriers, if you want to do better?</p>	<p>8.4.5 The conversations may become focused on complaints about the health care system or the VA. Acknowledge the complaints, and bring the conversation back to what they <i>personally</i> can do to take further advantage of their professional health care.</p>
	<p>6. Ask: what works best for you in engaging your professional care team?</p>	

Resources	Instructor Outline	Detailed Notes
<p>△ MODULE 8.5 ALTERNATIVE OR COMPLEMENTARY CARE</p>		
<p>(10 minutes)</p>		
<p> PW p. 29</p>	<p>1. Have Participants turn to the worksheet, <i>Become a Partner with Your Clinician to Improve Your Health</i>.</p>	<p>8.5.1 Give everyone a few moments to look over this page, then ask them to look at the listing of resources in the middle of the page.</p>
	<p>2. Ask: Who has experienced any of these kinds of care? 2b. Ask: What would you like to share about it?</p>	<p>8.5.2 Remember to use your Facilitation skills of reflection. Encourage others in the group to be respectful of those choosing to share, even if they would not use one of these resources.</p>
	<p>3. If you would like to know more about any of these treatments or preventive care, you might:</p> <ul style="list-style-type: none"> • Ask your doctor or health care team • Read more about alternative care in your Manuals 	
<p>○ MODULE 8.6 COMPLETING A PERSONALIZED HEALTH PLAN</p>		
<p>(20 minutes)</p>		
<p> PW p. 30</p>	<p>1. Have Participants turn to the <i>My Own Personalized Health Plan Worksheet</i> in their Manual.</p>	
	<p>2. Let them know that this is a summary of all they have done to date as well as what they would still like to accomplish.</p>	
	<p>3. Give them time to complete the <i>PHP Worksheet</i>.</p>	

Resources	Instructor Outline	Detailed Notes
	<p>4. After completing this worksheet, ask:</p> <ul style="list-style-type: none"> • What would you like to share with your health care providers? • With whom will you share it? • What do you anticipate their response will be? 	
	<p>MODULE 8.7 CONCLUDE THE SESSION</p>	
	<p>1. Suggest that they continue practicing their favorite mindfulness activities.</p>	
	<p>2. Ask them to bring a picture or object to the last session (Session 9) that symbolizes the work they have done over the last 8 weeks. Let them know that they will be given the opportunity to explain what that object or picture means to them in Session 9.</p>	

SESSION 9

Resources	Instructor Outline	Detailed Notes
	<p>MODULE 9.1 WELCOME AND CHECK-IN (5 minutes)</p>	
	<p>1. Welcome Participants to their last session. Allow Participants to respond to the fact this is their last session together.</p>	
	<p>2. Let Participants know what you will be covering today:</p> <ul style="list-style-type: none"> • Another practice of Mindfulness of Breathing • Check-in on how Participants are doing with Goals and Action Steps • General overview of what Participants have achieved during the nine sessions • Moving forward and planning for the future • A closing ceremony 	
	<p>★ MODULE 9.2 MINDFULNESS OF BREATHING ACTIVITY (10 minutes)</p>	
	<p>1. Let Participants know that developing mindfulness is like building a muscle. It takes doing it repeatedly to make it a daily habit.</p>	

Resources	Instructor Outline	Detailed Notes
 Script p. 67	<p>2. Lead Participants in a Mindful Breathing activity using the script below on page 67.</p>	
	<p>3. Ask for any final thoughts on the mindfulness activities that Participants have experienced.</p>	
	<p> MODULE 9.3 REVIEW OF PARTICIPANTS' GOALS AND ACTION STEPS (for the past week) (10 minutes)</p>	
 PW p. 15-20	<p>1. Ask this series of questions:</p> <ul style="list-style-type: none"> • How did it go in attempting to do your action steps this last week? • What did you learn about yourself? • What barriers did you encounter? • What can you do about those barriers in the future? 	<p>9.3.1 Note that this activity is somewhat abbreviated from the usual set of questions asked. You will be spending more time in the next section, <i>Planning for the Future</i>, without the group support.</p>

