HEALTHY LIVING PROJECT

INTERVENTION MANUAL

MEDICAL COLLEGE OF WISCONSIN

CENTER FOR AIDS INTERVENTION RESEARCH (CAIR)

Department of Psychiatry and Behavioral Medicine
Medical College of Wisconsin

2071 North Summit Avenue • Milwaukee, WI 53202

414-456-7700 • FAX 414-287-4209

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During planning meetings held in 1999, the Manual and Guide benefited greatly from the input of all participating research sites:

- Center for AIDS Prevention Studies at the University of California San Francisco
- Center for HIV Intervention, Prevention, and Treatment Studies at the University of California Los Angeles
- HIV Center for Clinical and Behavioral Studies at Columbia University
- Center for AIDS Intervention Research (CAIR) at the Medical College of Wisconsin

In addition, we would like to express our gratitude to those who participated in the qualitative interviews and focus groups for openly sharing their personal experiences with us, and the Columbia University team for their exceptional work analyzing the qualitative data.

The following people at the Medical College of Wisconsin were responsible for the development of the Manual and Guide: Jeffrey A. Kelly, Kristin Hackl, Cheryl Gore-Felton, Sheryl Catz, Lance Weinhardt, and Troy Suarez.

We also are grateful to the following people at MCW for their extraordinary contributions to the development of the Manual and Guide: Thom Ertl, Margi Peterson, and Michael DiMarco.

INTRODUCTION

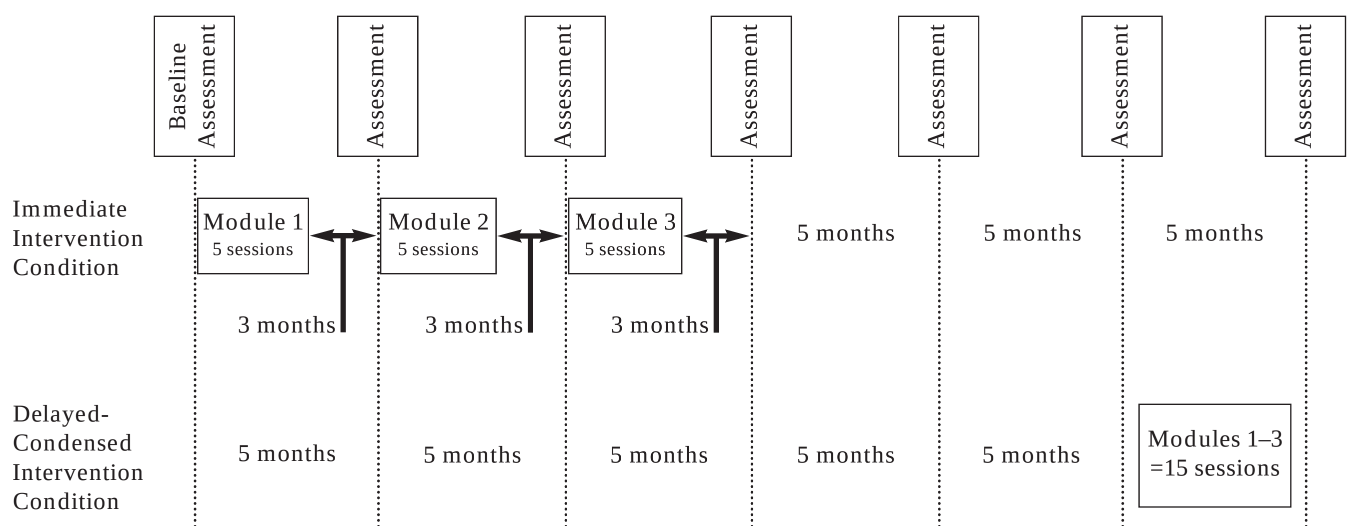
Welcome to the Healthy Living Project (also referred to as the R10 and Interactive R01). This Intervention Manual provides session-by-session instructions and is your primary source of information about how to conduct the intervention. It will also familiarize you with the study design. Additional information, including the preferred facilitation style, detailed instructions for specific intervention exercises, the basic skills that will be used in all sessions of the intervention, the diverse contextual issues that are expected to emerge, and how to handle specific procedural issues, is available in the Reference Guide, which is a companion to this Manual. Your role as a Facilitator will be critical to the success of the project. Please become familiar with both the Manual and the Guide and refer to them often.

OVERVIEW OF THE HEALTHY LIVING PROJECT

The Healthy Living Project (HLP) is a research investigation that tests the efficacy of a one-on-one multi-session intervention program designed to help people with HIV infection to improve their quality of life in three broad areas: mental, physical, and sexual health. More specifically, the HLP seeks to assist people who have HIV infection to develop positive strategies for managing symptoms of depression, anxiety, complex medication regimens, injection drug use, and sexual risk behavior in order to avoid unwanted consequences for themselves, their friends, families, and partners. The HLP Participants will include women, injection drug users, and men who have sex with men. Overall, 1,200 Participants will be enrolled in the project, 100 from each subgroup at each of the four research sites: Los Angeles, Milwaukee, New York, and San Francisco.

Explanation of the Design. Because the HLP is designed to test the efficacy of an intervention, the intervention is conducted between multiple assessments. Figure 1 illustrates the study design described herein.

Figure 1. Healthy Living Project Study Design



Participants begin by completing a baseline interview. They are randomly assigned to either an Immediate or Delayed Intervention condition. The intervention is grouped in fifteen individual sessions, and each session is 90 minutes long. Sessions are delivered in three modules of five sessions each. Each module will take approximately two months to complete, with sessions occurring about every week. For the Immediate Intervention group, each module is separated from the next by three months to allow Participants time to incorporate the information from the program into their lives, and also to evaluate of the impact of each module on Participants' well-being. Thus, another assessment is conducted three months after each module is completed.

After Participants in the Immediate Intervention group complete the assessment following Module 3 and two subsequent follow up assessments, the Delayed Intervention group then begins participating in a condensed version of the intervention without the three month hiatus between modules. One additional assessment is conducted after they have completed the intervention. Participants in the Delayed Intervention condition complete assessments throughout the study at the same intervals as Immediate Intervention Participants, and those in the Immediate Intervention condition continue their assessments until the Delayed group completes the study.

Content of the Intervention. The content of the intervention is based on extensive qualitative interviews and focus groups, as well as on previous intervention research with people with HIV infection. Module 1 addresses stress and coping. Module 2 focuses on risky sexual and drug use behavior. Module 3 addresses treatment adherence. An outline and instructions for the 5 session in each module are contained in this Manual. Facilitators will help Participants address these topics by using a core repertoire of cognitive-behavioral techniques in each session, including trigger identification, problem solving, and goal setting. The rationale is that by teaching these skills, and how they can be used to address the diverse topics in each module, Participants will be able to use them independently to effectively meet challenges in their daily lives.

For the intervention to be most effective and appealing to Participants, the content of each session will need to be tailored to the life-context of individual Participants. Facilitators will encounter a wide range of ethnic, educational, and socioeconomic backgrounds among the Participants because the project targets diverse groups of HIV-positive people from distinct geographical areas. Although it is impossible for us to predict every viewpoint, challenge, and concern that Participants will bring to the study, many of the contextual factors that we anticipate are discussed on pages 43-58 of the Reference Guide, in the section entitled "Contextual Themes." It is imperative that you are well versed in these contextual factors prior to working with Participants.

RESPONSIBILITIES AND EXPECTATIONS OF THE FACILITATOR ROLE

Facilitator Responsibilities. On the most basic level, the responsibility of the Facilitator is to deliver the 15-session intervention described in the Manual in an ethical manner. However, the style in which Facilitators do this is important. The Reference Guide contains recommendations regarding the style of facilitation that we believe will be most successful. Facilitators are required to participate in centralized training, during which they will be tested on specific skills and "certified" to begin working with Participants.

In addition, Facilitators are responsible for maintaining a file documenting each participant's progress in the program. They will also audiotape and complete quality assurance paperwork at each session. They are required to participate in regular clinical supervision at their research site. Finally, they may be required to undergo additional training in the study protocol, based on results of quality assurance paperwork. These procedural topics are addressed in the Reference Guide.

Facilitator Expectations. It is expected that male Facilitators be able to deliver the intervention to male Participants; female Facilitators should be able to deliver the intervention to either men or women. Perhaps the most important point here is what is not expected of Facilitators. **FACILITATORS ARE NOT CLIENTS' THERAPISTS.** It may be useful to think of the Facilitator as a type of coach who helps Participants achieve goals and make changes in their lives. However, Facilitators are not expected to provide treatment for psychological disorders beyond what is contained in the intervention. Procedures for assisting Participants to obtain additional services when indicated will be covered at the centralized training. The specific services available will differ by research site, and a list of services will be provided to Facilitators by each site's study coordinator and/or clinical supervisors. In addition, an emergency protocol has been prepared by each site and will be reviewed with each Facilitator.

RESEARCH PROTOCOL VS. THERAPY

The goal of the HLP, in addition to helping the Participants directly, is to develop an intervention that can be used by others on a broader scale if it is found to be effective. Therefore, Facilitators need to adhere to the program as detailed in this Intervention Manual and the Reference Guide. To assist them in adhering to the study protocol, Facilitators will complete a checklist of required activities at the conclusion of each session, as described in detail in the "Procedural Issues" section of the Reference Guide.

At the same time, it is also important to the success of the project that Facilitators maintain the individual style that they have developed through years of prior experience as a social worker, counselor, or therapist, in order to connect with Participants. We anticipate that for some Facilitators, especially those with less experience delivering manualized interventions, combining the study protocol with existing clinical skills and style will be challenging. For this reason, although we have included core activities to be delivered as an active part of the program, we have left these activities open to be tailored to each participant, and, in addition, we have designated the beginning and end of each session to be adapted to each participant.

Nevertheless, based on your experience, you may feel that there is a better way to achieve the goals than the program described in this Intervention Manual and the Reference Guide. If you find that you are uncomfortable delivering the intervention according to protocol, it is important that you discuss this with your clinical supervisor rather than deviating regularly from the protocol.

H

module 1

OUTCOME AND SKILLS

Outcome: Client will identify at least one attainable goal related to the Life Project

Skill 1: Client will identify personal strengths related to the Life Project

Skill 2: Client will identify challenges related to the Life Project

AGENDA / TIMELINE	MATERIALS / ACTIVITIES
Module 1, Session 1........................90 minutes	• Client File

AGENDA / TIMELINE

Module 1, Session 1........................90 minutes

• Check-In..20 minutes
- Facilitator begins to establish a safe, supportive rapport with Client
- Provide an overview of project content
- Discuss Client's expectations for participation in this project

• Life Context....................................50 minutes
- Discuss Client's perceptions of personal strengths and challenges in the following areas:
  - Physical / medical history
  - Psychiatric history
  - Substance use / abuse history
  - Stigma / discrimination experience(s)
- Client identifies personal strengths and challenges in the following areas:
  - Client's current living situation
  - Social and professional relationships
  - Background and family history
  - Disclosure issues

• Wrap-Up..20 minutes
- Discuss Life Project concept
- Review of identified personal strengths
- Assist Client in developing his or her personal Life Project by identifying a clear, realistic, and measurable goal related to the Life Project

MATERIALS / ACTIVITIES

- Client File
  - Life Context Form
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes
- Pens, pencils

NOTES

OUTLINE

check-in

20 MINUTES

- Facilitator begins to establish a safe, supportive rapport with Client
  - Explain audiotaping
  - Discuss payment incentive
  - Discuss Module length
  - Discuss length of Healthy Living Project

- Preview the content of all Modules
  - Module 1
    - Stress
    - Coping
    - Social Support
    - Life Project

  - Module 2
    - HIV Knowledge
    - Safer Behaviors
    - Assertive Communication / Negotiation
    - Disclosure Decisions
    - Keeping Safer

  - Module 3
    - Current Health Behavior
    - Medical Treatment Adherence
    - Social Support and Adherence
    - Maintaining Health
    - Living Life to Its Fullest

- Discuss Client's expectations for participation in this study (why did Client agree to participate, what does he / she hope to gain from participation, etc.)

