



# Self-Management Program

*United States Edition*



# PARTICIPANT WORKBOOK



# NextSteps Self-Management Program

*United States Kingdom Edition 2013*

**Johns Hopkins University:** Stephen T. Wegener, Ph.D., Renan C. Castillo, Ph.D., Ellen J. MacKenzie, Ph.D., Katherine Frey, M.P.H., Patti L. Ephraim, M.P.H., James A. Fauerbach, Ph.D.

**Inova Regional Trauma Center:** Anna Bradford, MSW, LCSW

**University of Washington:** Dawn M. Ehde, Ph.D., Rhonda Williams, Ph.D.

This edition developed in collaboration with National Rehabilitation Hospital - Dublin, Ireland and the National University of Ireland - Maynooth: Deirdre Desmond, Ph.D., Mary Fitzgerald, B.A.

## Foreword

### *NextSteps United States – 2013 Edition*

The NextSteps Self-Management Program was developed to help trauma survivors better manage life after a serious injury. From the beginning, the program was developed with the guidance of experienced trauma survivors and their families. NextSteps addresses the topics and skills those individuals told us were helpful in improving their recovery and quality of life. NextSteps does not stand alone, and does not replace usual medical and rehabilitation services. It is one tool to help on the road to recovery. The NextSteps Program is available through in person classes using this manual and participant workbook and online at [www.nextstepsonline.org](http://www.nextstepsonline.org)

NextSteps is part of the Trauma Survivors Network (TSN), a program of the American Trauma Society (ATS), the leading organization advocating for the injured and their families. The TSN helps trauma patients and their families connect and rebuild their lives. The TSN provides valuable, practical information and referrals; connects survivors with peer mentors and support groups; seeks to enhance survivor skills to manage day to day challenges; and provides on-line communities of support and hope for trauma survivors, their families, and friends. You can learn more about the Trauma Survivors Network (TSN) at <http://www.traumasurvivorsnetwork.org>

The 2013 edition of the NextSteps Self-management Program builds on the previous editions by the program originators and the 2011 revisions done in collaboration with our Irish colleagues. We are grateful for to the staff and former patients of the National Rehabilitation Hospital and colleagues at the National University of Ireland – Maynooth. Development of the 2013 edition is supported in part by a grant from the Department of Defense W81XWH-10-2-0090.

The NextSteps Ireland and UK edition builds on the extensive work conducted by the NextSteps program originators and their network of collaborators in the United States. The Ireland and UK program development team gratefully acknowledge the input and feedback provided by staff and former patients of the National Rehabilitation Hospital. The National Rehabilitation Hospital provided an ideal environment to develop a meaningful program to improve rehabilitation outcomes for people with disability. The National Rehabilitation Hospital, Dublin, Ireland, provides a comprehensive range of specialist rehabilitation services to patients from throughout Ireland who, as a result of an accident, illness or injury have acquired a physical or cognitive disability and who require specialist rehabilitation. The Ireland and UK program development team also gratefully acknowledge the guidance and input provided by Dublin City University and the program originators at Johns Hopkins Bloomberg School of Public Health and School of Medicine. Graphic design was provided by Fiona Lawrence Design, Inc. The development of this edition was supported in part by the Health Research Board, Ireland [HRA\_HSR/2010/12].

## Foreword

### *United States – 2008 Edition*

The NextSteps Self-Management Program was developed to help trauma survivors better manage life after a serious injury. From the beginning, the program was developed with the guidance of experienced trauma survivors and their families. NextSteps addresses the topics and skills those individuals told us were helpful in improving their recovery and quality of life. NextSteps does not stand alone, and does not replace usual medical and rehabilitation services. It is one tool to help on the road to recovery.

NextSteps is part of the Trauma Survivors Network (TSN), a program of the American Trauma Society (ATS), the leading organization advocating for the injured and their families. The TSN helps trauma patients and their families connect and rebuild their lives. The TSN provides valuable, practical information and referrals; connects survivors with peer mentors and support groups; seeks to enhance survivor skills to manage day to day challenges; and provides on-line communities of support and hope for trauma survivors, their families, and friends. You can learn more about the Trauma Survivors Network (TSN) at [www.traumasurvivorsnetwork.org](http://www.traumasurvivorsnetwork.org)

## Acknowledgements

### *United States – 2008 Edition*

The NextSteps development team gratefully acknowledges the numerous individuals, organizations and supporters that were instrumental in our efforts. The program builds on the pioneering work of Kate Lorig, R.N., Dr. Ph. and the team at the Stanford University School of Medicine Patient Education Research Center. Their leadership in recognizing patients and their families as the central workers in health care has inspired NextSteps and other similar programs. Many of their ideas were adapted for the needs of trauma survivors and their family members. We also acknowledge the contribution of Amiram Vinokur, Ph.D., and the team at the JOBS Project for the Unemployed at University of Michigan's Institute for Social Research.

Trauma survivors and their families provided guidance and feedback to ensure the NextSteps was useful and relevant. The NextSteps Consumer Advisors are: Darla Beale, Stephanie Bigelow, Robert Chalkley, Robert France, Eileen Jaeger, Leila Johnson, Randy Kuklis, and Constance McKnight. We also acknowledge other survivors and family members who generously shared their time and insights: Bob Baldassari, Adam Blomberg, Brenda Breitenbach, Pam Bryan, Sherry Chapman, Carrie Krug, Scott Shields, and Steve Wilkinson.

NextSteps Program development received important assistance from several organizations. The American Trauma Society, under the leadership of Harry Teter Jr. and with the assistance of Scott Shields, provided inspiration and a partner to ensure widespread distribution of the program. The developers worked with several organizations in developing NextSteps including Inova Fairfax Hospital Trauma Center and the University of Maryland R Adams Cowley Shock Trauma Center. Graphic Design was provided by Fiona Lawrence Design, Inc. and editorial review by Mary Ann Ayd. The development of the NextSteps program was supported in part by grants from the Centers for Disease Control (Grant 5R49CE000198) and the Department of Defense (Grant W81XWH-06-1-0343).



# Table of Contents

vi	Welcome – Course Outline
1	Week 1 – Taking Stock
13	Week 2 – Moving Forward
27	Week 3 – Managing Emotions I
35	Week 4 – Managing Emotions II
49	Week 5 – Interacting with Family and Friends
59	Week 6 – Looking Ahead
77	Appendix – Extra Problem Solving Worksheets – Your Contacts

# Welcome!

The NextSteps Program is a 6-week course to help you manage your illness or injury and improve your quality of life. Experienced patients have said this knowledge and these skills are helpful in recovery after injury or illness. NextSteps does not stand alone and does not replace usual medical and rehabilitation services. It is one tool to help you to manage your illness or injury. The program takes place in a group setting with people working together to learn and practice self-management. We know that patients have a lot to teach each other and the course builds on each person's strengths while learning new skills.

## Course Outline

### **Week 1 – Taking Stock**

In this session, you will be introduced to the format of each week, learn about self-management and how it can help you. You will learn about the course of recovery and start thinking about where you are in that process. You will identify problems for you and your family that are related to your injury or illness.

### **Week 2 – Moving Forward**

In this session, you will learn how to turn problems into specific, measurable and achievable goals. You will learn and practice how to use the basics of good communication. Finally, you will learn about and practice relaxation skills and positive imagery.

### **Week 3 – Managing Emotions I**

In this session, you will learn about the emotional ups and downs following illness or injury, and will learn ways to build positive moods, build resilience, and protect yourself against distress. You will again use your self-management skills to work on improving your emotional health.

### **Week 4 – Managing Emotions II**

This session is about stress and how natural stress responses can lead to ongoing problems after illness or injury. You will practice relaxation methods for managing and overcoming physical and mental symptoms of stress. You will learn how to identify negative thoughts and balance them with positive thoughts.

### **Week 5 – Interacting with Family and Friends**

In this session, you will focus on how your injury impacts your family and friends. You will learn to identify helpful and unhelpful help. You will learn how to help your family and friends manage challenges they are facing due to your injury or illness.

### **Week 6 – Looking Ahead**

This session is about looking to the future and identifying what you would like to do. You will learn to identify the warning signs of setbacks and skills to help you to overcome some of these barriers. This last meeting is an opportunity to celebrate your accomplishments over this course.



At each meeting, you will learn about the topic for that session and then talk about it in the group, facilitated by the course leader. With each session, you will build knowledge and skills that will help you to manage your injury or illness.

In this workbook, you will find a brief outline of each session and the worksheets for that session. The worksheets will help you practice the three basic skills of self-management. There is also a “Put It Into Practice” activity that you will do between sessions. At the start of each session, we will review and discuss that activity.

## **Attendance**

Please come to every session. While you may think that some topics do not relate to your life, you still should come to the session and join in. There is always room to make things a little better. But even more importantly, because of what you have been through, you may be able to help another person in the group. The Next Steps Program is set up so that each person in the group will gain by learning about what others in the group have done.



**WEEK 1:**

# Taking Stock



## Week 1: Taking Stock

During this week you will learn about the benefits of self-management and begin to apply some skills that are key to your progress.