Resources	Instructor Outline	Detailed Notes
	<p style="background-color: red; color: black; padding: 2px;">○ MODULE 9.4 PLANNING AHEAD</p> <p>Planning ahead for life without this group’s support. (15 minutes).</p>	
	<p>1. Ask the following questions:</p> <ul style="list-style-type: none"> • What might be some next steps to try, knowing that our group is done after today’s session? • Are there additional SMART health goals that would better help you to live consistently with your values and mission? • How will you help yourself be accountable without these weekly group meetings? • Who would be willing to share what you are taking to your health care team (or provider) from My Own Personalized Health Plan that you completed this last week? • What are some of the main achievements that you’re proud of, that helped move you towards a healthier physical, mental, and emotional state? 	

Resources	Instructor Outline	Detailed Notes
	<p>MODULE 9.5 LOOKING BACK AT WHAT WE HAVE DONE (As a Group) (10 minutes)</p>	
	<p>1. Have Participants reflect on where they've come from by asking:</p> <ul style="list-style-type: none"> • What surprised you most about the work you've done in this group? • What did you learn about yourself that was new? • How will you apply this learning to future situations and experiences? • What are your plans for continuing this work after today? 	
	<p>MODULE 9.6 CLOSING CEREMONY (20 minutes)</p>	
	<p>1. (Optional Activity 1) Have Participants share their object or picture they were asked to bring at the end of Session 8. Let them share what that object or picture means to them.</p>	<p>9.6.1 You may want to provide Participants with a collection of objects or pictures from which they can choose if they haven't brought one. This would mean planning in advance to have a variety of pictures and/or objects available.</p>

Resources	Instructor Outline	Detailed Notes
	<p>2 (Optional Activity 2) Nature Walk and Reflection.</p> <ul style="list-style-type: none"> • If possible, give time for Participants to walk (in silence) outside or around the VA facility (for 5-10 minutes). Ask them to take a moment during their walk to stop and reflect on their experience of being in this group. • When they return, have them share what they would like to share with the group inclosing. 	
	<p>3. Create a closing ceremony of your own choosing.</p>	
	<p>4. Thank the Participants for their participation in the group and any other closing words you wish to share with them.</p>	
	<p>5. You may want to take time to exchange contact information if that is of interest to the group.</p>	

MINDFULNESS SCRIPTS

AWARENESS OF BREATH EXERCISE SCRIPT

- Find a comfortable position. Relax and feel the support of the chair or floor.
- Allow your eyes to close, or set a soft gaze around the room.
- Remember to maintain attitudes of non-striving, non-judging, and paying attention.
- This is a time to let go of business or life's concerns.
- Now pay attention to your breath wherever you experience it. Don't try to change it, just pay attention to it. Feel the breath as completely as possible, the inhaling, pausing and exhaling of the breath. It may be easier to focus on your belly during the experience of breathing.
- When you notice that your attention is somewhere else, congratulate yourself and gently return to the breath. You will probably need to do this many times.
- Notice the sound of your breath, the warmth of your exhales, and the coolness of your inhales.
- If you notice outside (or inside) distractions, simply notice them and then patiently return your focus back to your breathing.
- Notice the length and depth of each breath.
- Practice this way as long as you wish.
- Allow yourself to rest and look more deeply as you settle into this.

(After time is up) When ready, you may end your mindful awareness session by simply opening your eyes.

PRACTICE OF MUSCLE AWARENESS SCRIPT

First, find a comfortable position, with your back feeling supported by the chair and your feet supported by the ground. Sometimes we say sitting with a firm back and an open heart. Take a deep breath; let it out slowly. What we'll be doing is alternately tensing and relaxing specific groups of muscles. After tension, a muscle will be more relaxed than prior to the tensing. Concentrate on the feel of the muscles, specifically the contrast between tension and relaxation. In time, you will recognize tension in any specific muscle and be able to reduce that tension.

Focus on tensing only the specific muscle group I call out at each step. Try not to hold your breath, grit your teeth, or squint. Breathe slowly and evenly and think only about the tension-relaxation contrast. *(Note to facilitator: Each tensing is for 6 seconds; each relaxing is for 6 seconds. Note that each step is really two steps—one cycle of tension-relaxation for each set of opposing muscles.)* As with other mindful awareness practices, you may notice your mind wanders. If it does, just gently bring it back to the sensations in your body. You may close your eyes, or set a soft gaze around the room.