NOTES

OUTLINE

life context

50 MINUTES

- **Activity: "Life Context Form"** **(see pages 5–6 of this session)**
  - Discuss Client's perceptions of personal strengths and challenges in the following areas:
    1. Physical / Medical History
       - Including HIV diagnosis (date), AIDS diagnosis (date)
       - Medications (HIV-related and non-HIV-related)
    2. Psychiatric History
       - Hospitalizations or treatment
       - Medications (current and past)
       - Current diagnosis
       - Suicidal ideation history
    3. Substance Use / Abuse History
       - Treatment history
       - Current activity
    4. Stigma / Discrimination Experience(s)
       - Family / friends
       - Employment
       - Health care providers
  - Client identifies personal strengths and challenges in the following areas:
    1. Client's Current Living Situation
       - Household members / make-up
       - Neighborhood
       - Safety
       - How long living there?

NOTES	OUTLINE

2. Social and Professional Relationships
    - Significant others (spouse, partner, lovers, others)
    - Family
    - Friends (neighborhood, clubs, organizations, etc.)
    - Co-workers
    - Health care network
    - Social service network
    - Spiritual network
    - Who is aware of your HIV status?

3. Background and Family History
    - Family of origin / choice
        - Number of family members (living and deceased)
        - Location of family members
        - State of relationship(s) (close, distant, estranged, etc.)
        - Reliance on members (physical, emotional, financial, etc.)

4. Education and Professional Experiences

5. Hobbies and Interests

ACTIVITY: "LIFE CONTEXT FORM"

PHYSICAL/MEDICAL HISTORY

Date of HIV diagnosis____________________ Date of AIDS diagnosis (if any)____________________

Medications (HIV-related and non-HIV-related)____

PSYCHIATRIC HISTORY

Hospitalizations or treatment____

Medications (current and past)____

Current diagnosis____

Current level of distress____

Suicidal ideation history____

SUBSTANCE USE/ABUSE HISTORY

Treatment history____

Current activity____

STIGMA/DISCRIMINATION EXPERIENCE(S)

Family/friends____

Employment____

Health care providers____

CLIENT'S CURRENT LIVING SITUATION

Household members / make-up____

____

Neighborhood____

Safety____

How long living there?____

SOCIAL AND PROFESSIONAL RELATIONSHIPS

Significant others (spouse, partner, lovers, others)___________________________

Family____

Friends (neighborhood, clubs, organizations, etc.)____________________________

____

Co-workers____

Health care network____

Social service network____

Spiritual network____

Who is aware of your HIV status?____________________________________

Who are the people in your life that are helpful?___________________________

BACKGROUND AND FAMILY HISTORY

Family of origin / choice

- Number of family members_____________________________________
- Location of family members____________________________________
- State of relationship(s) (close, distant, estranged, etc.)____________________

  ____
- Reliance on members (physical, emotional, financial, etc.)__________________

EDUCATION AND PROFESSIONAL EXPERIENCES____________________________

HOBBIES AND INTERESTS____

wrap-up

20 MINUTES

For a more complete description, please refer to Reference Guide, pages 9–11.

- Discuss Life Project concept
  - Explore what is important to the Client
  - Facilitator assists Client in identifying core values, resources and goals which provide enjoyment, fulfillment, and meaning
  - Discuss Client's definition of a "life-long goal"
  - Facilitator assists Client to begin development of a structure surrounding his / her ideas for the Life Project

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File

- Assist Client in developing his / her personal Life Project by identifying a clear, realistic, and measurable goal related to the Life Project. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete this goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (page 8 of this session).

QUALITY ASSURANCE CHECK SHEET / NOTES

Client___________________________________ Facilitator_____________________________________

❏ Previewed content of Modules 1, 2, and 3

❏ Discussed and noted Client's expectations for participation in the study

❏ Completed Life Context Form

❏ Discussed Concept of Life Project

❏ Began discussion of potential Life Project for Client

❏ Set goal related to Life Project; recorded it on Goal Card for Client, and on Goal Recording Sheet for Facilitator's File

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome: Client will identify personal stressors

Skill 1: Client will be able to discern changeable and unchangeable stressors

Skill 2: Client will identify how his / her thought processes affect moods and perceptions of stressors

AGENDA / TIMELINE

Module 1, Session 2 ....90 minutes

- **Check-In/Life Context ....20 minutes**
  - Review last week's life events
  - Discuss progress of goal and Life Project
  - Preview Session 2 content
  - Discuss session content as it relates to the Client's life context
- **Skills-Building ....20 minutes**
  - Enhance Client's understanding of the impact of stress on everyday life
  - Assist Client to develop Personal Stressors List
  - Assist Client to narrow identified stressors from global conditions to specific situations, using Personal Stressors Worksheet
  - Assist Client to classify identified stressors as changeable or unchangeable (Personal Stressors Worksheet)
- **Problem-Solving ....35 minutes**
  - Assist Client to complete the "Reasons Why" column of the Personal Stressors Worksheet
- **Wrap-Up..15 minutes**
  - Assist Client in identifying how effectively dealing with stress impacts other areas of his / her life
  - Client sets goal related to personal specific stressors
  - Review Client's Life Project

MATERIALS / ACTIVITIES

- Client File
  - Personal Stressors List
  - Personal Stressors Worksheet
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes
- Pens, pencils

check-in/life context

20 MINUTES

- Review significant events in Client's life in past week, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 2 content
- Discuss how stress impacts the Client's life context. Suggested topic areas for discussion:
  - Relationship(s)
    - Personal
    - Professional
  - Quality of life
  - Optimism
  - Future goals
  - Physical health
  - Mental health

Skills-Building

20 MINUTES

Facilitator must assist Client to choose those "global" stressors that can be broken down into specific situations for the purpose of this skills-building exercise. Issues such as "the government's lack of early response to the epidemic" or "not enough drug treatment facilities in the city" may be appropriate if they can be broken to direct personal impact on the Client. Client should be working on those areas of stress which are more personal in nature and directly impact daily functioning (those resulting in symptoms of depression and/or anxiety).

- Enhance Client's understanding of the impact of stress on everyday life
  - Symptoms
  - Effects of stress
  - Cost/benefit of stress
  - Management (not mastery) of stress

- **Assist Client to develop Personal Stressors List (see page 12 of this session)**

- Assist Client to narrow one or two identified personal stressors from global conditions to specific situations **(see Personal Stressors Worksheet on page 13 of this session)**

- Assist Client to classify the identified specific stressors as changeable or unchangeable **(refer back to Personal Stressors Worksheet)**

ACTIVITY: “PERSONAL STRESSORS LIST”

ACTIVITY: "PERSONAL STRESSORS WORKSHEET"

STRESSOR	CHANGEABLE	UNCHANGEABLE	REASONS WHY
1. General________________________________			
________________________________			
Specific			
A.________________________________	❏	❏	________________________________
B.________________________________	❏	❏	________________________________
C.________________________________	❏	❏	________________________________
D.________________________________	❏	❏	________________________________
E.________________________________	❏	❏	________________________________
F.________________________________	❏	❏	________________________________
2. General________________________________			
________________________________			
Specific			
A.________________________________	❏	❏	________________________________
B.________________________________	❏	❏	________________________________
C.________________________________	❏	❏	________________________________
D.________________________________	❏	❏	________________________________
E.________________________________	❏	❏	________________________________
F.________________________________	❏	❏	________________________________

problem-solving

35 MINUTES

- **Assist Client to complete the "Reasons Why" column of the Personal Stressors Worksheet**
  - Choose as many specific stressors as time allows

If Client exhibits irrational decision-making surrounding changeable / unchangeable stressors, the facilitator should take time to explore his / her underlying thought processes.

- Explore the Client's perception of what makes the stressor changeable or unchangeable. Ask Client to describe how his / her thoughts impact moods and perceptions of the identified stressors.

- Assist Client to brainstorm ways to effective deal with identified stressor. Steps include:
  1. Identify the stressor
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

- Assist Client in identifying how effectively dealing with stress impacts other areas of his / her life

- Assist Client in identifying a clear, realistic, and measurable goal related to other stressor(s) identified on the Personal Stressor List. A goal should be:

wrap-up

15 MINUTES

- Realistic—can reasonably expect to be completed between sessions
- Clear—Client understands exactly what steps must be taken to complete the goal
- Not too easy and not too hard—goal should be challenging, but not impossible or too global
- Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (page 16 of this session).

QUALITY ASSURANCE CHECK SHEET / NOTES

Client_________________________________ Facilitator__________________________________

❏ Completed check-in with Client

❏ Discussed stress and impact of stress on Client's life

❏ Completed Personal Stressors List

❏ Completed Personal Stressors Worksheet

❏ Identified changeable and unchangeable stressors from Personal Stressors List

❏ Completed "Reasons Why" column on Personal Stressors Worksheet

❏ Set goal related to stressor(s) identified on the Personal Stressors List; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed session notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome: Client will be able to appropriately apply emotion-focused and / or problem-focused coping strategies to identified personal stressors

Skill 1: Client will apply an emotion-focused coping strategy to an unchangeable stressor

Skill 2: Client will apply a problem-focused coping strategy to a changeable stressor

AGENDA / TIMELINE

Module 1, Session 3.................................90 minutes

• Check-In/Life Context ....20 minutes
- Review last week's life events
- Discuss progress of goal and Life Project
- Preview Session 3 content
- Discuss session content as it relates to the Client's life context

• Skills-Building......................................30 minutes
- Review Client's Personal Stressor Worksheet from Session 2
- Discuss Client's current coping strategies for handling stressors
- List identified stressors and assist Client to classify each as emotion-focused or problem-focused coping strategies (Stress and Coping Worksheet)

• Problem-Solving...................................25 minutes
- Use emotion-focused strategies to problem-solve one Client identified unchangeable stressor (Emotion-Focused Worksheet)
- Use problem-focused strategies to problem-solve one Client identified changeable stressor (Problem-Focused Worksheet)

• Wrap-Up ....15 minutes
- Assist Client in practicing the identification of alternative thoughts and behaviors related to other stressors in his or her life
- Client sets goal related to effective stress management
- Review Client's Life Project

MATERIALS / ACTIVITIES

- Client File
  - Personal Stressors Worksheet (from Session 2)
  - Stress and Coping Worksheet
  - Emotion-Focused Worksheet
  - Problem-Focused Worksheet
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes

- Pens, pencils

check-in/life context 20 MINUTES

- Review significant events in Client's life over the last week, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 3 content
- Identify how managing stress enhances the Client's life context. Suggested topic areas for discussion:
  - Relationship(s)
    - Personal
    - Professional
  - Quality of life
  - Optimism
  - Future goals
  - Physical health
  - Mental health

NOTES	OUTLINE

Skills-Building

30 MINUTES

- Review Client's Personal Stressor Worksheet from Session 2
- Discuss Client's current coping strategies for handling stressors. Topics may include:
  - Exercise
  - Relaxation techniques (meditation, deep breathing, progressive muscle relaxation, visualization, etc.)
  - Substance use
  - Leaving situation
  - Social support
  - Others
- Discuss emotion-focused vs. problem-focused coping strategies

The purpose of this discussion is to make the Client aware of any potential imbalance between use of emotion-focused vs. problem-focused styles.