You will identify problems related to your injury or illness that you and your family have experienced.

You will learn how becoming a “self-manager” can help you to manage your own health. You will come to recognize and appreciate that you and your family do a lot in support of your recovery and that is why learning how to become a good self-manager is so important. To do this you need to learn how to help yourself and help others to help you.

### Goals for This Week

By the end of week 1, group members will:

1. Be able to describe the course of recovery and identify where they are in that process.
2. Be able to identify problems related to injury or illness.
3. Be able to describe the benefits of self-management.

### Outline for This Week

**Welcome and Introduction**

**Introduction Exercise: Describe Your Recovery So Far**

**Logistics**

**Problems Related to Injury or Illness**

**Break**

**What You Do and Who You Are**

**Benefits of Self-Management**

**Putting It Into Practice (Worksheet 1.6)**

**Evaluation**

# Worksheet 1.1: Problem Checklist

Check all the items that describe a problem that you or your family have been having since your injury or illness.

## Physical

- Tired/Fatigue
- Move slowly/Balance
- Difficulty with Self-care
- Headaches
- Pain
- Weak/Loss of Sensation
- Trouble falling asleep
- Dizziness
- Difficulty with getting around
- Visual disturbances
- Other (list)

---



---



---

## Emotional And Behavioral

- Frustrated
- Bored
- Restless or impatient
- Fearful
- Sad, blue
- Lonely
- Anxious, stressed
- Difficulty getting things started
- Flash backs, reliving trauma
- Jumpy, irritable
- Other (list)

---



---



---

## Cognitive

- Confused
- Misplace things
- Lose train of thought
- Trouble making decisions
- Poor concentration
- Forgetful
- Negative thinking
- Bothered by noise
- Easily distracted
- Other (list)

---



---



---

## Communication, Social & Community

- Difficulty getting back to work or school
- Argue more than before
- Avoiding
- Problems with health care team
- Uncomfortable around others
- Difficulty being productive
- Trouble understanding or making conversation
- Misunderstood by others
- Other (list)

---



---



---

*Adapted from Jeffrey Kreutzer, Ph.D. Virginia Commonwealth University*

## Worksheet 1.2: Patients and Families as Health Care Workers

### The Work

Patients and their families are the main workers in the recovery process with many things to do:

- Identifying health care providers, keeping appointments, and following medication, treatment and rehabilitation regimens.
- Filing insurance claims, arrange transportation, and research treatment options.
- The personal psychological work of coping with the illness or injury, learning what you can still do and how you have changed.
- All of this is on top of the extra time it takes to do self-care activities, developing work/school options, trying to maintain life the way it was before the injury or illness, and sometimes trying to hide how things have changed.

### The Challenges

- Although there are multiple types of work to do, most of this work is invisible to those outside the family and often is not recognized or valued.
- Often society, employers and health care providers do not recognize how much work is being asked of patients and their families and are not supportive.
- Patients are not trained to do these activities.

### The Solution

This program addresses these challenges. With this program we want to:

- Recognize, acknowledge and appreciate the work patients and their families do.
- Help you realize that you are the main health care worker and you will determine how your recovery will go.
- Provide the skills you need to do this important work.

# Worksheet 1.3: How Has Your Injury or Illness Changed What You Do?

Things you have given up or do differently.

---

---

---

---

---

Things you continue to do despite your injury/illness.

---

---

---

---

---

New activities you have taken up since your injury/illness.

---

---

---

---

---

Notes:

---

---

---



## Worksheet 1.4: How Has Your Injury or Illness Changed Who You Are?

Things about you that you didn't recognize before.

---

---

---

---

---

Things about you that are the same.

---

---

---

---

---

New personal traits you need to develop.

---

---

---

---

---

Notes:

---

---

---

## Worksheet 1.5: Benefits of Self-Management

- **More personal power**

We become skilled at finding solutions to our health problems. We take control of situations that may have felt out of our control in the past.

- **Increased confidence**

As we experience successes with self-management, we have greater confidence in our abilities!

- **Self-management skills prepare us to handle difficult situations**

By being prepared, we're better able to handle difficulties as they arise, rather than experiencing a crisis. We can turn what used to be a "brick wall" into a speed bump that we can deal with.

- **Improved health**

If we set health goals and follow a plan for achieving them, we begin to notice improved health. We may experience this in the form of increased energy, less pain, improved mood, or other ways.

- **Better quality of life**

Having better health and having confidence in ourselves, we're able to enjoy ourselves and our lives more.

## Worksheet 1.6: Putting it Into Practice

**Between now and the next week think about what you want to accomplish in this program.**

- This could be something you would like to learn, such as how to manage difficult feelings.
- It could be something you want to change, like getting better help from your family.
- It could be you want to figure out what this injury or illness means for you and your family.
- Or it could be some goals you have for your rehabilitation program.

You may want to talk with someone about how you hope these lessons will move you forward.

At the beginning of our next meeting, we will take a few minutes to share goals and ideas.

**You can write down as many as you like.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

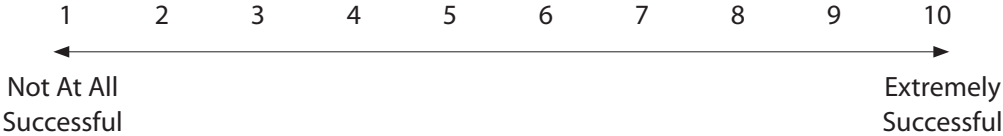


# Evaluation Form

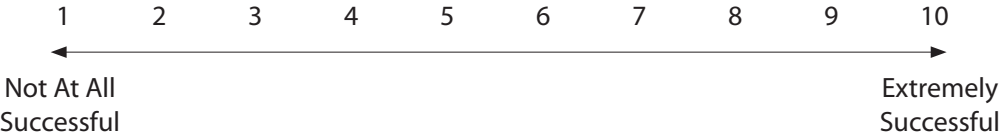
## Week 1: Introduction to Self-Management

Rate on a scale from 0 to 10 how successful you felt the week was in achieving each goal. 0 means not at all successful and 10 means extremely successful.

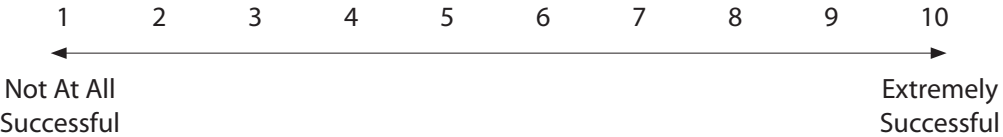
**1. Identify problems related to illness or injury.**



**2. Be able to describe how the injury or illness has changed what you do and who you are.**



**3. Be able to describe the benefits of self-management.**



What was most important in this week was:

---

---

---

What was least important in this week was:

---

---

---

Here are my ideas about how to improve this week:

---

---

---

I would recommend this week to others: YES  NO



**WEEK 2:**

# Moving Forward





## Week 2: Moving Forward

In today's session, you will learn about three tools – goal setting, good communication and relaxation - you will be using throughout the NextSteps course. These are basic tools you may find useful on a day-to-day basis during and after this program as you deal with the effects of your illness or injury. We will begin by focusing on identifying problems, identifying strategies to turn them into goals you can reach, and practicing solving problems by setting specific, measurable and attainable goals.

Next, we will work on how to be an effective communicator. Good communication is key to becoming a successful self-manager. If you don't know how to communicate effectively, it is difficult to stand up for yourself or understand and work with others. Poor communication often leads to frustration and distress in the short-run, and problems with relationships, your health, and overall well-being in the long run.

Good communication skills can be learned and, with practice, become part of your everyday life. You will begin learning these skills today and practice them in the weeks to come. You will learn how to be an effective communicator by honestly expressing your opinions, feelings, attitudes and rights, in a way that respects the rights of others. Being effective in your communications includes being a good listener and sends the message: "I count and you count".

Finally, we are going to end this session by introducing relaxation and the use of positive thoughts and guided imagery. Relaxation is an important tool in self-management. When we talk about relaxation in this way, we are not talking about relaxing watching television. The kind of relaxation we are talking about here is learning to relax your body, clear your mind, and focus on positive thoughts. This kind of relaxation is useful for managing anxiety, pain and other stressors.

### Goals for This Week

By the end of week 2, group members will:

1. Be able to turn problems into goals and use the Confidence Scale.
2. Use problem solving
3. Be able to apply the basics of good communication.

### Outline for This Week

**Welcome**

**Review Putting It Into Practice**

**Goal Setting**

**Solving Problems**

**Break**

**Communication**

**Putting It Into Practice Activity**

- Try out some of the solutions you identified to achieve your goal.
- Become a better listener, and a more effective communicator by using "I" statements.

**Imagery**

- See yourself working on your goal, becoming a better listener, expressing yourself calmly and clearly. Imagine how good it will feel to make progress and beginning to try out new solutions toward your goal.

**Evaluation**

# Worksheet 2.1: Goal Setting

Keeping in mind that these *three things* will help you reach your goals:

**Make goals as SPECIFIC as possible.**

This may mean taking smaller pieces. For example, we may decide we'd like to exercise more. A specific goal may be to exercise in the gym three times a week.