(Optional instruction: I will count slowly to six while you tense and relax each muscle group.)

1.Hands. Tense your hands, making a fist (6 secs). Now relax your hands, fingers relaxed in your lap (6 secs).

2.Biceps and triceps. First, make a muscle—shaking your hands to make sure you are not tensing them into a fist (6 secs). Now relax, dropping your arms to the chair (6 secs). Now tense your triceps, trying to push your straightened arms towards the back (6 secs). Now drop them and relax (6 secs).

3.Shoulders. Pull your shoulders back (6 secs) and then relax them to neutral (6 secs). Push the shoulders forward as if hunching (6 secs). And then relax them to neutral (6 secs).

4.Neck (lateral). With the shoulders straight and relaxed, turn your head slowly to the right, as far as you can (6 secs); now relax to the front (6 secs). Turn your head to the left (6 secs); and relax to the front (6 secs).

5.Neck (forward). Dig your chin into your chest (6 secs); now relax, bringing the head forward to neutral (6 secs). (Tilting the head back is not recommended).

6.Mouth. Open your mouth as far as possible and hold (6 secs); now relax the mouth (6 secs). Bring your lips together and pursed as tightly as possible; hold (6 secs); now relax (6 secs).

8.Eyes. Open your eyes as wide as possible and hold (6 secs); now relax (6 secs). Close your eyes tightly, holding a squint (6 secs); now relax (6 secs).

9.Back. With shoulders resting on the back of the chair, push your body forward so that your back is arched (6 secs); now relax (6 sec).

10.Butt. Tense the butt tightly and raise pelvis slightly off chair (6 sec); now relax (6 secs).

11. Thighs. Raise your straightened legs about 6” off the floor or the footrest – try not to tense the stomach as you do this and hold (6 secs). Now relax (6 secs).

12.Stomach. Pull in the stomach as far as possible and hold (6 secs); relax completely (6 secs). Push out the stomach or tense it as if you were getting ready for a punch in the gut (6 secs); now relax (6 secs).

13.Calves and feet. Point the toes (without raising the legs) and hold (6 secs); relax (6 secs). Point the feet upward, as if you were pulling your toes to your shins and hold (6 secs). Now relax (6 secs).

14.Toes. With legs relaxed, dig your toes into the floor (6 secs); relax (6 secs).

That concludes our body scan with muscle relaxation exercise. Take a couple of deep breaths, open your eyes if they are closed, and let’s continue by discussing the experience.

MINDFUL EATING SCRIPT

Facilitator Instructions: This exercise can be done with one or several food items. It may be advantageous to have several small food items available, so the participant can mindfully notice the choice of an item they chose. You will have to plan ahead to make sure to have food item(s) available.

SCRIPT:

1. Start by finding a comfortable sitting position.
2. Take three slow, deep breaths and notice how you feel physically.
3. (if applicable) Pay attention to the choice of the item you chose. On what basis did you choose this item?
4. Place the food item in your hand. Don't eat it quite yet. Notice how you would normally put the item in your mouth without taking the time to fully appreciate it. Now pretend this is the first time you've ever seen the food item.
5. First, feel the weight of the food item in your hand. Is it heavier than you imagined?
6. Now, take a look at the food item. See it as if for the first time. What do you notice that you may have not noticed before?
7. Imagine where the item came from. Was it produced locally or brought over from a very different place? Think about how many people were involved in bringing this item to you today.
8. Slowly bring the item close to your nose. Does it have a smell? Does that smell remind you of an event from the past?
9. Continue to notice any positive and negative thoughts you have about the item. Notice what you might be expecting it to taste like at this point. Is your mouth starting to make saliva in anticipation of eating the food item?
10. Ever so slowly, place the item in your mouth, without biting into it. Use your tongue to push the item against the roof of your tongue and then against the back of your teeth.
11. Keep the food item in your mouth for at least 10 more seconds without chewing and notice how it tastes.
12. Now, you are finally ready to eat this item. Softly bite into the item and continue chewing it as many times as you can. Try to chew the item at least 15 times before swallowing it.
13. Once you have swallowed the item, take a moment to sit quietly and notice how you feel. Did this process make eating the item more satisfying?
14. You can repeat these steps with other foods. You can also practice a quicker version of this with meals just by paying more attention to what you are eating and letting all of your senses experience a food before you swallow it.