- Refer to strategies identified by Client to determine his/her primary coping style
- Assist Client in identifying emotion-focused or problem-focused strategies that are likely to reduce stressors **(see Stress and Coping Worksheet on page 20 of this session)**

ACTIVITY: "STRESS AND COPING WORKSHEET"

STRESSOR	EMOTION-FOCUSED	PROBLEM-FOCUSED	REASONS WHY
1.____________________	❏	❏	____________________
2.____________________	❏	❏	____________________
3.____________________	❏	❏	____________________
4.____________________	❏	❏	____________________
6.____________________	❏	❏	____________________

problem-solving

25 MINUTES

- Assist Client to problem-solve one identified unchangeable stressor utilizing emotion-focused strategies **(see Emotion-Focused Worksheet on page 22 of this session)**. Steps should include:
  1. Identify the stressor
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

- Assist Client to problem-solve one identified changeable stressor utilizing problem-focused strategies **(see Problem-Focused Worksheet on page 23 of this session)**. Steps should include:
  1. Identify the stressor
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

ACTIVITY: "EMOTION-FOCUSED WORKSHEET"

STRESSOR	STEPS
	1. Identify the stressor
	2. Determine the goal
	3. Brainstorm alternative solutions
	4. Evaluate those solutions
	5. Choose the most appropriate and best solution
	6. Develop an action plan

ACTIVITY: "PROBLEM-FOCUSED WORKSHEET"

STRESSOR	STEPS
______________________	1. Identify the stressor______________________
______________________	______________________
______________________	2. Determine the goal______________________
______________________	______________________
	3. Brainstorm alternative solutions______________________
	______________________
	4. Evaluate those solutions______________________
	______________________
	______________________
	5. Choose the most appropriate ______________________
	and best solution______________________
	______________________
	6. Develop an action plan______________________
	______________________
	______________________

wrap-up

15 MINUTES

- Assist Client in additional problem-solving for other life stressors, utilizing emotion-focused or problem-focused coping strategies

- Assist Client in identifying a clear, realistic, and measurable goal related to the identified stressor. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goal should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client file.

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (page 25 of this session).

QUALITY ASSURANCE SHEET / NOTES

Client________________________________ Facilitator_________________________________

❏ Completed check-in with Client

❏ Reviewed Personal Stressors Worksheet

❏ Discussed Client's current stress coping strategies

❏ Discussed distinction between emotion-focused and problem-focused stressors

❏ Applied emotion-focused strategies to one identified unchangeable stressor

❏ Applied problem-focused strategies to one identified changeable stressor

❏ Client practiced identifying alternative thoughts and behaviors related to other identified personal life stressors

❏ Set goal related to effective stress management; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

OUTCOME AND SKILLS

Outcome: Client will increase positive supportive relationships

Skill 1: Client will identify three types of social support (emotional, informational, and tangible)

Skill 2: Client will identify positive sources of social support for each of the three categories

AGENDA / TIMELINE

Module 1, Session 4 ....90 minutes

• Check-In/Life Context ....15 minutes
- Review last week's life events
- Discuss progress of goal and Life Project
- Preview Session 4 content
- Discuss session content as it relates to the Client's life context

• Skills-Building ....30 minutes
- Discuss the three types of social support
- Discuss positive vs. negative social support
- Assist Client to identify his / her personal social support network(s)
- Assist Client to identify members of his / her personal support network appropriate to each supportive category

• Problem-Solving ....25 minutes
- Review Personal Stressor Worksheet (from Session 2)
- Assist Client to determine which supportive category would be most appropriate for each of the identified stressors
- Assist Client to identify who in their social network(s) would be most helpful in providing support for each stressor

• Wrap-Up...20 minutes
- Facilitator assists Client to role-play social support situations
- Client sets goal related to increasing positive social support
- Review Client's Life Project

MATERIALS / ACTIVITIES

- Client File
  - Personal Stressors Worksheet (from Session 2)
  - Social Support Worksheet
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes
- Pens, pencils

- Review significant events in Client's life over the last, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 4 content
- Identify how social support impacts the Client's ability to cope with life stressors. Suggested topic areas for discussion:
  - Significant other(s)
  - Family
  - Best friends
  - Close friends
  - Friends
  - Acquaintances

Skills-Building

30 MINUTES

- Discuss the three types of social support
  1. Informational—information, advice, or suggestions
  2. Emotional—words and actions that make a person feel cared about, understood, and affirmed. May include empathy, caring, love, and trust
  3. Tangible—money, labor, assistance, etc.

Be prepared to discuss issues of abuse, abandonment, personal safety, co-dependency, etc.

- Discuss positive vs. negative social support

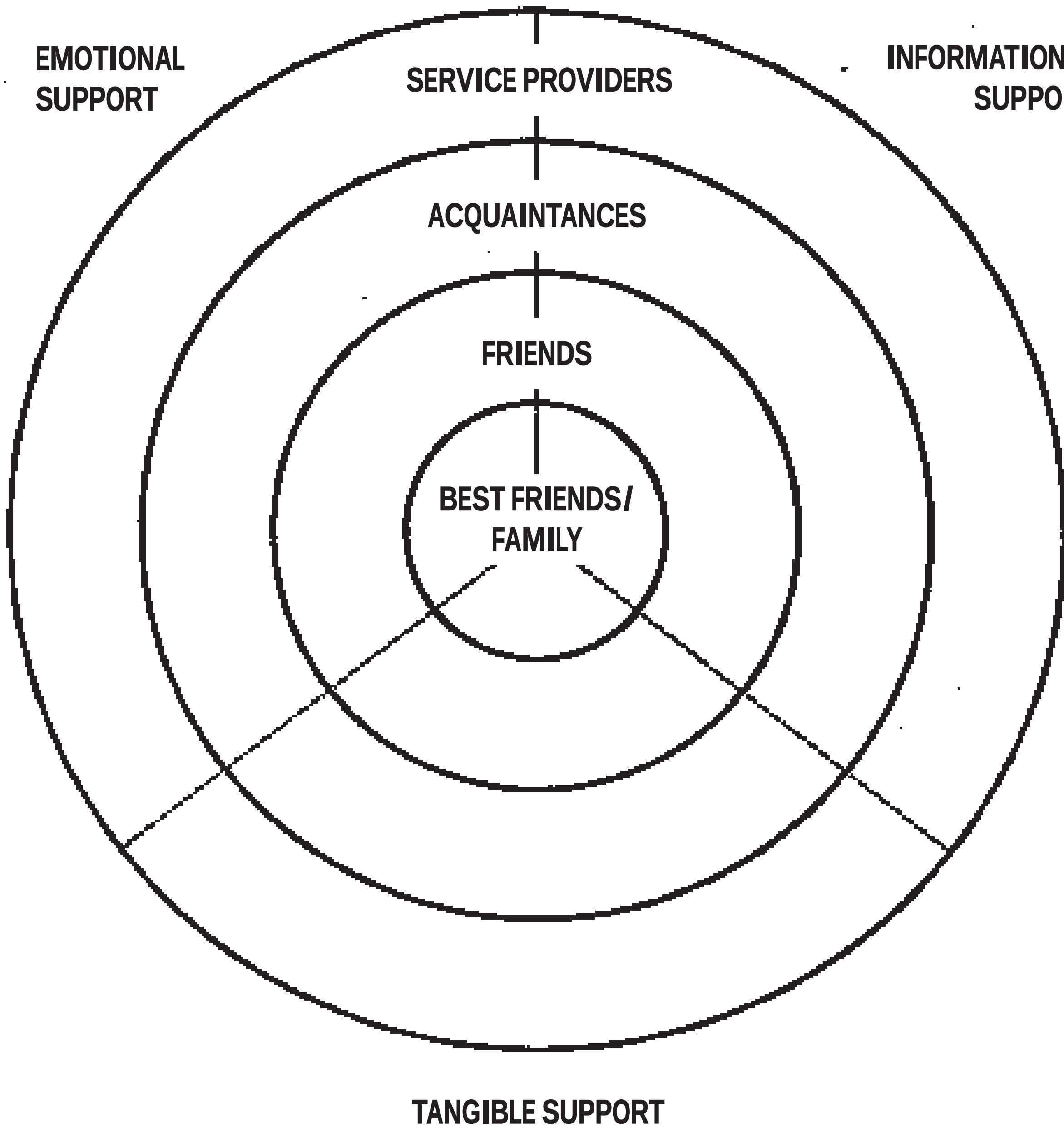
- Explore the impact of Client's mood (feeling down, joy, sadness, and anxiousness) on his or her ability to develop and maintain positive social support

If Client is unable to identify any social support(s), facilitator should assist Client in brainstorming how to begin development of a supportive network

- Assist Client to identify his / her personal social support network(s) **(refer to Social Support Worksheet on page 29 of this session)**

- Assist Client to identify members of his / her personal support network appropriate to each support category **(refer back to Social Support Worksheet)**

ACTIVITY: "SOCIAL SUPPORT WORKSHEET"



Social Support Network

problem-solving

25 MINUTES

- **Review Personal Stressor Worksheet from Session 2**

- Assist Client in determining which support category (i.e., informational, emotional, tangible), would be most appropriate for each of the identified stressors. Problem-solving steps should include:
  1. Identify the stressor
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

- Assist Client in determining who in their social network(s) would be most helpful in providing support for each stressor. Problem-solving steps should include:
  1. Identify the stressor
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

wrap-up

20 MINUTES

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (page 32 of this session).

- Assist Client in role-playing social support situations
  1. A social situation where Client may find positive social support; or
  2. A situation in which the Client decides to terminate an established relationship which he/she believes to be a negative source of social support

- Assist Client in identifying a clear, realistic, and measurable goal related to increasing positive social support. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goal should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

- Review Life Project, celebrating any progress

QUALITY ASSURANCE CHECK SHEET / NOTES

Client________________________________ Facilitator__________________________________

❏ Completed check-in with Client

❏ Discussed three types of social support

❏ Discussed positive vs. negative social support

❏ Identified Client's personal support network using Social Support Worksheet

❏ Discussed support categories (i.e., informational, emotional, tangible)

❏ Role-played social support situations

❏ Set goal related to increasing positive social support; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome: Client will develop a plan for decreasing stress by increasing adaptive coping strategies over the next three months

Skill 1: Client will identify resources to assist in decreasing stress and increasing adaptive coping strategies

Skill 2: Client will identify and problem solve challenges to decreasing stress and increasing adaptive coping strategies

AGENDA / TIMELINE

Module 1, Session 5....................................90 minutes

• Check-In/Life Context ....15 minutes
- Review last week's life events
- Discuss progress of goal and Life Project
- Preview Session 5 content
- Discuss session content as it relates to the Client's life context

• Skills-Building..20 minutes
- Discuss Client's successes in using adaptive coping strategies
- Discuss Client's challenges to maintaining adaptive coping strategies
- Discuss Client's successes in reducing symptoms of stress
- Discuss Client's challenges in reducing symptoms of stress

• Problem-Solving.......................................20 minutes
- Assist Client in developing a plan to continue to decrease stress over the next three months
- Assist Client in developing a plan to continue to increase adaptive coping strategies over the next three months

• Wrap-Up ....35 minutes
- Assist Client in identifying resources and skills that support his / her plan to decrease personal stress
- Assist Client in identifying resources and skills that support his / her plan to increase personal adaptive coping strategies
- Client sets goal related to reducing stress and increasing adaptive coping strategies
- Review Client's Life Project