**Make goals MEASURABLE.**

We've said *how* we're going to meet our goal. This makes it easy for us to measure whether we've met our goal or not.

**Make goals REALISTIC.**

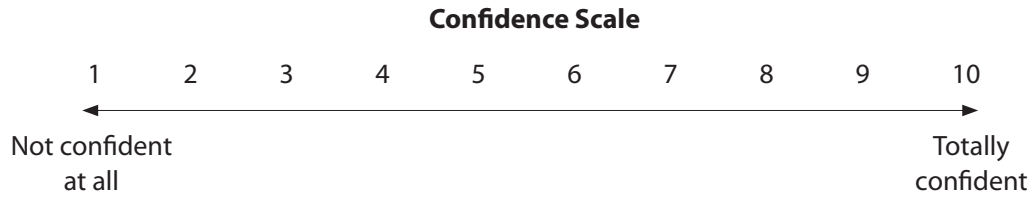
We can check ourselves by rating our belief we can do this on the Confidence Scale. Keep in mind that it's better to take smaller bites and swallow than choke on a big bite! Small successes keep us going. We can help ourselves stay encouraged by making sure our goals are realistic.

- ✓ SPECIFIC
- ✓ MEASURABLE
- ✓ REALISTIC

GOALS "R" US			
GOAL	Specific?	Measurable?	Realistic?
Lose 30 pounds this month			
Walk 15 minutes three times per week			
Read a book to help me get organized			
Get organized			

## Worksheet 2.2: Confidence Scale

### How Confident Are You That You Can Reach Your Goal?



A rating of 6 or less means that the goal is too hard and needs to be broken into smaller pieces.  
7 or more means it's a good fit!

*Adapted from Lorig K, Holman HR, Sobel D, Laurent D, González V, Minor M: Living a Healthy Life with Chronic Conditions (2nd Edition). Boulder CO: Bull Publishing, 2000.*



## Worksheet 2.4: Communication Styles

### Aggressive Communication

- They express thoughts, wishes, and feelings at the expense of the rights and feelings of others
- Often use a loud voice and point at the other person
- Blames others and uses put downs
- They seldom listen to others
- Sends the message: *"I count and you don't count!"*

### Passive Communication

- They don't express their thoughts and feelings directly
- They may apologize for themselves by saying, "I'm sorry to..."
- Their voice is often soft and weak
- Sends the message: *"I don't count, you count!"*

### Assertive Communication

- They express thoughts and feelings directly while considering the rights and feelings of others
- They are open to compromise while maintaining their own rights and dignity
- Voice is relaxed and calm, but firm
- They make good eye contact
- Sends the message: *"I count and you count!"*

## Worksheet 2.5: Preparing To Be An Effective Communicator

1. **Pause and think before responding.**  
This gives you control of yourself and projects control of the situation.
2. **Maintain control.**  
Keep your cool and do not lose your temper. Express confidence in your abilities. Maintain direct eye contact.
3. **Be direct and have a simple message.**  
“I would like to get my doctor’s note for a disabled drivers permit.” No matter what objections the other person offers, keep repeating your message.
4. **Reinforce obligation.**  
“I expect to have good service and to be seen in a timely manner.”
5. **Compromise.**  
Offer a solution.

### Keep in Mind

Being assertive does not mean putting other people down or becoming bossy to get your own way. It means letting people know how you feel and what you want by expressing yourself simply and directly.

## Worksheet 2.6: "I" Statements

Try to identify the feeling behind the "you" statements. Turn these "you statements" into more positive "I" statements or requests by directly saying how you feel and what you want.

**1. You always drive too fast! Slow down!**

"I" statement:

---

---

**2. You make it difficult to get this medicine, you never have the prescription ready at this store!**

"I" statement:

---

---

**3. You don't get it. Stop trying so hard to help me. You don't have to do every little thing for me.**

"I" statement:

---

---

**4. You hardly ever want to be with me anymore. You're always so busy! You haven't paid any attention to me lately.**

"I" statement:

---

---

**5. You're tired? What are you complaining about? You aren't the one with an injury or illness here.**

"I" statement:

---

---

*Adapted from: Lorig K, Holman HR, Sobel D, Laurent D, González V, Minor M: Living a Healthy Life with Chronic Conditions (2nd Edition). Boulder CO: Bull Publishing, 2000.*

## Worksheet 2.7: Good Listening Tips

### 1. Listening is very different than just hearing

### 2. Good listening skills must be learned and practiced

### 3. Listening skills can make the difference between an assertive and an aggressive communicator

- Focus your attention on the person you are talking with and get rid of all distractions. Remember to turn off your cell phone!
- Remind yourself that it is not your job to agree or disagree with other person, but simply to focus on understanding what they are trying to tell you.
- Let the other person know you are listening by giving feedback. It may be as simple as saying "Uh huh, go on."
- Body gestures and facial expressions are also important – look alert and interested in what the other person is saying.
- Give the other person plenty of time to express their thoughts – don't interrupt or rush them.
- Ask questions to make sure you completely understand what the other person is saying. Be specific and be careful not to be judgmental.
- Once you think you understand, it can help to summarize and restate the message in your own words to confirm your understanding. This also reassures the other person that you're listening
- Remember, simply sitting next to someone and not talking is very different from being an active listener. Effective listening is a two-way street that requires that you respond to their messages too.
- Do not automatically assume that the other person is asking for your opinion or advice. Wait until they ask!

Notes:

---

---

---

---

---

---

---

---



## Worksheet 2.8: Communicating With Your Health Care Team

Remember, you are a central player on your health care team.

Speak up and ask questions.

Some helpful tips include:

- Make a list of questions and concerns and take them with you to the appointment!
- Be specific about what you want (information, reassurance, advice, action, etc.)
- Bring someone with you. Another person can help you listen and remember.
- Take notes
- Follow-up with your doctor, nurse, or therapist about test results, any complications you experience, or if your condition gets worse.
- Know your choices – Ask for a second opinion if needed
- Talk to your health care team about how you are feeling, both physically and emotionally
- It's okay to ask questions about sensitive topics like sexual activity, mental and emotional health, or problems going to the bathroom

Above all else, don't be intimidated. You can also use this sheet to write down any notes you may want to use the next time you speak with your health care team:

Notes:

---

---

---

---

---

---

---

---

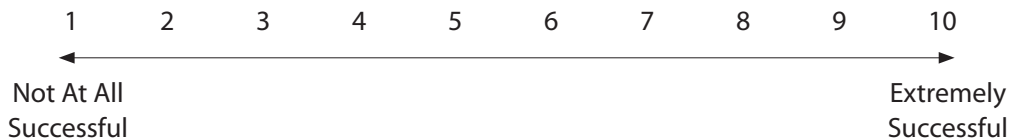


# Evaluation Form

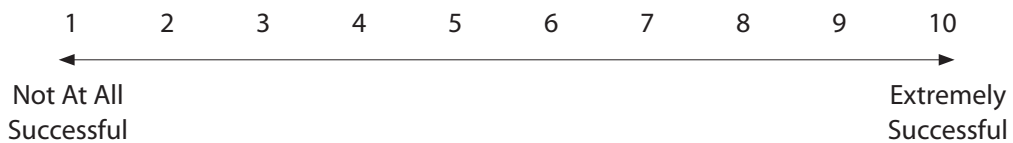
## Week 2: Moving Forward

Rate on a scale from 0 to 10 how successful you felt that the week was in achieving each goal. 0 means not at all successful and 10 means extremely successful.

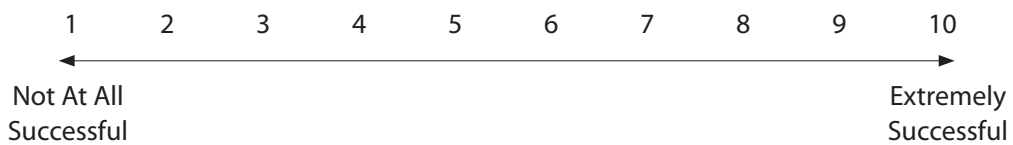
### 1) Be able to turn problems into goals, use the Confidence Scale.



### 2) Practice problem-solving.



### 3) Be able to apply fundamentals of good communication.



What was most important in this week was:

---

---

What was least important in this week was:

---

---

Here are my ideas about how to improve this week:

---

---

I would recommend this week to others following injury or illness YES  NO



**WEEK 3:**

# Managing Emotions I



## Week 3: Managing Emotions I

You will learn to recognize and manage the problem of depression. Even if you think that you are already coping well, it is still important to complete this session.

This week you will discover the range of psychological and emotional reactions people can experience after an injury or illness. While there can be positive experiences, most people spend their time and energy on dealing with negative feelings. Paying attention to the positives can keep you going during the difficult times. You will learn more about your feelings and ways to improve them to create more good days and fewer bad ones. Creating and enjoying positive experiences is just as important as managing depression, grief, and anger.