LOVING KINDNESS MEDITATION SCRIPT

We're going begin with a new Mindful Awareness practice called Loving-Kindness. Find a comfortable position with your back resting against your chair and your feet supported by the floor. This practice can be intense for people. If you decide you don't like this practice at any point, just treat my voice - as I guide the practice - as you would any noise that might distract you. You don't have to fight my voice and you don't have to follow it either. Just turn your attention to your breath.

- Allow your eyes to close, or set a soft gaze around the room.
- Now, take five abdominal breaths, breathing in and out at your own pace. Remember, you don't have to change your breathing pattern, just take deep, full breaths in your own time.
- Then we'll start the four phrases. There are several different ways to do this practice. You will repeat the phrases quietly to yourself. Bringing yourself into focus, offer the following phrases:
 - May I be happy. (pause)
 - May I be healthy. (pause)
 - May I be safe. (pause)
 - May I be peaceful. (pause)

(Repeat these phrases one more time.)

Now, directing your attention to someone whom you like—maybe a friend, family member or a pet, offer these phrases to them:

- May you be happy. (pause)
- May you be healthy. (pause)
- May you be safe. (pause)
- May you be peaceful. (pause)

(Repeat these phrases one more time.)

Now directing loving-kindness towards someone or something that may be causing you negative emotions. Picturing that person and bringing into focus, and offering the following phrases:

- May you be happy. (pause)
- May you be healthy. (pause)
- May you be safe. (pause)
- May you be peaceful. (pause)

(Repeat these phrases one more time.)

Now offering this to those in the room and bringing the group into focus. And offering the following phrases:

- May you be happy. (pause)
- May you be healthy. (pause)
- May you be safe. (pause)
- May you be peaceful. (pause)

(Repeat these phrases one more time.)

(Optional, depending on time.)

Now offering this to everyone in our world:

- May you be happy. (pause)
- May you be healthy. (pause)
- May you be safe. (pause)
- May you be peaceful. (pause)

(Repeat these phrases one more time.)

Finally, once again coming back to yourself:

- May I be happy. (pause)
- May I be healthy. (pause)
- May I be safe. (pause)
- May I be peaceful. (pause)

(Repeat these phrases one more time.)

Now finishing with five more deep abdominal breaths. And opening your eyes when you're finished.

MINDFUL WALKING INSTRUCTIONS

- 1) Let Participants know that today you are going to introduce ‘Mindful walking’. Mindful Walking is focusing attention on the actual experience of walking—noticing how your feet touch the surface on which you are walking.
- 2) Have Participants practice walking in the room for a minute or so just to get the sense of what it’s like to pay attention to their feet contacting the floor.
- 3) Give them 5 minutes to walk either in the building or outside if possible.
- 4) Have them walk in silence, not talking to others.
- 5) Have them notice the following:
 - What it’s like just to walk, continuing to notice their feet contacting the surface on which they are walking.
 - Notice their speed of walking.
 - What else they may notice when their mind or attention goes somewhere else: sights, sounds, or other sensations - things they may never have noticed before.
 - Practice bringing their attention back to their walking when their attention has gone elsewhere.
- 6) Let them know the time when you want them back in the room.

BODY SCAN MINDFUL AWARENESS PRACTICE SCRIPT

This is a time totally set aside for yourself, and to be with yourself. A time for renewal, rest and healing. A time to nourish your health and wellbeing. Remember that mindfulness is about being with things as they are, moment to moment, as they unfold in the present. Let go of ideas about personal development. Let go of your tendency for wanting things to be different from how they are, and allow them to be as they are. Give yourself the space to be as you are. You don't even need to try to relax. Relaxation may happen or it may not. Relaxation isn't the aim of the body scan. If anything, the aim is to be aware of your experience, whatever it may be.