MATERIALS / ACTIVITIES

- Client File
  - Life Context Form (Session 1, pages 5–6)
  - Personal Stressors List (Session 2, page 12)
  - Personal Stressors Worksheet (Session 2, page 13)
  - Emotion-Focused Worksheet (Session 3, page 22)
  - Problem-Focused Worksheet (Session 3, page 23)
  - Social Support Worksheet (Session 4, page 29)
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Sheet / Notes
  - Session Notes

- Pens, pencils

check-in/life context 15 MINUTES

- Review significant events in Client's life over the last week, including Life Project

- Discuss goal set at last session including successes, accomplishments, and challenges

- Preview Session 5 content

- Identify how the skills developed over the last four sessions have influenced his/her life context. Suggested topic areas for discussion:
  - Personal Stressors List (Session 2, page 12)
  - Personal Stressors Worksheet (Session 2, page 13)
  - Emotion-Focused Worksheet (Session 3, page 22)
  - Problem-Focused Worksheet (Session 3, page 23)
  - Social Support Worksheet (Session 4, page 29)

NOTES | OUTLINE

Skills-Building

20 MINUTES

Include in discussion a review of the worksheets from previous four sessions:

- Personal Stressor Worksheet
- Stress and Coping Worksheet
- Emotion-Focused Worksheet
- Problem-Focused Worksheet
- Social Support Worksheet

- Discuss Client's successes in reducing symptoms of stress
- Discuss Client's challenges in reducing symptoms of stress
- Discuss Client's successes in using adaptive coping strategies
- Discuss Client's challenges to maintaining adaptive coping strategies

problem-solving

20 MINUTES

- Assist Client to problem-solve a plan for decreasing stress over the next three months. Problem-solving steps include:
  1. Identify the stressor(s)
  2. Determine the goal.
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

- Assist Client to problem-solve a plan for increasing adaptive coping strategies over the next three months. Problem-solving steps include:
  1. Identify the stressor(s)
  2. Determine the goal.
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

NOTES | OUTLINE

wrap-up

35 MINUTES

- Assist Client in identifying resources and skills that support his / her plan to decrease personal stress

- Assist Client in identifying resources and skills that support his / her plan to increase personal adaptive coping strategies

- Review challenges encountered to goals set in previous sessions

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

- Assist Client in identifying a goal related to reducing stress and increasing adaptive coping strategies over the next three months. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goal should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

- Prepare the Client for the three month break and assessment

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (page 38 of this session).

QUALITY ASSURANCE CHECK SHEET / NOTES

Client_________________________________ Facilitator__________________________________

❑ Completed check-in with Client

❑ Discussed Client's successes and challenges regarding adaptive coping strategies

❑ Discussed Client's successes and challenges regarding reducing symptoms of stress

❑ Developed a plan for Client to continue decreasing stress over next three months

❑ Developed a plan for Client to continue to increase adaptive coping strategies over the next three months

❑ Identified Client resources and skills to support plans regarding decreasing stress and increasing adaptive coping strategies (above)

❑ Set a goal related to reducing stress and increasing adaptive coping strategies; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❑ Discussed three-month break and assessment

❑ Reviewed Life Project / progress

❑ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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module 2

OUTCOME AND SKILLS

Outcome: Client will decrease personal risky sexual and / or drug use behaviors

Skill 1: Client will identify at least one trigger that may lead him / her to engage in risky behaviors

Skill 2: Client will develop a plan to reduce risk for one identified personal behavior

AGENDA / TIMELINE	MATERIALS / ACTIVITY
Module 2, Session 1 ....90 minutes **• Check-In/Life Context ....20 minutes** • Review last three months life events • Discuss progress of goals and Life Project • Preview Module 2 and Session 1 content • Discuss session content as it relates to the Client's life context **• Skills-Building.............................20 minutes** • Discuss Client's personal risky behavior • Do Continuum of Risk activity **• Problem-Solving...........................35 minutes** • Client identifies and problem-solves trigger(s) related to personal risky behavior **• Wrap-Up ....15 minutes** • Client sets goal related to personal risky behavior • Review Client's Life Project	• Client File • Continuum of Risk • Goal Card • Goal Recording Sheet • Quality Assurance Check Sheet / Notes • Session Notes • Pens, pencils

check-in/life context 20 MINUTES

- Review significant events in Client's life over the past three months, including the Life Project

- Discuss goal set at last session including successes, accomplishments, and challenges

- Preview Module 2 and Session 1 content

- Identify how sexual risk behavior influences the Client's sexual life. Suggested topic areas for discussion:
  - Relationship(s)
  - Role of sexual activity, or lack of sexual activity, in his or her life
  - Sexual risk taking
  - Cultural influences on sexual activity
  - Gender expectations for sexual activity

- Identify how drug-related risk behavior influences the Client's life
  - Drug sharing networks (environment, social)
  - Drug of choice (injecting / non-injecting, heroin / cocaine) and decisions for choice
  - Drug sharing relationships (cultural and / or gender issues)
  - Physical (being "sick") and / or emotional impact of drug use
  - Influence on risk-taking decisions (treatment issues, structural issues [i.e., societal norms, imprisonment, dope-dating])

Skills-Building

20 MINUTES

- Discuss Client's attitudes and beliefs regarding transmission routes and risky behaviors
  - **Activity: Continuum of Risk**
    - Engage Client in identifying personal risky behaviors. This discussion may include:
      - General risk behavior list (see activity instructions)
      - Issues identified through life context conversation
      - Personal sexual / drug activities (may include fantasies)
      - Impact of drug use / networks on sexual behavior

    - **Instructions**
      1. **Assist Client to complete the Continuum of Risk arrow (page 42 of this session).** The facilitator may start by asking the Client to identify where on the arrow he / she might rate the generic examples listed below.
         - Anal sex without a condom (even with withdrawal)
         - Vaginal sex without a condom
         - Oral sex, stopping before ejaculation (cum or pre-cum)
         - Mutual masturbation ("outercourse")
      2. After the facilitator has an idea of the Client's knowledge level, ask if he / she can think of other activities to place on the risk scale. (An alternative would be to ask the Client to describe sexual or drug use fantasies and rate the components of the fantasy on the continuum.) After all ideas are generated, discuss how activities rated as riskier could be made less risky and rate the adjusted activities as well. When the Risk Continuum has been completed, the facilitator asks the Client to draw a vertical line indicating his / her personal risk limit goal.
         - One of the more risky personal activities can be used for the Trigger Identification process.

ACTIVITY: “CONTINUUM OF RISK”

LITTLE OR NO RISK	SLIGHTLY RISKY	SOMEWHAT RISKY	RISKY	VERY RISKY

LITTLE OR NO RISK | SLIGHTLY RISKY | SOMEWHAT RISKY | RISKY | VERY RISKY

problem-solving

35 MINUTES

- Assist Client in identifying at least one trigger which may lead him or her to risky behavior(s)
  - People
  - Places
  - Substance
  - Moods/Feelings

- Assist Client in problem-solving reducing risk for at least one identified trigger. Problem-solving steps include:
  1. Identify the trigger
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

wrap-up

15 MINUTES

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (page 45 of this session).

- Assist Client in identifying a clear, realistic, and measurable goal related to the identified trigger(s). A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

- Review Life Project, celebrating any progress

QUALITY ASSURANCE CHECK SHEET / NOTES

Client________________________________ Facilitator__________________________________

❏ Completed check-in with Client, discussing last three months' life events and progress on goals and Life Project

❏ Discussed Client's personal risky behavior(s)

❏ Completed Continuum of Risk activity

❏ Identified and problem-solved trigger(s) to Client's personal risky behavior(s)

❏ Set goal related to personal risky behavior(s); recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

OUTCOME AND SKILLS

Outcome 1A: Client will successfully demonstrate proper placement of the male condom using a wooden penis model

Outcome 1B: Client will successfully demonstrate proper placement of the female condom using a vaginal model

Skill: Client will identify at least one challenge related to the male and / or the female condom use

Outcome 2 (IDUs and partners of IDUs): Client will successfully demonstrate adequate knowledge of a local needle exchange program

Skill: Client will identify at least one challenge related to use of a needle exchange program

AGENDA / TIMELINE

Module 2, Session 2..............................90 minutes

- **Check-In/Life Context ....20 minutes**
  - Review last week's life events
  - Discuss progress of goal and Life Project.
  - Preview Session 2 content
  - Discuss Session content as it relates to the Client's life context
- **Skills-Building...................................30 minutes**
  - Brief discussion of male anatomy
  - Male condom demonstration and Client practice
  - Brief discussion of female anatomy
  - Female condom demonstration and Client practice
  - Brief discussion of STDs
  - Discussion of needle exchange program
- **Problem-Solving.................................20 minutes**
  - Client identifies and problem solves triggers related to barriers to condom use and / or use of needle exchange program
- **Wrap-Up ....20 minutes**
  - Client sets goal related to condom use and / or use of the needle exchange program
  - Review Client's Life Project

MATERIALS / ACTIVITIES

- Client File
  - Male Anatomy Chart
  - Instructions for Male Condom Demonstration Activity
  - Female Anatomy Chart
  - Instructions for Female Condom Demonstration Activity
  - Common STDs and Treatment
  - Area Needle Exchange Information
  - Goal Cards
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes
- Pens, pencils
- Wooden penis model
- Male condoms (practice and distribution)
- Vaginal model
- Female condoms (practice and distribution)
- Reality® female condom brochures
- Lubricants (practice and distribution)
- Waterless soap
- Paper towels

check-in/life context 20 MINUTES

- Review significant events in Client's life in past week, including the Life Project

- Discuss goal set at last session including successes, accomplishments, and challenges

- Preview Session 2 content

- Identify how condom use influences the Client's sexual life. Suggested topic areas for discussion:
  - Relationship(s)
  - Risk-taking behavior and barriers to condom use
  - Cultural influences regarding condom use
  - Gender expectations regarding responsibility for condom use

- **(IDUs and partners of IDUs)** Identify how safer needle practices impact Client's life
  - Access to needle exchange program
  - Alternatives to needle exchange program (purchase, cleaning, etc.)
  - Influence of drug sharing network