Also in this week you will become more aware of your strengths and how you can build positive emotions by staying in touch socially, controlling your negative thoughts, being physically active and relaxing. Many people not only keep going, but thrive in spite of trouble, trauma, tragic events, or losses. This process of adapting well when times are tough is known as resilience. Resilience means keeping our emotions healthy and doing the things we have to do even in the face of something as hard to deal with as an injury or illness.

### Goals for This Week

By the end of week 3, group members will:

1. Be able to describe the range of psychological reactions (the “ups and downs”) that people can have during recovery, including the warning signs of depressive disorder.
2. Have a basic grasp of the concept of resilience and be able to list at least four ways to promote positive mood and protect against distress.

### Outline for This Week

#### Welcome

#### Review Putting It Into Practice

#### Group Discussion: Common Psychological Responses

#### Grief, Anger, Anxiety and Other Emotions

#### Group Discussion: Managing Emotional Distress

#### Break

#### Group Discussions: Strategies for Dealing With Injury or Illness

#### Putting It Into Practice Activity

- Practice one of the points from Worksheet 3.3 to increase your positive feelings.

#### Imagery

- Think of how you overcame difficulties and negative feelings in the past. Feel how good it is to know that you can control your negative feelings and increase your positive ones. See yourself practicing your S.T.A.R. strategies, enjoying the support and company of others

#### Evaluation

## Worksheet 3.1: Signs of Major Depression

1. Little interest or pleasure in life
2. Feeling down, depressed, or hopeless
3. Trouble with sleep – too much or too little
4. Feeling tired or having little energy
5. Poor appetite or overeating
6. Feeling bad about yourself
7. Trouble concentrating on things
8. Moving or speaking so slowly that other people have noticed
9. Being extra fidgety or restless
10. Thoughts that you would be better off dead or of hurting yourself

If you do not report any significant symptoms of depression, it is good to know the signs of depression so you can recognize it if you or others experience it in the future. You can focus on learning and practicing ways to increase the positive feelings in your life which can help recovery.

If you have one or two signs of depression learn and practice ways to manage these symptoms by increasing your positive thoughts and feelings. Continued support from your family and friends can also help. However, if your mood worsens, then it may be important that you contact your doctor or get in touch with a mental health professional so that you can get the treatment you need.

If you have several signs or symptoms of depression, you may be experiencing minor or mild depression. While continuing with NextSteps should help you manage these symptoms, you may also find it helpful to speak with your doctor about treatment options like psychotherapy or medications that can elevate your mood and get you back on track. Continued support from your family and friends can also help.

If you have several signs of depression and are experiencing considerable distress, it is important to speak with your doctor about treatment options like psychotherapy and medication that are likely to benefit you.



# Worksheet 3.2: Building Positive Emotions

## Building Positive Emotions: Recognizing Your Strengths

What was a difficult time you were faced with?

---

---

---

---

---

---

---

### Strengths

*List the strengths that helped you get through that difficult time*

---

---

---

---

---

---

---

---

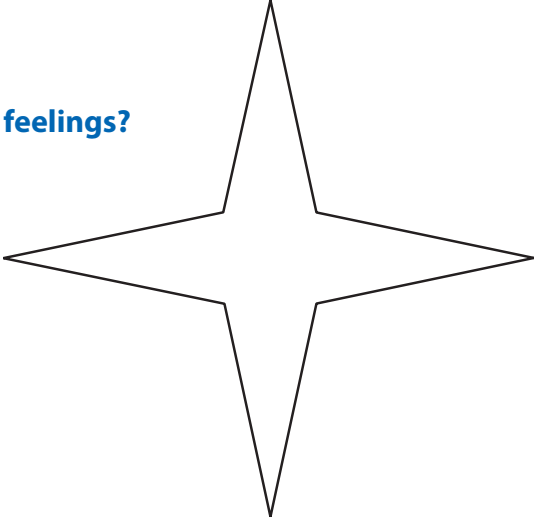
---

---

# Worksheet 3.3: Creating Positive Feelings: S.T.A.R.

Week 3

What Support, Thought, Activity, Relaxation resources can you use to increase your positive feelings?



**Support:**

---

---

---

---

**Thoughts:**

---

---

---

---

**Activity:**

---

---

---

---

**Relaxation:**

---

---

---

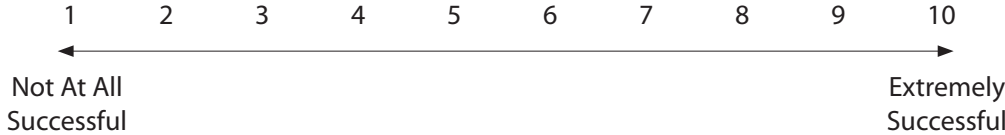
---

# Evaluation Form

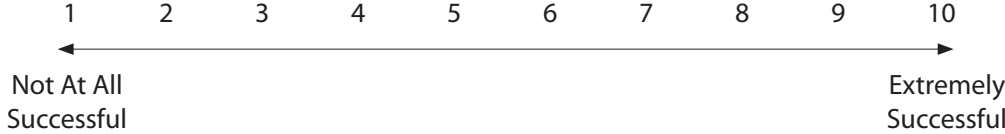
## Week 3: Managing Emotions I

Rate on a scale from 0 to 10 how successful you felt the week was in achieving each goal. 0 means not at all successful and 10 means extremely successful.

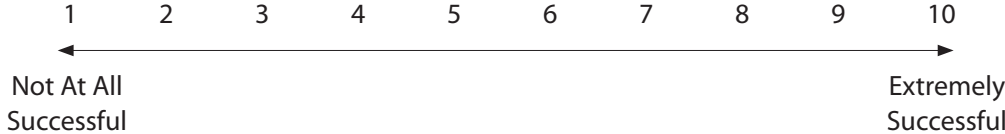
- 1) Be able to describe the range of “ups and downs” that people can have after a traumatic injury, including the warning signs of depressive disorder.



- 2) Have a basic understanding of the concept of resilience and be able to list at least four things that promote positive mood and protect against distress.



- 3) Use problem-solving skills to identify areas to work on and skills to use with regard to psychosocial health.



What was most important in this week was: \_\_\_\_\_

What was least important in this week was: \_\_\_\_\_

Here are my ideas about how to improve this week: \_\_\_\_\_

I would recommend this week to others following injury or illness YES  NO



**WEEK 4:**

# Managing Emotions II



## Week 4: Managing Emotions II

There is no doubt that having a serious injury or illness can turn your life upside down. Today you will learn about stress, the cycle of anxiety and how to break that cycle, and how to recognize the symptoms of posttraumatic stress disorder (PTSD).

Even though we all have stress, we may not take the time to understand how it affects us. Stress is a normal response to demands placed on us every day. It can occur because of things like deadlines, arguments with loved ones, or even traffic jams. For people who have experienced an injury or illness, anxiety may occur when thinking about the event, being unsure of how things will turn out or having to do things in new ways.

One way to break the cycle of anxiety is to change something we call negative thinking. You will learn how your thoughts affect the way you feel and act, and how you can change these thoughts to improve your health. You will become aware of different types of negative thinking and learn three steps to change the way you think.

Finally, you will discover how to use different relaxation techniques to deal with the physical symptoms of stress in everyday life.

### Goals for This Week

By the end of week 4, group members will:

1. Have a basic understanding of the stress disorders that people can have after injury or illness and how normal reactions can become ongoing problems.
2. Learn and practice two relaxation methods for managing and overcoming physical and mental symptoms of stress.
3. Identify negative thinking patterns and balance them with positive thoughts.

### Outline for This Week

**Welcome**

**Review Putting It Into Practice**

**The Cycle of Anxiety**

**Group Exercise : Relaxation Exercise**

**Break**

**Group Exercise: Interrupting the Cycle of Anxiety–Situations and Feelings**

**Control Negative Thinking and Balance Your Thoughts**

**Putting It Into Practice Activity**

- Practice relaxation techniques from Worksheets 4.3 to 4.6 to find which suits you best in different situations.
- Create some positive thoughts to replace your negative thoughts.