1. Loosen any tight clothing, especially around your waist or neck. You may close your eyes, or set a soft gaze around the room. You may like to remove your shoes. (Pause)

2. Begin by feeling the weight of your body in the chair.

Notice the points of contact between that and your body. Each time you breathe out, allow yourself to sink a little deeper into the mat, bed or chair. (Pause)

3. Become aware of the sensations of your breath.

You may feel the breath going in and out of your nostrils, or passing through the back of your throat, or feel the chest or belly rising and falling. Be aware of your breath wherever it feels most predominant and comfortable for you. (Pause)

4. When you're ready, move your awareness down the left leg, past the knee and ankle and right down into the big toe of your left foot.

Notice the sensations in your big toe with a sense of curiosity. Is it warm or cold? Now expand your awareness to your little toe, then all the toes in-between. What do they feel like? If you can't feel any sensation, that's okay. (Pause)

5. Expand your awareness to the sole of your foot.

Focus on the ball and heel of the foot. The weight of the heel. The sides and upper part of the foot. The ankle. Then, when you're ready, let go of the left foot. (Pause)

6. Repeat this process of gentle, kind, and curious accepting awareness with the lower part of the left leg, the knee and the upper part of the left leg. (Pause)

7. Notice how your left leg may now feel different to your right leg. (Pause)

8. Gently shift your awareness around and down the right leg, to the toes in your right foot. (Pause)

9. Become aware of your pelvis, hips, buttocks and all the delicate organs around here. (Pause)

10. Move up to the lower torso, the belly, and lower back. (Pause)

11. Bring your attention to your chest and upper back.

Feel your rib cage rising and falling as you breathe in and out. Be mindful of your heart beating if you can. (Pause)

12. Go to both arms together, beginning with the fingertips and moving up to the shoulders. (Pause)

13. Focus on your neck.

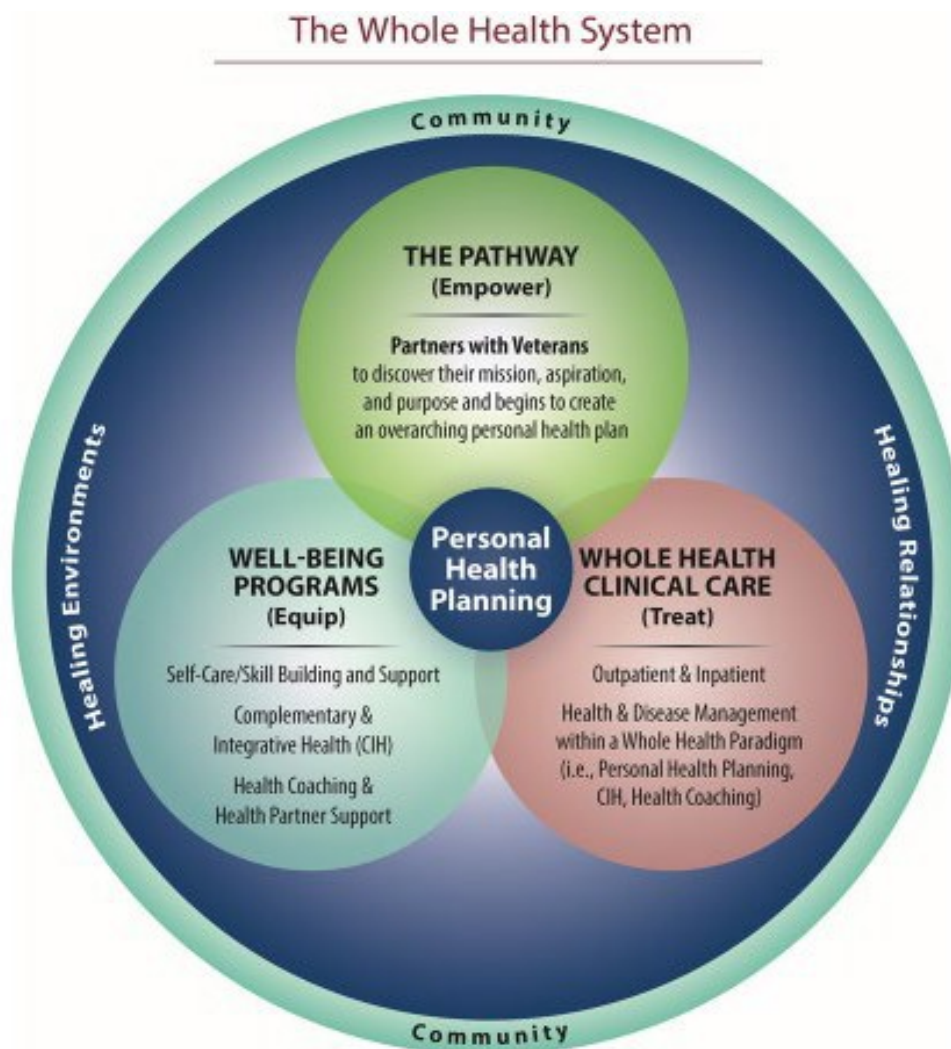
Then move your mindful attention to your jaw, noticing if it's clenched. Feel your lips, inside your mouth, your cheeks, your nose, your eyelids and eyes, your temples, your forehead and checking if it's frowning, your eyes, the back of your head, and finally the top of your head. Take your time to be with each part of your head in a mindful way. (Pause)