Skills-Building

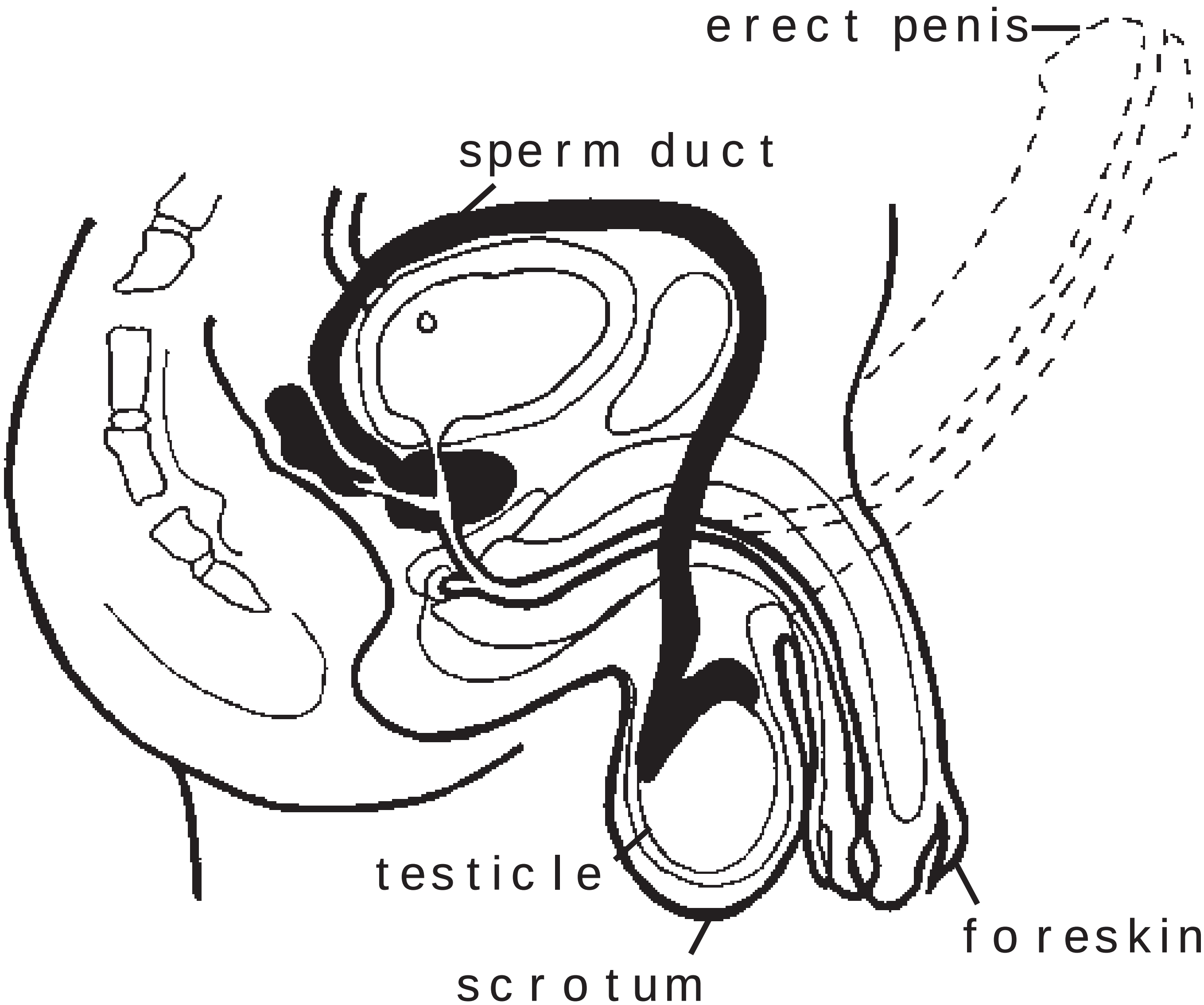
30 MINUTES

- **Activity: "Condom Demonstration" (facilitator and Client)**
  - Assess Client's knowledge of the male reproductive anatomy **(see male anatomy chart on page 49 of this session)**

  - Facilitator demonstrates the proper placement of a male condom using the wooden penis model. Steps:
    1. Always choose a latex condom.
    2. Check the expiration date on the package (or on the box).
    3. Test to make sure there is still an air bubble in the package.
    4. Open package, being careful not to tear the condom. Do not open the package with your teeth and use extra caution with long fingernails.
    5. Place the condom on the head of the penis, making sure that the reservoir tip sticks out. (Putting a drop of lubricant inside the condom tip may give extra feeling.)
    6. Pinch the reservoir tip to get any air out.
    7. Slowly unroll the condom all the way down to the base of the penis.
    8. If lubrication is desired, choose water-based (i.e., K-Y® Jelly) rather than oil-based (i.e., Vaseline®) lubricant.
    9. Immediately after ejaculation, hold the condom at the base of the penis and carefully withdraw (pull out before the penis becomes flaccid [soft]).
    10. Roll the condom down and remove it from the penis making sure the contents of the reservoir tip do not spill.
    11. Dispose of the condom in a trash can. Do not flush condoms down the toilet

  - Client practices proper placement of a male condom using the wooden penis model.

MALE ANATOMY

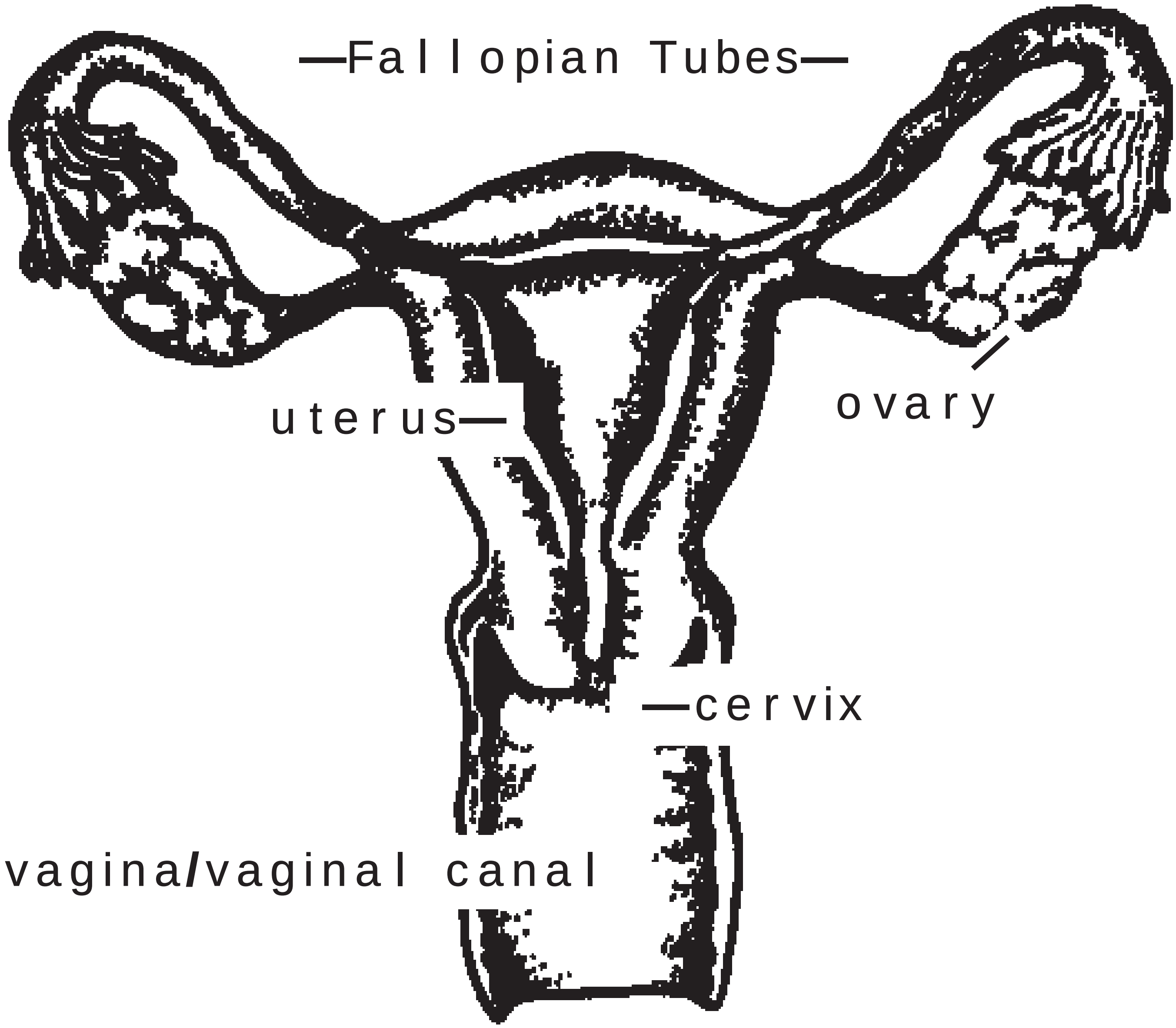


- Assess Client's knowledge of the female reproductive anatomy **(see female anatomy chart on page 51 of this session)**

- Facilitator demonstrates the proper placement of a female condom using the vaginal model. Steps:
    1. Check the expiration date of the condom package. The manufacturer says the female condom can be used up to one year beyond the expiration date, but always check the date.
    2. Carefully open the package without tearing the condom. Do not open the package with your teeth and use extra caution with long fingernails.
    3. Unroll the condom and separate the two rings. The loose ring inside the pouch is called the "inner ring," and the ring connected to the opening of the pouch is called the "outside ring."
    4. Gently rub the condom to evenly spread the lubricant.
    5. Grab the inside ring between the thumb and middle finger and pinch the edges together like a diaphragm.
    6. Place the index finger between the thumb and middle finger to prevent the condom from slipping.
    7. Still squeezing the condom, use the index finger to guide the condom into the vagina, being careful not to twist the condom. (The other hand may be used to spread the vagina during insertion).
    8. Push the ring in until the cervix is completely covered. The ring will then fall into place (like a diaphragm).
    9. The outside ring remains outside the vagina protecting the labia or lips around the vagina.
    10. Insert the index finger through the inside of the condom to make sure the condom is not twisted or loose.
    11. Until both partners are comfortable using the female condom, guide the penis into the condom.
    12. Immediately after ejaculation, squeeze and twist the end of the condom that is protecting the labia.
    13. Remove the condom by pulling, being careful not to spill the semen inside the condom.
    14. Dispose of the condom in a trash can. Do not flush down the toilet.

- Client practices the proper placement of a female condom using the vaginal model.

FEMALE ANATOMY



NOTES	OUTLINE

- **Activity: Common STDs and Treatment (see page 53 of this session)**
  - Assess Client's knowledge of STDs
    - Common types (e.g., chlamydia, gonorrhea, genital warts, etc.)
    - Difference in cause (bacterial, viral, parasitic) and treatment
    - Prevention

BACTERIAL

CHLAMYDIA:
Symptoms: Known as the "silent epidemic;" discharge from the penis or vagina; burning sensations while urinating. Women—lower abdominal pain, pain during intercourse, bleeding between menstrual cycles. Men—burning and itching around the opening of the penis and swelling in the testicles
Treatment: Antibiotics

GONORRHEA (a.k.a. "the clap, "dose," or "drip")
Symptoms: Men—pain at the tip of the penis, pain and burning during urination, thick, yellow, cloudy discharge. Women—mild vaginal itching and burning, thick yellow-green discharge, burning on urination, severe lower abdominal pain
Treatment: Antibiotics

SYPHILIS
Symptoms: Painless sore(s) around the genital area that and go unnoticed. If untreated, the disease will progress, causing many complications and in some instances, death.
Treatment: Antibiotics

CHANCROID
Symptoms: Pus-filled bump around the genital area (painful for men, not always painful for women). Painful lymph glands in the groin
Treatment: Antibiotics

VIRAL

GENITAL WARTS
Symptoms: Small lumps on the genital area
Treatment: Removed by using cream, freezing, or burning

GENITAL/ORAL HERPES
Symptoms: Blister like sores on the penis, vulva, near the anus, on the thigh or buttocks, and around the genital area
Treatment: No cure; medication to help keep virus in check

HEPATITIS B
Symptoms: Flu-like symptoms (aches, pains, nausea, vomiting). Whites of the eyes turn yellow. Pain in the abdomen
Treatment: Preventive vaccine available, no cure or treatment once infected

HIV
Symptoms: Cold or flu-like symptoms (aches, fever, weight loss, sleeplessness, nausea, thrush, fatigue, swollen glands, diarrhea, pneumonia)
Treatment: No cure, medication available to enhance the immune system

PARASITIC

CRABS (a.k.a. lice, "the cooties")
Symptoms: Parasite that lives on and bites the skin causing itching and sometimes a rash or bluish spots
Treatment: A chemical solution

SCABIES
Symptoms: A tiny mite that burrows beneath the skin, causing a rash around the thighs, armpits, or waist
Treatment: Medicated cream

TRICHOMONIASIS
Symptoms: There are often no symptoms. Women—bubbly, pale green or gray vaginal discharge with unpleasant odor. Vaginal itching, burning, or redness. Men—discharge from the penis and burning with urination
Treatment: Antibiotics

NOTES | OUTLINE

- **Activity (IDUs and partners of IDUs): Area Needle Exchange Information (see page 55 of this manual)**
    - Assess Client's knowledge of local needle exchange program
        - Location, hours of operation, procedures
        - Provide printed materials including phone number

AREA NEEDLE EXCHANGE INFORMATION

LIFEPOINT: A clean needle exchange program of the AIDS Resource Center of Wisconsin—Milwaukee Office

EXCHANGE SITES • 225-1511
All contacts are anonymous and legal.
Bleach, safer sex kits, and health information is available.
Ora-Sure HIV test now available!