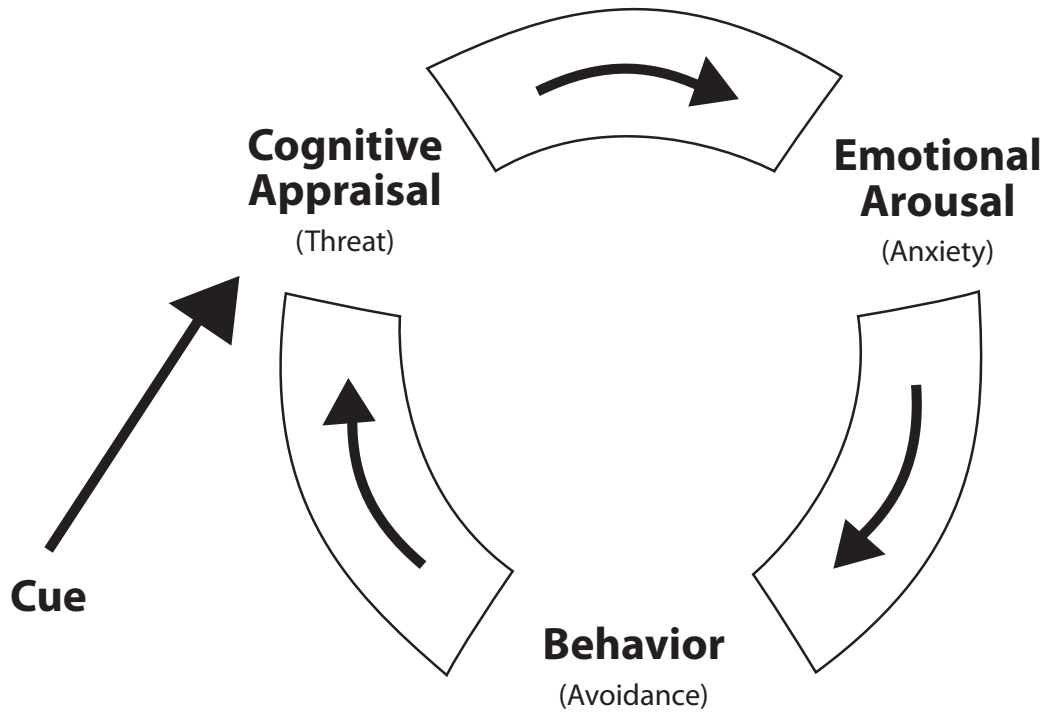
**Imagery**

- Become aware of how your thinking influences how you feel. Notice how this makes you feel more in control of the situation. See yourself successfully tackling something that has been stressing you lately. See yourself with less stress and feel how good that feels.

**Evaluation**

## Worksheet 4.1. Anxiety Cycle

The Anxiety Cycle illustrates how our negative thinking affects how we feel (emotional and physical distress) and how our feelings influence what we do (behavior).





## Worksheet 4.2: Signs of Posttraumatic Stress Disorder (PTSD)

After a traumatic event, signs of PTSD can include:

**1. Re-experiencing the event and being distressed:**

- Feeling distressed by images, thoughts or nightmares about the event.
- Feeling or acting like the event were happening again.
- Speeding up of breathing, heart rate, and other physical responses following reminders about the event.

**2. Avoiding things that may be related to the traumatic event:**

- Avoiding of people, places, or thoughts, feelings or conversations that remind you of the trauma.
- Feeling disconnected from or disinterested in others.
- Not feeling as deeply as you once did.
- Not being able to remember parts of the traumatic event.
- Not expecting good things in the future (e.g. having kids, a career, marriage, or living a long life).

**3. The way you feel and how your body reacts to changes after the event:**

- Difficulty falling or staying asleep.
- Feeling irritable or losing your temper.
- Feelings of guilt.
- Difficulty focusing or paying attention.
- Feeling on your guard or on edge a lot of the time.
- Being very jumpy or easily startled.

**4. These signs impact your life (e.g. your work, relationships, etc.) in a negative way.**

## Worksheet 4.3: Deep Breathing Exercise

*Learning to notice your own breathing pattern and being able to change it from short breaths to long abdominal breaths is one of the most crucial and simplest of the mind-body skills. Make yourself comfortable.*

*Take a few moments to notice your own breathing. Focus your awareness on the slight sensations of rising and falling as your abdomen expands and contracts with your breathing.*

*Breathing in and out, nice and slow.*

**Pause 20 seconds.**

*Most people take shallow short breaths. To change this try taking a long deep breath in through your nose bringing the air right down to your waist. Now let it go breathing out with an audible sigh of relief. Now let's try again. Breathing in through your nose.... and out through your mouth. Make the sound of breathing out through your mouth. Pushing all the stale air right out of your lungs. Breathing in again and out through your mouth.*

*Now try breathing in through your nose and out through your nose.*

*Now you are ready to try abdominal breathing on your own. From now on breathing in through your nose and out through your nose.*

**Pause 1 minute**

*As you breathe in again close your eyes for a moment. Feel any tension in the muscles around your eyes and as you breathe out let it all go.*

*Breathe in again and notice your lower jaw... let it loosen as you breathe out.*

*As you breathe in the next time notice your neck... let it relax as you breathe out.*

*Breathing in again deeply bring your awareness to your shoulders and just let them drop and relax as you breathe out. Now take a very deep breath in and as you breathe out just let your whole body relax. Now, as we count down from ten to one feel yourself becoming even more relaxed.*

*So let's begin by taking a deep breath in and then breath out.*

*Ten... Imagine the feeling of letting go*

*Nine... Letting all the tension in your body just float out though the soles of your feet*

*Eight.... Lowering your shoulders*

*Seven... Relaxing your jaw*

*Six... Breathing in again deeply*

*Five... Breathing out*

*Four... Your eyes gently closing*

*Three... Peaceful and calm*

*Two... Letting any last bit of tension fade away*

*One... You are deeply, deeply relaxed*

*In a moment, we will slowly return our focus to the present..... to the furniture supporting you..... to the sensations in your body..... to the sounds around you. Pause.*

*For now, continue to breathe deeply to maintain your state of relaxation. I'm going to count slowly from one to five. With each number I count, you will feel more alert and awake. By the time I reach the number five, you will have returned to your alert state..... feeling refreshed..... empowered..... comfortable. One... beginning to awaken. Two.... feeling more and more alert. Three... halfway there. Four.... one more deep breath. And five....welcome back*

## Worksheet 4.4: Present Sensory Focusing Activity—Sight

Allow yourself to be aware of the world of sights around you. Notice everything that comes within your field of vision at this moment. Let your eyes move about the room, letting objects come into focus as your gaze settles on them.

Now, just like a butterfly lands lightly on a flower, allow your eyes to settle on one thing in particular. Allow the stimulation from whatever it is that you are looking at to enter your eyes, filling your mind. Allow yourself to become fully absorbed in the experience.

Now, when you are ready, allow your eyes to settle on the outline or edges of the object. Are the edges smooth or irregular? Are there corners or rounded parts? Allow your eyes to slide along the edges, notice how it feels when your eyes travel over smooth straight edges. Now, notice how it feels when your eyes travel over rough irregular edges.

Next, when you are ready, allow your eyes to take in the surface of the object. Notice the texture as your eyes pass over the surface. Do your eyes glide over a smooth surface as if on ice? If the surface is smooth, is it shiny? Oily? Soapy? Hard? Soft? Notice how it feels as your eyes glide over the surface. Do your eyes tingle as your fingertips do when touching sandpaper or a nail file?

Now, when you are ready, notice the colours of the object. Are they bright or dull? Are they light or dark? Be aware of subtle differences in colour, brightness or shading as your eyes move over the object. Allow these small differences to fill your mind, but allow this to happen without your doing any work or analysing, simply allowing yourself to see and to become absorbed in what you see. Finally, allow yourself the pleasure of being absorbed in every aspect of the sights around you— shapes, textures, colours. Let this happen. There is no work involved. Simply be present.

## Worksheet 4.5: Present Sensory Focusing Activity—Sound

Be aware of the symphony of sounds around you at this moment. Start by listening for any rhythmic sounds, like those from the heating system or the traffic in the hall or street.

Allow this rhythm to fill your awareness, without anticipating it or recalling it—simply stay with the flow of sounds occurring in the present moment.

Now notice any intermittent sounds around you—voices, laughter, birds. Notice how these sounds move around the base rhythm, sometimes higher, sometimes lower.

Savour the texture of each sound around you. Some sounds are rough and almost like sandstone, others are clear and fresh like water flowing in a brook.

Next, notice any movement. Some sounds move while others stay in place.

Now, notice the pitch of the sounds around you. Allow your awareness to move higher with high tones and to descend with the lower ones.

Finally, allow yourself the pleasure of being absorbed in every aspect of the sounds around you—rhythm, texture, pitch. Let this happen. There is no work involved. Simply be present.

## Worksheet 4.6: Present Sensory Focusing Activity—Touch

Now, when you are ready, allow yourself to be aware of those places where your hands come in contact with something. Notice everything that comes into contact with your fingertips at this moment. Start by allowing your fingers to move slowly around the objects, allowing the different objects to come into focus as your fingers lightly touch them.

Now, just like a feather falls lightly to the floor, allow your fingers to settle on one object in particular. Allow the stimulation from whatever it is that you are looking at to enter your fingers and to flow freely to fill your mind. Allow yourself to become fully absorbed in the experience.

Now, when you are ready, allow your fingertips to move around the edges of the object. Are the edges smooth or irregular? Are there corners or rounded parts? Allow your fingers to slide along the edges. Notice how it feels when they travel over smooth straight edges. Now, notice how it feels when your fingers travel over rough irregular edges.

Next, when you are ready, allow your fingers to take in the surface of the object. Notice the texture as they pass over the surface. Are your fingers gliding over a smooth surface as if they are on a window? If the surface is smooth, is it glassy? Oily? Soapy? Notice how it feels as your fingers move over this surface. Do your fingertips tingle like when you are touching sandpaper or a nail file?