14. Now let go of all effort to practice mindfulness.

Get a sense of your whole body. Feel yourself as complete, just as you are. Remember this sense of being is always available to you when you need it. Rest in this stillness. (Pause)

APPENDIX

PATHWAYS MODEL



The Whole Health System model is a comprehensive approach to provide whole health care early in the relationship between VA and the Veteran. The partnership between Veterans and VA staff is a core part of this model.

This model emphasizes self-care in the larger context of well-being, and incorporating a full range of conventional and complementary and integrative health approaches.

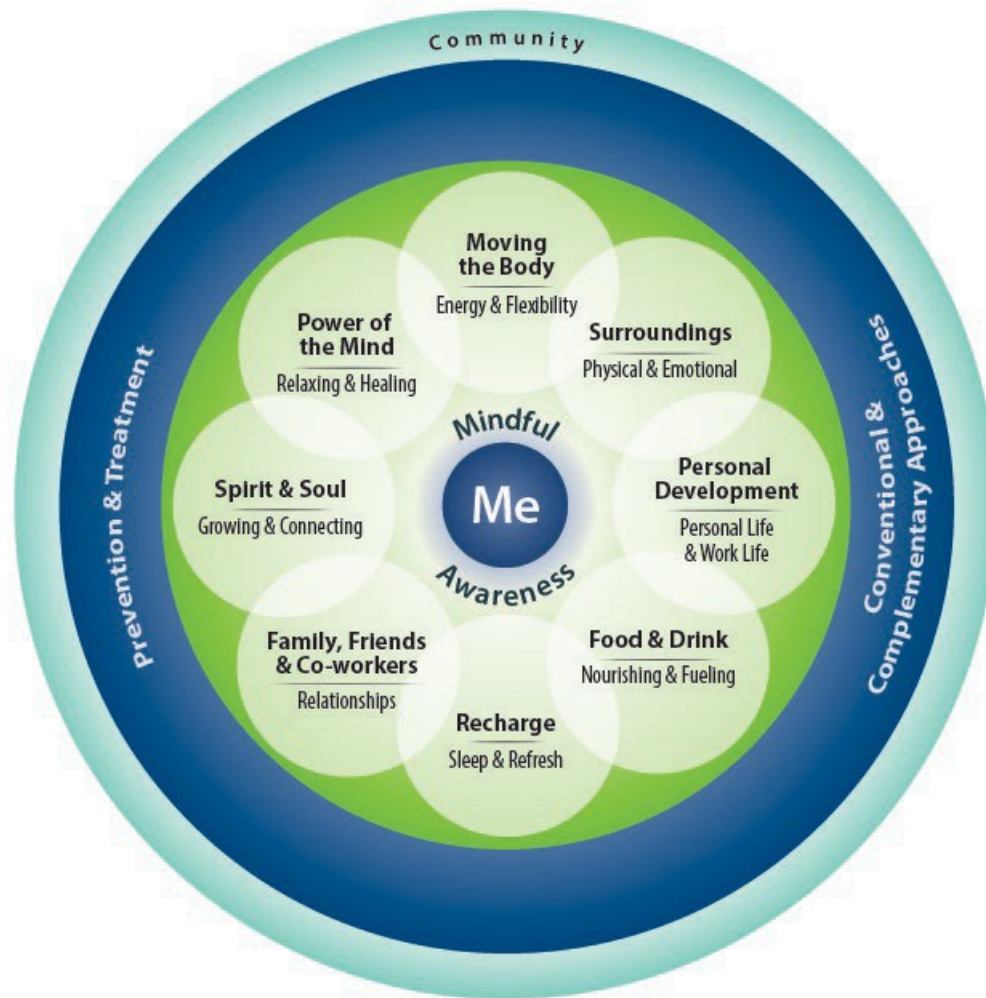
The Whole Health System includes three central components:

- 1) The Pathway
- 2) Well-being Programs/Centers
- 3) Clinical Care

4 STAGE PROCESS MODEL FOR GROUP FACILITATION



COMPONENTS OF PROACTIVE HEALTH & WELL-BEING MODEL – CIRCLE OF HEALTH



FIVE SIGNS OF SUFFERING



Five Signs of Suffering

Nearly one in every five people, or 42.5 million American adults, has diagnosable mental health condition.¹ Half of all lifetime cases of mental disorders begin by age 14.²

Often our friends, neighbors, co-workers, and even family members are suffering emotionally and don't recognize the symptoms or won't ask for help.

Here are five signs that mean someone is emotional pain and might need help:



Their personality changes.

You may notice sudden or gradual changes in the way that someone typically behaves. He or she may behave in ways that don't seem to fit the person's values, or the person just seems different



They seem uncharacteristically angry, anxious, agitated, or moody,

You may notice the person has more frequent problems controlling his or her temper and seems irritable or unable to calm down. People in more extreme situations of this kind may be unable to sleep or may explode in anger at a minor problem.



They withdraw or isolate themselves from other people.

Someone who used to be socially engaged may pull away from family and friends and stop taking part in activities he or she used to enjoy. In more severe cases the person may start failing to make it to work or school. Not to be confused with the behavior of someone who is more introverted, this sign is marked by a change in someone's typical sociability, as when someone pulls away from social support he or she typically has.



They stop taking care of themselves and may engage in risky behavior.

You may notice a change in the person's level of personal care or an act of poor judgment on his or her part. For instance, someone may let his or her personal hygiene deteriorate, or the person may start abusing alcohol or illicit substances or engaging in other self-destructive behavior that may alienate loved ones.



They seem overcome with hopelessness and overwhelmed by their circumstances.

Have you noticed someone who used to be optimistic and now can't find anything to be hopeful about? That person may be suffering from extreme or prolonged grief, or feelings of worthlessness or guilt. People in this situation may say that the world would be better off without them, suggesting suicidal thinking.

The Campaign Change Direction is a collection of concerned citizens, nonprofit leaders, and leaders from the private sector who have come together to create a new story in America about mental health, mental illness, and wellness. Join us and make a pledge at www.changedirection.org.



IF YOU RECOGNIZE THAT SOMEONE IN YOUR LIFE IS SUFFERING, NOW WHAT?

You connect, you reach out, you inspire hope, and you offer help. Show compassion and caring and a willingness to find a solution when the person may not have the will or drive to help him- or herself. There are many resources in our communities.

It may take more than one offer, and you may need to reach out to others who share your concern about the person who is suffering.

If everyone is more open and honest about mental health, we can prevent pain and suffering, and those in need will get the help they deserve.

You can learn more at www.changedirection.org.

a collective impact effort led by:



¹Substance Abuse and Mental Health Services Administration. Results from the [2012 National Survey on Drug Use and Mental Health Findings](#). U.S. Department of Health Services (as of 11/24/14).

²R.C. Kessler, W.T. Chiu, O. Demler, K.R. Merikangas, E.E. Walters, "Prevalence, Severity, and Comorbidity of Twelve-Month DSM-IV Disorders in the National Comorbidity Survey Replication." *Arch. Gen. Psych.* June 2005 62(6):617-627.

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