MONDAY
Noon—1:00 p.m. • N. Holton and W. Wright
2:00–4:00 p.m. • E. Brady and N. Farwell

TUESDAY
10:30—11:30 a.m. • 27th and Burleigh
Noon—1:00 p.m. • 11th and Burleigh
2:00—3:00 p.m. • S. 12th and W. Greenfield
3:00—4:00 p.m. • S. 16th and W. Scott

WEDNESDAY
11:00 a.m.—Noon • N. 16th and W. North
12:30—1:30 p.m. • Lifepoint staff available at Cross Lutheran Church, 1821 N. 16th
2:00—3:00 p.m. • S. 12th and W. Greenfield
3:00—4:00 p.m. • S. 16th and W. Scott
1:00—8:00 p.m. • Rick Ceasar, Cross Lutheran Church, 1821 N. 16th

THURSDAY
11:00 a.m.—Noon • N. 1st and Keefe
Noon—1:00 p.m. • N. 11th and Burleigh
2:00—4:00 p.m. • N. 42nd and W. Capitol

FRIDAY
Roving Day • 10:00 a.m.—4:00 p.m.

SATURDAY
2:00—3:00 p.m. • E. Brady and N. Farwell

As of 12-9-99

AREA NEEDLE EXCHANGE INFORMATION

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Noon—1:00 p.m. • N. 11th and Burleigh
2:00—4:00 p.m. • N. 42nd and W. Capitol

FRIDAY
Roving Day • 10:00 a.m.—4:00 p.m.

SATURDAY
2:00—3:00 p.m. • E. Brady and N. Farwell

As of 12-9-99

AREA NEEDLE EXCHANGE INFORMATION

LIFEPOINT: A clean needle exchange program of the AIDS Resource Center of Wisconsin—Milwaukee Office

EXCHANGE SITES • 225-1511
All contacts are anonymous and legal.
Bleach, safer sex kits, and health information is available.
Ora-Sure HIV test now available!

MONDAY
Noon—1:00 p.m. • N. Holton and W. Wright
2:00–4:00 p.m. • E. Brady and N. Farwell

TUESDAY
10:30—11:30 a.m. • 27th and Burleigh
Noon—1:00 p.m. • 11th and Burleigh
2:00—3:00 p.m. • S. 12th and W. Greenfield
3:00—4:00 p.m. • S. 16th and W. Scott

WEDNESDAY
11:00 a.m.—Noon • N. 16th and W. North
12:30—1:30 p.m. • Lifepoint staff available at Cross Lutheran Church, 1821 N. 16th
2:00—3:00 p.m. • S. 12th and W. Greenfield
3:00—4:00 p.m. • S. 16th and W. Scott
1:00—8:00 p.m. • Rick Ceasar, Cross Lutheran Church, 1821 N. 16th

THURSDAY
11:00 a.m.—Noon • N. 1st and Keefe
Noon—1:00 p.m. • N. 11th and Burleigh
2:00—4:00 p.m. • N. 42nd and W. Capitol

FRIDAY
Roving Day • 10:00 a.m.—4:00 p.m.

SATURDAY
2:00—3:00 p.m. • E. Brady and N. Farwell

As of 12-9-99

problem-solving

20 MINUTES

- Trigger identification:
  - Assist Client in identifying at least one trigger related to barriers to condom use
    - People
    - Places
    - Substances
    - Moods / Feelings

- IDUs or partners of IDUs:
  - Assist Client in identifying at least one trigger related to barriers to safer needle practices
    - People
    - Places
    - Substances
    - Moods / Feelings

- Problem-Solving:
  - Assist Client in problem solving for at least one identified trigger. Problem-solving steps include:
    1. Identify the trigger
    2. Determine the goal
    3. Brainstorm alternative solutions
    4. Evaluate those solutions
    5. Choose the most appropriate and best solution
    6. Develop an action plan
    7. Act

NOTES | OUTLINE

wrap-up

20 MINUTES

- Facilitator may choose further condom practice or additional problem-solving based on perceived Client need

- Assist Client in setting a clear, realistic, and measurable goal related to the identified trigger(s). A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete this goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

- Review the Life Project, celebrating any progress.

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (see page 58 of this session)

QUALITY ASSURANCE CHECK SHEET / NOTES

Client_________________________________ Facilitator__________________________________

❏ Completed check-in with Client

❏ Discussed male anatomy, using diagram on page 49

❏ Demonstrated and had Client practice proper placement of male condom, using the wooden penis model

❏ Discussed female anatomy, using diagram on page 51

❏ Demonstrated and had Client practice proper placement of Female Condom, using the vaginal model

❏ Discussed local needle exchange programs

❏ Identified and problem-solved trigger-related barriers to condom use and / or use of needle exchange programs

❏ Set goal related to condom use and / or use of needle exchange programs; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome 1A: Client will successfully demonstrate (through in-session role-plays) increased skill in negotiating safer sex practices with all sexual partners

Outcome 1B: Client will successfully demonstrate (through in-session role-plays) increased skill in negotiating safer needle practices

Skill : Client will successfully identify and incorporate three key components of assertive communication in negotiating safer behaviors

AGENDA / TIMELINE	MATERIALS / ACTIVITY

Module 2, Session 3 ....90 minutes
 	
• Check-In/Life Context ....20 minutes
• Review last week's life events.
• Discuss progress of goal and Life Project
• Preview Session 3 content
• Discuss session content as it relates to the Client's life context
 	
• Skills-Building..................................20 minutes
• Assess Client's ability to communicate assertively
• Engage Client in a role-play to enhance their assertive communication skills
• Assist Client to apply assertive communication skills to negotiation of condom use / safer sex practices
• **(IDUs and partners of IDUs)** Assist Client to apply assertive communication skills to negotiation of safer needle practices
 	
• Problem-Solving................................35 minutes
• Client identifies and problem-solves trigger(s) related to barriers to negotiating safer sex and / or needle practices
 	
• Wrap-Up ....15 minutes
• Skill practice
• Client sets goal related to negotiating safer sex and / or needle practices
• Review Client's Life Project
	• Client File
	  • Role Play Vignettes
	  • Three Components of Assertive Communication
	  • Goal Card
	  • Goal Recording Sheet
	  • Quality Assurance Check Sheet / Notes
	  • Session Notes
	
	• Pens, pencils

NOTES | OUTLINE

check-in/life context

20 MINUTES

- Review significant events in Client's life over the past three weeks, including the Life Project

- Discuss goal set at last session including successes, accomplishments, and challenges

- Preview Session 3 content

- Identify how increased assertive negotiation of safer sex and / or needle practices may impact Client's life. Suggested topic areas for discussion:
    - Relationship(s)
    - Assertive communication and sexual / needle risk-taking
    - Sexual risk-taking
    - Cultural influences on assertive negotiation
    - Gender expectations for assertive negotiation

Skills-building

20 MINUTES

- **Discuss three key components of assertive communication worksheet (see page 62 of this session):**
  - Use "I" statements
  - Say what you want respectfully
  - Say why it's important

- Assess Client's current ability to communicate assertively through role plays
  - Engage Client in a role-play to practice assertive communication skills. Begin with non-sexual examples (i.e., partner taking out garbage, sharing household chores, deciding on television shows, sending food back in a restaurant, asking for service at a store, etc.)

  - Continue role-play exercise with sexual and / or drug related role-plays appropriate to Client's life context. **(If needed, see suggested example Role-Play Vignettes, pages 63–64 of this session.)**

Use “I” statements

Say what you want RESPECTFULLY

Say WHY it’s important

SEXUAL CONTENT—CURRENTLY SEXUALLY ACTIVE

- You have continuously fought with your partner about his/her stand against using condoms. He feels that because you are both HIV-positive it's okay to have unprotected sex. The last time you tried to negotiate with him, he became very angry. He has shown some violent tendencies in the past. How do you assertively convince him/her to try safer sex?

- Both you and your partner tested HIV-positive three years ago, and have been on combination medication therapy for six months. When you received your test results, you made a commitment to each other to always practice safer sex. Recent lab work shows both viral load levels to be undetectable. Your partner suggests having unprotected sex as a celebration. How do you convince him/her to maintain your commitment to safer sex?

- You have a casual partner who knows your HIV status. It's the end of the month, and this partner often helps you out with a few dollars until you get your check. When you go to talk with that person, he/she is high and will give you money only if you have unprotected sex. How would you handle this situation? What would you say?

CURRENTLY NOT SEXUALLY ACTIVE

- Your boyfriend of three months is pressuring you to have sex. Since being on combination therapy you are feeling much better about your health and body image. You find yourself thinking about how nice intimacy would be again. How do you suggest using condoms or another safer sex practice?

- Your mother is dating again. How would you discuss safer sex practices with her?

- You are very close to your 16-year-old niece/nephew, although you have not told him/her your HIV status. You have a feeling that your sister will never sit down with him/her to talk about sex. Your sister has given you permission to talk with him/her. What would you say to him/her?

- You find a condom in your son's jeans while doing the wash. How would you talk with him about your discovery?

- You have just met someone wonderful. The relationship has been non-sexual up to this point, but you would like it to progress into something more. He/She is aware of your HIV status, but you have never discussed the possibility of a sexual relationship. What do you say?

DRUG-RELATED SCENARIOS

- You have been out and having a good time at the bar. You've had a lot to drink. It is getting close to closing and someone invites you to his or her place to keep the party going. They bring out some "coke" at their apartment, and keep saying you should "just kick back and relax." How would you stay safer?

- You've been trying to find a job all day. You haven't been very successful and decide to stop at one of your favorite hangouts to cheer yourself up. You run into a person that you haven't seen for awhile. This person used to be a part of your trusted circle of friends that shared needles and works. (S)he tells you about some good drugs at a sharing party. You don't have clean works with you. How would you bring up the subject of safer needle practices?