Now, when you are ready, notice the weight and hardness of the object. Notice how the object touches you. Does the hardness push down your skin? Is your skin tingling, tickling or itching from the touching? Do your fingers push down the surface of the object? Is it feathery? Cottony? Woolly? Leathery? Solid? As you hold this awareness of the object in your mind, allow yourself to take in the weight. Is it heavy? Is it light?

Allow your mind to become fully absorbed in the object's solidity and its hardness. Allow this to happen without your doing any work or analyzing, simply allowing yourself to feel and to become absorbed in what you feel. Finally, allow yourself the pleasure of being absorbed in every aspect of the object. Let this happen. There is no work involved. Simply be present.

**BREAK [10 MINUTES]**

## Worksheet 4.7: Tips for Relaxation

### **Find a good spot:**

Find a comfortable, quiet place to start. Lie down or sit in a comfortable chair.

### **Reduce distractions:**

Wear comfortable clothing. Make sure the TV is off in the room and plan not to answer the phone. Ask others not to disturb you for 15 minutes.

### **Focus on the relaxation:**

Your mind will probably wander as you practice. When you notice this happening, simply bring your attention back to the exercise and continue. Most people find their mind wandering when they first learn relaxation. Don't give up if this happens. If your mind goes onto other things, say to yourself, "I'll think about that later, now I am taking time for myself". If it continues, you may want to stop and find a better time to practice.

### **Try another approach:**

For some people, closing your eyes and tensing muscles can feel uncomfortable. You may need to try several different strategies to see what works best for you.

### **Start when it's easy:**

At first you may want to practice at a time when you are already relaxed, like after dinner or before bed. You can then gradually move to harder situations and with practice you will become familiar with relaxation and learn how your body—and mind—responds.

### **Plan to practice regularly:**

It may take a while to feel the benefits, keep practicing for a week or so. The more you practice, the more comfortable and easier relaxation will become. Ideally, you should practice 1-2 times each day for 10-15 minutes.

### **Don't try so hard:**

You don't have to work at it. It will happen naturally with practice.

## Worksheet 4.8: How I think Determines How I Feel

### **All or none thinking:**

Lets you see only one side of things – usually the bad side.

### **Focusing on the negative and ignoring the positive:**

It's easy to pay more attention to the negative aspects of life, while overlooking the positive things that are happening.

### **Overgeneralization:**

Allowing one negative example or situation determine how you think overall.

# Worksheet 4.9: Stop, Look, Listen

## Get control of negative thoughts and balance your thinking...

**STOP** Picture a big red stop sign in your mind to help you put on the brakes on whatever you are thinking and feeling.

**LOOK** Notice the thoughts that are going through your mind. Look for words like “always,” and “never,” or thinking only of the negatives.

**LISTEN** Listen to more balanced and realistic thoughts you create. Imagine what a friend or family member would say.

### My Negative Thoughts

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

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

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Postive Thoughts to Try

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

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

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







**WEEK 5:**

# Interacting With Family and Friends

## Week 5: Interacting With Family and Friends

Being healthy includes not only having a healthy mind and body, but also being on good terms with family and friends. This week will focus on your relationships and how your injury or illness may have impacted your family and friends.

Good social relationships can help to make you healthy. It is a basic human need to give and receive affection, help, support and caring. We need people we can rely on, and we also need to feel as though we help others. Scientists have shown that social support can reduce depression, isolation, and pain.

People get support in different ways: some have a few close friends or family members, while others have many. There is no right number of relationships. What is important is having our needs met. Much of the support you get is “helpful help”– such as providing transportation or having a good friend who will listen and offer comfort during stressful times. It is important to express appreciation to those who provide help. Not only does this make people feel better, but it encourages them to do more.

Even though people are trying to help, sometimes they are not really helpful! Sometimes people mean well, but they end up making you feel worse by finding fault, making what’s happened to you seem small, or avoiding you.

Being able to express your appreciation for help, and being able to say “no” when someone offers help that you don’t need are important skills that you need to practice. These skills are part of being an effective communicator which was covered in week 2. During the week, you will take stock of the relationships in your life and identify the “helpful” and “unhelpful” help you give and receive.

### Goals for This Week

By the end of week 5, group members will:

1. Identify the important relationships in your life.
2. Learn the difference between helpful and unhelpful social interactions.
3. Explore how your recovery affects family and friends.

## Outline for This Week

**Welcome**

**Review Putting It Into Practice**

**Social Roles, Support and Health**

**Group Discussion: Helpful Help**

**Helpful Help You Receive**

**Group Discussion: Unhelpful Help**

**Break**

**Helpful and Unhelpful Help You Give**

**Putting It Into Practice Activity**

- Talk about what you think is helpful and unhelpful help that you give and receive with the people who are important to you. Select one thing they find helpful and begin to do this on a regular basis. Select one thing they find unhelpful and do your best to stop doing it.

**Imagery**

- See yourself listening to others and expressing yourself calmly and clearly being able to talk and listen genuinely and comfortably. Imagine the feeling of giving and receiving helpful help.

**Evaluation**

## Worksheet 5.1: Taking Stock of Your Relationships

Important Relationships and People (i)	Types of Helpful Help You Receive (ii)	Types of Unhelpful Help You Receive (iii)	Types of Helpful Help You Give (iv)	Types of Unhelpful Help You Give (v)
<b>Example:</b> <i>Husband Joe</i>	<i>Affection            Practical</i>	<i>Criticism            Withdrawal</i>	<i>Affection            Companionship</i>	<i>Angry Outbursts            Tune out when frustrated</i>

## Worksheet 5.2: Summary of Helpful Social Support

### Five Kinds of Helpful Help: Types of Positive Social Support

1. **Practical:** provide babysitting, transportation, help moving, dinner, money
2. **Emotional:** listen, validate and acknowledge your feelings, reassure, express support, empathy, confidence
3. **Affection:** hug, physical touch
4. **Information:** advice, suggestions, answers
5. **Companionship/friendship:** go to the movies together, spend time with someone, play games

# Worksheet 5.3:

## Summary of Unhelpful Social Support

### Help We Can Do Without! Examples of Unhelpful Help

#### **Criticism**

"You are too rude to the nurses."

"I wish you would try harder in therapy. I wonder if you really want to get better?"

#### **Avoidance**

"It's pretty hard to get around to visit you these days."

#### **Dismissing, minimizing**

"Why are you complaining? Things could have been so much worse!"

"Cheer up!"

#### **Overly helpful (makes you feel like a burden, or too dependent)**

"I'll make your appointment for you. You stay there and rest on the couch."

#### **Unsolicited advice**

"You should try this new treatment I saw on TV."

#### **Forced cheerfulness**

"Now, now, let's not mope. Every day is a shiny new day."



## Worksheet 5.4: How Has Your Injury or Illness Affected Your Family and Friends

Check off the feelings and reactions they experience.

Afraid

Helpless

Confused

Relieved

Sad

Guilty

Shocked

Thankful

Exhausted

Overwhelmed

Numb

Hopeful

Angry

Other \_\_\_\_\_

Other \_\_\_\_\_







**WEEK 6:**

# Looking Ahead



## Week 6: Looking Ahead

This week is a little different than those you've already completed. In weeks past, you've taken stock of where you've been, who you are, and where you are now. You've looked at how your injury or illness has affected your life and the lives of those close to you. And you've thought about how your illness or injury has affected the way you think, feel, and act. Today, you're going to consider your future possibilities. Writing these down can help you realize what is important to your future happiness.

An important part of self-management is learning how to anticipate and accept setbacks so you can move forward. You have the strengths and resources, such as problem-solving, STAR approach to increase your positive feelings, and communication skills to help you to stay connected with others, to help you stay on track. It is important to take the time to recommit yourself to your goals. You do this by taking a moment to relax and reflect, focusing on what you want to accomplish, and reminding yourself of WHY it is important. See yourself getting there, and notice how good that feels

### Goals for This Week

By the end of week 6, group members will:

1. Identify goals for the future.
2. Identify and manage setbacks.
3. Review progress in the program and recognize each member's contribution to the group.

### Outline for This Week

**Welcome**

**Review Putting It Into Practice**

**Group Exercise: Looking Ahead—Identify Barriers and Resources**

**Group Discussion: Staying On Track**

**Break**

**Affirmation and Recognition: Each Group Member**

**Imagery**

- See yourself accepting the disappointment of a setback. Feel your confidence grow when you realize you can help yourself and that there are others to help you. See yourself communicating clearly and calmly and listening. See yourself feeling balanced and peaceful in an important relationship providing and receiving helpful help.

**Evaluation**

# Worksheet 6.1: Getting Back on Track

Activities I would like to do now or in the future:

**Work or Education or Home:**

---

---

---

---

---

---

---

---

**Health:**

---

---

---

---

---

---

---

---

**Social:**

---

---

---

---

---

---

---

---



## Worksheet 6.2: Getting Back on Track: Barriers and Resources

**My goal is:** \_\_\_\_\_

**List challenges you face to achieve this goal and resources you have to meet these challenges .**

There may be different things that trip you up or help you out depending on what your goal is:

1. Returning to your old job
2. Returning to a new job or different kind of work
3. Going to School/Training
4. Regular exercise, stopping smoking
5. Trying to participate in social activities

Be sure to think of resources that you have, that your family and friends may be able to provide, and that are in your community. As we go forward, add new resources you think of to your list.

CHALLENGES	RESOURCES

# Worksheet 6.3: Acute and Chronic Pain

Acute pain and chronic pain are different and need different approaches.

Acute Pain	Chronic Pain
Lasts less than 3 months.	Lasts for at least 3 months.
Warns of danger and harm.	No longer warns of danger.
Person may be anxious and afraid. These feelings go away once the cause is known or pain goes away.	Form of chronic stress. Person may feel tense, tired, helpless, alone, etc.
Rest is often best for acute pain. It allows healing to take place	Being active and then resting is best for chronic pain. Healing has already occurred.
Doctors have a good idea of how acute pain works.	Doctors don't have a good idea of how chronic pain works.
Natural tendency to tense muscles can help and can protect us.	Tendency to tense muscles in response to pain leads to more pain.
Relies on health care providers to fix the problem.	Needs an overall approach and self-management.
Goal is to stop the pain.	Goal is to reduce pain and increase function.

Here are some ways to build a plan to manage pain. A good plan will use a number of strategies.

1. Take medications as directed and on schedule:

Medicine	Dose
A.	Time taken:
B.	Time taken:
C.	Time taken:

2. Massage, heat, cold, warm baths can help pain.

I will	on this day	at this time:
I will	on this day	at this time:
I will	on this day	at this time:
I will	on this day	at this time:

3. Make time to rest so you don't overdo it.

I will rest at these times:  
 \_\_\_\_\_  
 \_\_\_\_\_

## Worksheet 6.3 (continued)

4. Activity and exercise help reduce pain.

I will do the following activity:

Type of activity:	_____	on this day	_____	at this time:	_____	for	_____	long	_____
Type of activity:	_____	on this day	_____	at this time:	_____	for	_____	long	_____

5. Relaxation helps reduce pain.

I will practice deep breathing at these times:

\_\_\_\_\_

Other relaxation:

\_\_\_\_\_

6. Doing something else can help reduce pain.

Here are some things I can do to take my mind off my pain:

\_\_\_\_\_

7. Being upbeat improves mood and reduces pain.

I can tell myself the following positive things when I feel pain:

\_\_\_\_\_

8. Resources I can use:

One person I can call for support:

\_\_\_\_\_

My doctor:

\_\_\_\_\_

Other:

\_\_\_\_\_

# Worksheet 6.4: Tips for a Good Night's Sleep

You should get six to eight hours of sleep per night. Getting a good night's sleep has a lot to do with having a routine and following some basic rules.

## 1. Keep a regular schedule

- Do: go to bed and wake up at the same time every day
- Don't: sleep late on days when tired
- Don't: stay up really late
- Don't: take naps longer than 20 to 30 minutes
- Don't: take naps in the evening

## 2. Make your bed a place where you think about sleep

- Do: sleep in a comfortable, quiet and relaxing place
- Do: try to sleep only in your bed
- Do: make your bed a place for sleeping and sex only
- Do: get up and do something to relax if you can't fall asleep
- Don't: read, eat, watch TV or work in your bed
- Don't: stay in your bed if you're not sleepy
- Don't: fall asleep in front of the TV

## 3. Prepare for bedtime

- Do: have a routine to prepare for sleep
- Do: take time to wind down before bed
- Do: exercise at the same times during the day
- Don't: do things that stress you out just before bed
- Don't: exercise just before bed

## 4. Pay attention to how you use medicines and substances

- Do: avoid caffeine, nicotine and alcohol for at least a few hours before bedtime
- Do: take sleeping pills only as prescribed
- Don't: use sleeping pills you can buy off the shelf in a store

**5. Don't worry about getting enough sleep.** Nobody ever died from being tired.

## Worksheet 6.5: Physical Activity—Tips to Overcome the Barriers

It can be hard to find the time and interest to build physical activity into your daily life. We can all come up with lots of excuses to avoid exercise. Check with your doctor to make sure you are ready to increase your activity. We've looked at some of the reasons people don't exercise and excuses we use, and we offer some tips on how to move past them.

### 1. I don't have enough time.

- Keep a diary of your daily activities for a week. See how much spare time you really have. It may be more time than you thought.
- Try to break up your exercise sessions into two 15-minute blocks, or even into three 10-minute blocks, if it's hard to find a spare 30 minutes each day to exercise. You'll still get the fitness benefits.
- Involve your family. For instance, instead of watching TV together, get outside.
- Try to build physical activity into your daily life.

### 2. Exercise is boring.

- Exercise with a friend or take up a team sport. Physical activity doesn't have to be something you do alone.
- Change the way you think about physical activity. It doesn't have to be painful or dull to be good for you. Physical activity is all about getting more movement into your day. The activities should also be fun. Think about dancing or gardening.
- Mix it up. Plan to do a variety of physical activities.
- Consider using exercise equipment at home so that you can work out while watching your favourite TV programs.

### 3. I don't know how to be active.

- Check with your doctor before starting on a physical activity program.
- Contact your local community center. Most centers offer a range of physical activity classes at modest prices.
- Visit your local gym or sports center. Find an activity that appeals to you.
- Choose an activity that really interests you.
- Ask any of your physically active friends if you can come along during their next exercise session.

### 4. I'm too unwell or unfit.

- See your doctor for a full medical check-up before starting any physical activity program. This is most important if you are obese, over 40, haven't exercised in a long time or have a chronic medical condition. Your doctor can help and support you to make changes to your lifestyle.

## Worksheet 6.5: (continued)

- Learn about your medical condition. Talk to your doctor or local support group, or browse through articles to find physical activities that may be right for you.
- Choose an activity that feels comfortable. For instance, swimming may be a good choice because the water supports your body.
- Start slowly. Begin by exercising for as little as 10 minutes each day. Then slowly increase the time and intensity as your fitness improves.
- Don't push yourself too hard. If an activity hurts, decrease the intensity or stop altogether.

### 5. I'm too tired.

- Try to be active on most days of the week. The fitter you are, the more energy you have.
- Change your schedule, if you can, so that you can be active in the morning rather than at night.
- Exercise during your lunch break or build activity into your commute to work.
- Improve your diet. Healthy foods can boost your energy level.
- Try to get more sleep.

### 6. It's too hot, it's too cold, it's raining.

- Have a number of indoor and outdoor activities to choose from so that weather can't get in the way of your exercise plans.
- Choose indoor activities, such as working out to an exercise video or stationary cycling, on days when you don't want to exercise outdoors.
- Work out in a gym or swim at your local pool.

### 7. I don't feel like it.

- Figure out your barriers to physical activity.
- Browse the Internet and read up on the benefits of physical activity. For instance, regular exercise eases depression and anxiety, aids in weight loss, improves sleep and helps to manage back pain. Find your own reasons to become more active.
- Choose exercise that you can do alone, like working out to an exercise video, if you don't like to exercise in front of other people.
- Make sure your goals are reasonable. Avoid the 'all-or-nothing' trap of thinking that physical activity is a waste of time if it can't make you super-fit or super-slim.
- Plan time for physical activity. Make dates with yourself in your diary.
- Find an exercise partner. You are more likely to commit to a regular routine if someone else is relying on you.

### Keep in Mind

- The best physical activity is the one you enjoy because that is the one that you will keep doing.
- Figure out your personal barriers to exercise.
- Try to build physical activity into your daily life.
- Find physical activities that appeal to you. Exercise doesn't have to be dull.

*Adapted from: [http://www.betterhealth.vic.gov.au/BHCV2/bhcarticles.nsf/pages/Physical\\_activity\\_tips\\_to\\_overcome\\_the\\_barriers](http://www.betterhealth.vic.gov.au/BHCV2/bhcarticles.nsf/pages/Physical_activity_tips_to_overcome_the_barriers)*

# Worksheet 6.6:

## Tips About Alcohol, Drugs and Smoking

### 1. Smoking

The U.S. Surgeon General has stated, "Stopping smoking represents the single most important step that smokers can take to enhance the length and quality of their lives."

Quitting smoking is not easy, but it can be done. To have the best chance of quitting, you need to know what you're up against, what your options are, and where to go for help.

### 2. Alcohol

- Eat before you start drinking.
- Pace your drinking. Set a time limit on how fast you drink (such as one drink per hour). Decide in advance how many drinks you will have (within recommended guidelines). Or, alternate an alcoholic drink with a non-alcoholic drink.
- Choose lower strength drinks or reduce the alcohol content of your drinks by using more mixer.
- Have a safety plan for getting home.

### 3. Legal medicines

- Take medicines the way that your doctor has prescribed them.
- Make sure you and your doctor know about all the medicines and other substances you take and that you know about the ways they might interact.
- If you have questions about your medicines, ask your doctor or pharmacist.

### 4. Illegal drugs

- Do not share any equipment or apparatus, such as needles, which may lead to the transmission of body fluids.