- Your partner is an IDU who is embarrassed about using the needle exchange program. His drug use is very secretive, and he is afraid his reputation will be ruined if someone recognizes him. You're concerned that he has gone back to sharing needles or getting needles wherever he can. How would you convince him to use safer needle practices?

problem-solving

35 MINUTES

- Assist Client in identifying at least one trigger related to barriers to negotiating safer sex and / or needle practices
  - People
  - Places
  - Substances
  - Moods / Feelings

- Assist Client in problem-solving risk reduction for at least one identified trigger. Problem-solving steps include:
  1. Identify the trigger
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

wrap-up

15 MINUTES

- Assist Client in identifying a clear, realistic, and measurable goal related to the identified trigger(s). A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (see page 67 of this session)

QUALITY ASSURANCE CHECK SHEET / NOTES

Client________________________________ Facilitator__________________________________

❏ Completed check-in with Client

❏ Assessed Client's current ability to communicate assertively

❏ Engaged Client in role play to enhance his / her assertive communication skills

❏ Applied assertive communication skills to negotiation of condom use, safer sex practices, and / or safer needle practices

❏ Set goal related to negotiating safer sex and / or safer needle practices; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome: Client will increase decision-making skills surrounding disclosure decisions

Skill: Client will identify personal and environmental factors related to disclosure decisions

AGENDA / TIMELINE

Module 2, Session 4........................90 minutes

- **Check-In/Life Context ....20 minutes**
  - Review past week's life events
  - Discuss progress of goal and Life Project.
  - Preview Session 4 content
  - Discuss session content as it relates to the Client's life context
- **Skills-Building..............................20 minutes**
  - Discuss Client's attitudes and beliefs surrounding disclosure
  - Engage Client in a dialogue about past disclosure decisions and experiences (if any)
  - Assess Client's decision-making skills and self-efficacy surrounding disclosure
- **Problem-Solving...........................35 minutes**
  - Client identifies and problem-solves trigger(s) that impact his / her decision-making process
- **Wrap-Up ....15 minutes**
  - Client sets goal related to disclosure or the decision-making process
  - Review Client's Life Project

MATERIALS / ACTIVITY

- Client File
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes
- Pens, pencils

check-in/life context 20 MINUTES

- Review significant events in Client's life over the past week, including Life Project

- Discuss goal set at last session including successes, accomplishments, and challenges

- Preview Session 4 content

- Discuss Client's attitudes and beliefs surrounding self-disclosure. Suggested topic areas for discussion:
  - Stigma
  - Self-esteem
  - Social support
  - Cultural influences on sexual activity
  - Relationship(s)—personal and professional

- Engage Client in a dialogue about past disclosure decisions and experiences (if any):
  - Positive experiences (when, disclosure to whom, results)
  - Negative experiences (when, disclosure to whom, results)
  - If Client has never disclosed to anyone, what are their expectations of cost to them (personal and professional) and benefit to them (personal and professional)

skills-building **20 MINUTES**

- Assist Client in identifying factors that influence his or her decision whether to self-disclose
  - **Activity: My Decision-Making Process**
    - This discussion may include the following issues:
      - Personal safety
      - Stigma
      - Positive social support
      - Health status and health care
      - Employment
      - Legal issues
      - Housing
    - Facilitator may use the My Decision-Making Process scale to guide Client's reflection on how much thought preceeded decisions regarding disclosure **(See page 71 of this session.)** Topics of discussion may include:
      - Impulsive disclosure vs. thoughtful planning of disclosure discussion (i.e., situational, person-specific, etc.)
      - Pressure to disclose by environmental factors (i.e., health clinic, employment situations, etc.)
      - Thoughtful planning when choosing not to disclose

ACTIVITY: “MY DECISION-MAKING PROCESS”

1	2	3	4	5
NO THOUGHT	LITTLE THOUGHT	SOME THOUGHT	A LOT OF THOUGHT	WELL THOUGHT OUT

problem-solving

35 MINUTES

- Assist Client in identifying at least one trigger that may lead him or her to make disclosure decisions, leading to risky behavior
    - People
    - Places
    - Substances
    - Moods/Feelings

- Assist Client in problem solving a positive decision-making process for at least one identified trigger
    1. Identify the trigger
    2. Determine the goal
    3. Brainstorm alternative solutions
    4. Evaluate those solutions
    5. Choose the most appropriate and best solution
    6. Develop an action plan
    7. Act

wrap-up

15 MINUTES

- Facilitator may assist Client in role-playing his/her disclosure decisions or problem-solve barriers to good decision-making

- Assist Client in identifying a clear, realistic, and measurable goal related to the identified trigger(s). A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (see page 74 of this session)

QUALITY ASSURANCE CHECK SHEET / NOTES

Client______________________________ Facilitator________________________________

❏ Completed check-in with Client

❏ Discussed Client's attitudes and beliefs regarding disclosure

❏ Discussed Client's past disclosure decisions and experiences (if any)

❏ Assessed Client's decision-making skills and self-efficacy regarding disclosure

❏ Problem-solved triggers that affect Client's decision-making process regarding disclosure

❏ Set goal related to disclosure or the decision-making process; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome: Client will develop a plan to increase safer behaviors, assertive negotiation / communication, or self-efficacy surrounding disclosure issues over the next three months

Skill 1: Client will identify at least one trigger that may lead them to engage in risky behaviors, impede assertive negotiation or impede self-disclosure

Skill 2: Client will identify at least one situation, person, or place that supports safer behavior

AGENDA / TIMELINE	MATERIALS / ACTIVITY
Module 2, Session 5 ....90 minutes • **Check-In/Life Context ....15 minutes** • Review past week's life events • Discuss progress of goal and Life Project • Preview Session 5 content • Discuss session content as it relates to the Client's life context • **Skills-Building ....15 minutes** • Discuss Client's successes and challenges with goals set in previous sessions • **Problem-Solving ....20 minutes** • Assist Client to develop a plan for maintenance and continued enhancement of session skills • **Wrap-Up...40 minutes** • Client demonstrates proper male and female condom placement • (IDUs and partners of IDUs) Client demonstrates knowledge of needle exchange program / proper cleaning techniques • Client sets goal related to maintaining safer behavior over the next three months • Review Client's Life Project	• Client File • Continuum of Risk (Session 1, page 42) • Three Components of Assertive Communication (Session 3, page 62) • Goal Card • Goal Recording Sheet • Quality Assurance Check Sheet / Notes • Session Notes • Pens, pencils

check-in/life context

15 MINUTES

- Review significant events in Client's life over the past week, including the Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 5 content
- Review previous four sessions' content and Client's life context. Topics for discussion may include:
  - Role of sexual activity in Client's life
  - Drug-related behavior and risk taking decisions
  - Condom use and impact on Client's sexual life
  - Safer drug behaviors impact on Client's life
  - The role and impact of effective, assertive negotiation / communication on Client's life
  - How decisions about self-disclosure affect Client's life

skills-Building

15 MINUTES

- Review Client's successes and challenges with goals set in previous sessions. Suggested topic areas for discussion:
  - Continuum of Risk worksheet (Session 1, page 42)
  - Confidence using male and female condom
  - Assertive communication / negotiation (Three Components of Assertive Communication worksheet, Session 3, page 62)
  - Decision-making and self-disclosure

problem-solving

20 MINUTES

- Assist Client in developing a plan for maintenance and continued enhancement of previous four sessions' skills
  - Identify the most challenging trigger(s)
    - People
    - Places
    - Substances
    - Moods / Feelings
  - Identify strategies that were most successful
  - Identify strategies that were not as successful

- Assist Client in problem-solving the most challenging trigger. Problem-solving steps include:
  1. Identify the trigger
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

NOTES | OUTLINE

wrap-up

40 MINUTES

- Assist Client in developing a plan / goal to maintain safer behavior(s) over the next three months. A plan / goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

- Facilitator may choose to have Client review or practice his or her skill level in the following areas:
  - Male and female condom placement
  - Knowledge of needle exchange programs / proper needle cleaning technique
  - Role play assertive communication / negotiation
  - Role play disclosure scenario

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File

- Assist Client to identify at least one situation, person, or place that supports his or her goals regarding safer behavior

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (see page 80 of this session)

- Prepare the Client for the three-month break and assessment

QUALITY ASSURANCE CHECK SHEET / NOTES

Client________________________________ Facilitator________________________________

❏ Completed check-in with Client

❏ Discussed Client's successes and challenges with goals set in previous sessions

❏ Developed a plan for maintenance and continued enhancement of session skills

❏ Client demonstrated proper male and female condom placement, using the wooden penis model and the vaginal model

❏ Client demonstrated knowledge of local needle exchange programs

❏ Discussed three-month break and assessment

❏ Set goal related to maintaining safer behavior(s) over the next three months; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

j

module 3A

(for clients receiving medical treatment)

OUTCOME AND SKILLS

Outcome 1: Client will identify information sources regarding health and treatment

Outcome 2: Client will identify factors that influence adherence to a medical regimen

Skill 1: Client will identify health and treatment areas about which he or she would like more information or understanding

Skill 2: Client will identify triggers that have the greatest impact on his or her medical regimen

AGENDA / TIMELINE

Module 3A, Session 1.....................90 minutes

- **Check-In/Life Context ....30 minutes**
  - Review last three months' life events
  - Discuss progress of goal and Life Project
  - Preview Module 3 and Session 1 content
  - Discuss session content as it relates to the Client's life context

- **Skills-Building..............................20 minutes**
  - Discuss Client's knowledge of medical / health status
  - Client identifies factors that influence his / her ability to adhere to a medical regimen
  - Client identifies questions / topics about health / treatment he or she would like to know more about

- **Problem-Solving...........................25 minutes**
  - Client problem-solves factors that may negatively influence his / her ability to adhere to a medical regimen
  - Client problem-solves ways to get answers to health-related questions through various information sources

- **Wrap-Up ....15 minutes**
  - Assist Client in developing a plan to increase / maintain adherence to a medical regimen
  - Client sets goal related to increasing / maintaining medical regimen adherence
  - Review Client's Life Project

MATERIALS / ACTIVITY

- Client File
  - Personal Health Plan worksheet
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes

- Pens, pencils

check-in/life context 30 MINUTES

- Review significant events in Client's life over the past three months, including the Life Project

- Discuss goals set at last session including successes, accomplishments, and challenges

- Preview Module 3A and Session 1 content

- Identify how adhering to a medical regimen influences the Client's life. Suggested topic areas for discussion:
  - Relationship(s) (i.e., significant other[s], children, extended family, friends, co-workers, etc.)
  - Self-esteem and body image
  - Disclosure issues
  - Stress and coping
  - Substance use / abuse
  - Risk behaviors
  - Cultural influences on access and use of conventional medical systems
  - Cultural influences on access and use of complementary medical systems
  - Gender expectations for maintaining a medical regimen

- Assist Client in identifying his / her medical regimen **(see Activity: My Personal Health Plan, pages 84–85 of this session)**. Topics to cover include:
  1. Current Health Status
     - Has diagnosis changed since Module 1? (If yes, when?)
     - Current CD4 count
     - Current viral load
     - Any opportunistic infections since Module 1?
     - Other factors?

2. Health Care Utilization
   - Current use of traditional health care providers
     - Length of time Client has been receiving medical services
     - Primary and / or specialist physicians (i.e., infectious disease, dermatology, ophthalmology, oncology, gynecology, etc.)—or—early intervention / clinic providers
     - Missed appointments (i.e., how many, how often, reasons for, etc.)

3. Current Uses of Complementary Health Care Providers (i.e., acupuncturist, massage therapist, chiropractor, nutritionist, reiki practitioner, etc.)
   - Length of time Client has been receiving complementary services
   - Missed appointments (i.e., how many, how often, reasons for, etc.)