### 5. General Tips

- Mixing substances can be dangerous. Do not mix alcohol with prescription drugs. Limit the number of substances you consume at any given time.
- If you have serious withdrawal symptoms when you stop using any substance, get medical help.
- Monitor changes in your patterns of use (method, amount, frequency, context) and discuss these with friends you trust.
- If you believe you have a problem with drugs or alcohol use, ask for help.
- Get immediate medical help for people who collapse or lose consciousness from drinking and/or drug use.

## Worksheet 6.7: Staying in Contact with Your Employer

- Tell your employer about the injury or illness as soon as possible so you are not absent without notice.
- Provide any required medical information to use sick days or disability insurance.
- Talk to your employer about creating an agreed plan for your return to work that includes a timeline with possible dates when you may return to work either part time or full time, etc.
- If needed, talk to your employer about options such as part-time, flex-time, accommodations that need to be made at your work site, and so on.
- Contact your employer often to make sure that he or she is aware of your progress toward returning to work.
- If you realize that your injury or illness will prevent you from returning to the same job (even with modifications), contact your employer to find out what other jobs may be available to you at the same company.

## Worksheet 6.8: Job Search Strategies

### Getting Job Leads

- Contact people in your personal job network.
- Ask family and friends if they know of any job openings in your field.
- Look at job ads in newspapers and online and use a job hotline number, etc.
- When you interview and are not offered a job, ask the interviewer for job leads.
- Conduct informational interviews by talking to people who work at potential job sites and asking them about their positions and experiences.

### Other Job Search Strategies

- Create a curriculum vitae (CV).
- Identify people you can ask for references, such as those who know you and your job-related skills and who would provide good references.
- Prepare for interview questions.
- Practice answering interview questions.
- Practice closing an interview.
- Mail CVs, follow-up letters, thank-you notes.

*Adapted from: Curran, J., Wishart, P., & Gingrich, J. (1999). JOBS: A Manual for Teaching People Successful Job Search Strategies. Michigan Prevention Research Center, Institute for Social Research, University of Michigan, Ann Arbor, MI.*



## Worksheet 6.9a: Interview Skills

### Before the Interview

- Find out about the company, the job you are applying for, the interviewer, and the pay scale for the job you want.
- Prepare a response for likely interview questions (such as, “tell me about yourself,” “what machinery can you operate,” and so on).
- Practice interviewing with family or friends.
- Obtain clean, appropriate clothes for the interview.
- Organize a notebook, pen, copies of your resume, work samples, list of references, etc., that you will bring to the interview.
- Get good directions, know how long it will take to get to the interview. Plan to arrive at the site 20 minutes early to allow for traffic or other delays, and arrive at the exact interview location five minutes early.
- Just before the interview, try to relax and breathe, give yourself a pep-talk, and see the interview being a success.

## Worksheet 6.9b: Interview Skills

### During the Interview

- Arrive on time.
- Dress and groom neatly and appropriately.
- Do not chew gum or smoke.
- Be friendly to everyone at the workplace.
- Greet the interviewer by name.
- Use appropriate non-verbal behavior—firm handshake, good eye contact, good posture, and so on.
- Maintain a positive attitude.
- Describe your job skills using real examples, such as machinery you can operate, computer programs you know how to use, and sales productivity numbers.
- To close the interview, sum up how your skills could benefit the employer, ask if the employer has concerns about hiring you, find out what the next steps will be, thank the interviewer and express enthusiasm about the possibility of working there.

*Adapted from: Curran, J., Wishart, P., & Gingrich, J. (1999). JOBS: A Manual for Teaching People Successful Job Search Strategies. Michigan Prevention Research Center, Institute for Social Research, University of Michigan, Ann Arbor, MI.*

## Worksheet 6.9c: Interview Skills

### After the Interview

- When you are offered a job, make sure you know and agree with the details of the offer, such as the job title and duties, starting date, hours, pay, health insurance, holidays, sick days, retirement, health or drug screening requirements, and whether the employer will make any accommodations you may need.
- If you accept a job, write a letter saying that you accept the job, that you are eager to begin, the date you will start, and any other information that may be needed.
- If you are not ready to accept the offer, ask for a reasonable amount of time to consider the offer. Call back on or before the agreed-upon date.
- If you are interested in the job but the offer is not what you thought it would be, think about aspects of the job that you would like to change and then request another meeting with the employer to work out some of the details before you make a final decision.
- If you are not interested in the position, tell the employer and follow up with a friendly letter thanking the employer for considering you as an applicant.

*Adapted from: Curran, J., Wishart, P., & Gingrich, J. (1999). JOBS: A Manual for Teaching People Successful Job Search Strategies. Michigan Prevention Research Center, Institute for Social Research, University of Michigan, Ann Arbor, MI.*

# Worksheet 6.10: Red Flags–Recognizing Setbacks

## Possible Setbacks

- Out of contact—not having contact with family or friends
- Avoiding certain situations or problems
- Not taking care of your health
- Decreased or no activity
- Setting unrealistic goals, then being hard on yourself
- Changes in sleeping, eating, self-care or energy levels
- Dissatisfaction with health care providers
- Conflicts with family or friends
- Negative thinking
- Continually feeling depressed, frustrated, irritable or anxious
- Increasing pain without relief
- Other

---

---

---

---

## Tip for Getting Back on Track

- First, expect setbacks. Progress is often two steps forward and one step back. It's expected that we will fall short of certain goals and have disappointments. Keep in mind that by finishing this course, you have shown how much you care for yourself and how committed you are to your health.
- Remember that you are skilled at problem-solving. Review your situation and choose the most pressing issue first. Apply the problem-solving steps.
- Remember to use your help! Do you need to call a friend for help brainstorming solutions? Is this a situation your doctor or health care team could help you with?
- Review the materials from the course again. You may find tips and ideas that will help your situation.

# Worksheet 6.11:

## Tips for Staying on Track – What Can You Do?

Every setback provides an opportunity to learn and grow.

As you gain experience, setbacks will come less often and be easier to deal with.

It can help to ask yourself the following questions each time you have a setback:

- What triggered the setback?
- What were the warning signs?
- What things did you do to manage the setback?
- What would you do differently in the future?

### What You Can Do

#### Stay connected to others.

Other people can help bring joy and meaning to our lives. Also, friends and family are often good sounding boards—they can spot problems we may not be aware of. Withdrawing from loved ones can be a symptom of depression.

#### If things are going right, keep doing it!

As much as you can, keep your routine that works for you. Even if you're away from home, find ways to continue with your regular exercise, activity and relaxation. Never underestimate habit—healthy habits will help when problems arise.

#### Expand your resources.

Make it a project to seek out new resources regularly. We can never have too many resources! Search the Internet or the Yellow Pages for resources, whether it's investigating bus lines, free shuttles, support groups, health fairs, senior citizen discounts. Find out what local events are happening in your area. Take advantage of what's being offered!

#### Show up.

Once you've investigated an event, get moving and go to it. Activity keeps you engaged in life and experiencing new things adds spice and adventure.

#### Help others.

Helping others is a great way to give back, stay in contact and build your confidence. *Enjoy!!*

#### You are not alone.

Make support calls to friends and family. Often, talking to others provides great stress relief.







# Worksheet 2.3: Problem Solving

## Step 1: State your problem

---

---

---

---

## Step 2: Turn it into a goal

---

---

---

---

Step 3 : Is it Specific?	Y	N
Is it Measurable?	Y	N
Is it Realistic?	Y	N

## Step 4: What possible ways can you reach your goal?

---

---

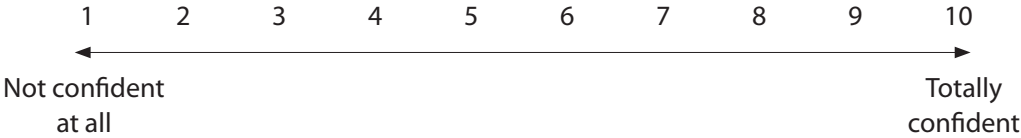
---

---

---

---

## Step 5: Rate your confidence



6 or less – try again 7 or more – it's a good fit!





# Worksheet 2.3: Problem Solving

## Step 1: State your problem

---

---

---

---

## Step 2: Turn it into a goal

---

---

---

---

Step 3 : Is it Specific?	Y	N
Is it Measurable?	Y	N
Is it Realistic?	Y	N

## Step 4: What possible ways can you reach your goal?

---

---

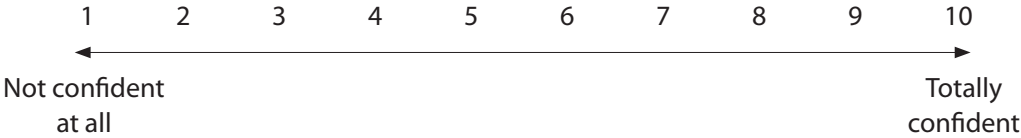
---

---

---

---

## Step 5: Rate your confidence



*6 or less – try again 7 or more – it’s a good fit!*

# Contacts

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Home phone: \_\_\_\_\_  
Mobile phone: \_\_\_\_\_  
Email: \_\_\_\_\_







[www.nextstepsonline.org](http://www.nextstepsonline.org)

Copyright © 2006, 2008, 2011, 2013 Johns Hopkins University