4. Medication Use
   - Is Client currently taking medications?
   - Review current medications (HIV and non-HIV, if any) discussed in Module 1, Session 1—any changes?
   - How is Client doing on medication:
     - Physically?
     - Emotionally?
     - Missed dosages
     - Reasons for missed dosages
     - Side effects (be specific)
   - Has Client ever been on medication (HIV-related) that has been discontinued?
     - Physician ordered and factors that went into that decision
     - Client decision and factors that went into that decision

ACTIVITY: "MY PERSONAL HEALTH PLAN"

CURRENT HEALTH STATUS

Has diagnosis changed since Module 1? ❑ Yes ❑ No If Yes, when?____________________

Current CD4 count__________________________ Current viral load____________________________

Any opportunistic infections since Module 1? ❑ Yes ❑ No If Yes, specify_______________

Any other significant health factors since Module 1? ❑ Yes ❑ No
If Yes, specify____

HEALTH CARE UTILIZATION

Current use of traditional health care providers

Length of time receiving medical services____

Primary and / or specialist physicians (i.e., infectious disease, dermatology, ophthalmology, oncology, gynecology, etc.)____

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____

Missed appointments (i.e., how many, how often, reasons for, etc.)___________________________

____

Current use of complementary health care providers

Length of time receiving medical services____

Practitioners (i.e., acupunturist, massage therapist, chiropractor, nutritionist, reiki practitioner, etc.)____

____

____

Missed appointments (i.e., how many, how often, reasons for, etc.)___________________________

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MEDICATION

Currently taking medications? ❑ Yes ❑ No If Yes, specify_______________________________

____

____

Any changes in medication since Module 1? ❑ Yes ❑ No If Yes, specify________________

____

How are you doing on your medications?

- Physically?____

  ____

- Emotionally?____

  ____

- Missed dosages? ❑ Yes ❑ No If Yes, reasons___________________________________

  ____

- Side effects due to meds? ❑ Yes ❑ No If Yes, specify__________________________

  ____

Have you ever been on medication (HIV-related) that has been discontinued? ❑ Yes ❑ No
If Yes:

- Physician ordered? ❑ Yes ❑ No If Yes, reasons_______________________________
- Client decision? ❑ Yes ❑ No If Yes, reasons_________________________________

Skills-Building

20 MINUTES

After going through the Section I Skills-Building, proceed to Section I Problem-Solving on page 87.

When you have completed Section I, then do the same with Section II Skills-Building and Problem-Solving.

- **SECTION I:** Assist Client in identifying triggers that influence his / her ability to adhere to a medical regimen (i.e., medications, medical appointments, personal health plan, etc.)
  - **People/Relationship(s)** (i.e., significant other[s], family, friend, health care providers, co-workers, case managers, etc.)
  - **Places** (i.e., home, work, shelter, health care facility, social event, travel, etc.)
  - **Substances** (i.e., alcohol, recreational drugs, nicotine, etc.)
  - **Food** (i.e., meal schedules, preparation, fluids, snacks, etc.)
  - **Moods/Feelings** (i.e., feeling down, anger, joy, celebration, anxiousness, etc.)
  - **Life Responsibilities** (i.e., homelessness, child care, finances, work, transportation, etc.)
- **SECTION II:** Ask the Client to identify questions or topics about health or treatment that they would like to know more about. Topics will vary for each person, depending on his or her current knowledge or information-gathering skills. Examples of the types of questions Clients may identify include, but are not limited to:
  - How often should Client get medical checkups?
  - What are the newest treatment options?
  - What is the best time to start or switch treatments?
  - Understanding what laboratory results mean (including viral load tests)
  - How closely does Client have to stick to medication schedule for treatment to work well?

NOTES | OUTLINE

problem-solving

25 MINUTES

When you have completed Section I, then do the same with Section II Skills-Building and Problem-Solving.

- **SECTION I:** Assist Client in problem-solving one of the identified triggers that negatively influences his/her ability to adhere to a medical regimen. Problem-solving steps include:
  1. Identify the trigger
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

- **SECTION II:** Help Client to problem-solve ways to get answers to questions by identifying different sources of information and how to access (i.e., reading HIV/AIDS magazines, newsletters, internet sites; asking case managers, health educators, nurses, or doctors in person; writing down questions to ask later; calling information hotlines; etc.)

NOTES | OUTLINE

wrap-up

15 MINUTES

- Assist Client in developing a plan to increase / maintain adherence to a medical regimen or to increase knowledge about health and treatment

- Assist Client in identifying a clear, realistic, and measurable goal related to increasing / maintaining adherence to their medical regimen or increasing health / treatment knowledge. A goal should be:
    - Realistic—can reasonably expect to be completed between sessions
    - Clear—Client understands exactly what steps must be taken to complete the goal
    - Not too easy and not too hard—goals should be challenging, but not impossible or too global
    - Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client file.

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client file. Complete Quality Assurance Check Sheet/ Notes (see page 89 of this session)

QUALITY ASSURANCE CHECK SHEET / NOTES

Client__________________________________ Facilitator_________________________________

❏ Completed check-in with Client, discussing last three months' life events and progress on Goals and Life Project

❏ Discussed Client's knowledge of medical / health status, using My Personal Health Plan worksheet

❏ Identified factors that influence Client's ability to adhere to a medical regimen

❏ Identified health and treatment areas Client needs more information on

❏ Problem-solved factors that may negatively influence Client's ability to adhere to a medical regimen

❏ Problem-solved ways to access sources of health / treatment information

❏ Developed a plan to increase / maintain adherence to a medical regimen or increase knowledge about health or treatment

❏ Set a goal related to increasing / maintaining medical regimen adherence or increasing health and treatment knowledge; recorded it on Goal Card for Client and on Goal Recording Sheet for file

❏ Reviewed Life Project / progress

❏ Completed Session Notes for file

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome: Client will successfully demonstrate (through in-session role-plays) increased skill in communicating assertively with health care providers or others who influence adherence to a medical regimen

Skill 1: Client will successfully incorporate three key components of assertive communication in discussions with health care providers or others who influence adherence to a medical regimen

Skill 2: Client will increase his / her participation in a decision-making partnership with health care providers and others who influence adherence to a medical regimen

AGENDA / TIMELINE

Module 3A, Session 2 ....90 minutes

- **Check-In/Life Context.........................15 minutes**
  - Review last week's life events
  - Discuss progress of goal and Life Project.
  - Preview Session 2 content
  - Discuss session content as it relates to the Client's life context
- **Skills-Building ....35 minutes**
  - Client reviews three key components to assertive communication
  - Client identifies barriers to assertive communication with health care providers or others who influence adherence to a medical regimen
  - Client practices (through in-session role-plays) assertive communication skills related to adherence issues
- **Problem-Solving............................20 minutes**
  - Client problem-solves at least one barrier to assertive communication related to adherence issues
- **Wrap-Up ....20 minutes**
  - Facilitator guides Client in further practice of either assertive communication or problem-solving barriers to participation in decision-making partnership, or other barriers regarding adherence
  - Client sets goal related to increasing assertive communication skills with health care providers or others who influence adherence to a medical regimen
  - Review Client's Life Project

MATERIALS / ACTIVITY

- Client File
  - My Personal Health Plan worksheet
  - Three Key Components to Assertive Communication worksheet (from Module 2, Session 3)
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes
- Pens, pencils

check-in/life context 15 MINUTES

- Review significant events in Client's life over the last week, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 2 content
- Identify how Client's communication skills with health care providers, or others who influence adherence to a medical regimen, impact his/her life. Suggested topic areas for discussion:
  - Client's personal comfort level with communicating assertively
  - Relationship(s)
    - Professional
    - Personal
  - Cultural influences on assertive communication
  - Gender expectations for assertive communication
  - Role/gender relationship (i.e., male physician/female patient, male physician/male patient, etc.)

Skills-Building

35 MINUTES

- Client reviews the three key components of assertive communication **(see page 62 of Module 2, Session 3)**:
  - Use "I" statements
  - Say what you want respectfully
  - Say why it's important

- Client identifies personal barriers to assertive communication with health care providers or others who influence adherence to a medical regimen. Barriers may include:
  - Little or no Client participation in decision-making process
  - Intimidation
  - Fear
  - Language
  - Education
  - Lack of time
  - Influence by others
  - Feeling overwhelmed
  - Physical illness
  - Others

- Client practices (through in-session role-plays) assertive communication related to adherence or decision-making process issues. Scenarios may include:
  - Physician always hurried
  - Client unsure of physician's instructions
  - Client overwhelmed by entire situation
  - Client doesn't want to hurt anyone's feelings
  - A past negative experience with a health care / service provider
  - Client wants to request resource list for additional information services
  - Others

problem-solving

20 MINUTES

- Assist Client in problem-solving at least one identified barrier to adherence related to assertive communication. Problem-solving steps include:
  1. Identify the barrier
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

wrap-up

20 MINUTES

- Facilitator guides Client in further practice of either assertive communication or problem-solving other barriers regarding adherence

- Assist Client in identifying a clear, realistic, and measurable goal related to the identified barrier. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

- Review Life Project, celebrating any progress

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (see page 95 of this session)

QUALITY ASSURANCE CHECK SHEET / NOTES

Client________________________________ Facilitator__________________________________

❏ Completed check-in with Client

❏ Reviewed three key components of assertive communication from Module 2, Session 3

❏ Identified barriers to assertive communication with health care providers or others who influence adherence to a medical regimen

❏ Practiced assertive communication skills around adherence issues

❏ Problem-solved at least one barrier to assertive communication related to adherence issues

❏ Practiced additional assertive communication or problem-solved for additional barriers to adherence to a medical regimen

❏ Set a goal related to increasing assertive communication skills with health care providers or others who influence adherence to a medical regimen; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

OUTCOME AND SKILLS

Outcome 1: Client will increase his / her feelings of self-efficacy regarding adherence to a medical regimen

Outcome 2: Client will identify sources of social support that positively impact adherence to a medical regimen

Skill 1: Client will problem-solve challenges to increased self-efficacy regarding adherence to a medical regimen

Skill 2: Client will problem-solve challenges to obtaining social support regarding adherence to a medical regimen

AGENDA / TIMELINE

Module 3A, Session 3 ....90 minutes

- **Check-In/Life Context.........................15 minutes**
  - Review past week's life events
  - Discuss progress of goals and Life Project.
  - Preview Session 3 content
  - Discuss session content as it relates to the Client's life context

- **Skills-Building ....25 minutes**
  - Identify Client's perceptions of self-efficacy regarding adherence to his / her medical regimen
  - Review the three types of social support, negative vs. positive social support, and Client's identified social support network from Module 1, Session 4
  - Assist Client to identify members of his / her personal support network who would positively impact his / her adherence to a medical regimen

- **Problem-Solving ....35 minutes**
  - Client will problem-solve challenges to increased self-efficacy regarding adherence to a medical regimen
  - Client will problem-solve challenges to obtaining social support regarding adherence to a medical regimen

- **Wrap-Up..15 minutes**
  - Client sets goal related to increased self-efficacy or positive social support
  - Review Client's Life Project

MATERIALS / ACTIVITY

- Client File
  - Social Support Worksheet (from Module 1, Session 4)
  - Social Support Worksheet (for this session)
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes

- Pens, pencils

check-in/life context

15 MINUTES

- Review significant events in Client's life over the last week, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 3 content
- Identify how self-efficacy and / or social support impacts the Client's ability to adhere to a medical regimen. Suggested topic areas for discussion
    - Self-confidence
    - Self-esteem
    - Relationship(s)—i.e., significant others, family, best friends, close friends, friends, acquaintances (including health care providers)
    - Cultural influences on self-efficacy
    - Gender expectations for self-efficacy

Skills-Building

25 MINUTES

- Discuss Client's perceptions of self-efficacy regarding adherence to his/her medical regimen. Topics may include:
  - Client's confidence in his/her ability to handle all adherence issues (i.e., treatment appointments, transportation, finances, prescription refills, dosage, medication special instructions, etc.)

  - Client's comfort discussing his/her concerns about general health with someone in his/her social support network.
    - With whom, and how comfortable (i.e., not comfortable, fairly comfortable, very comfortable)

  - Client's comfort discussing personal health concerns with someone in his/her social support network, when he/she is not feeling well
    - With whom, and how comfortable (i.e., not comfortable, fairly comfortable, very comfortable)

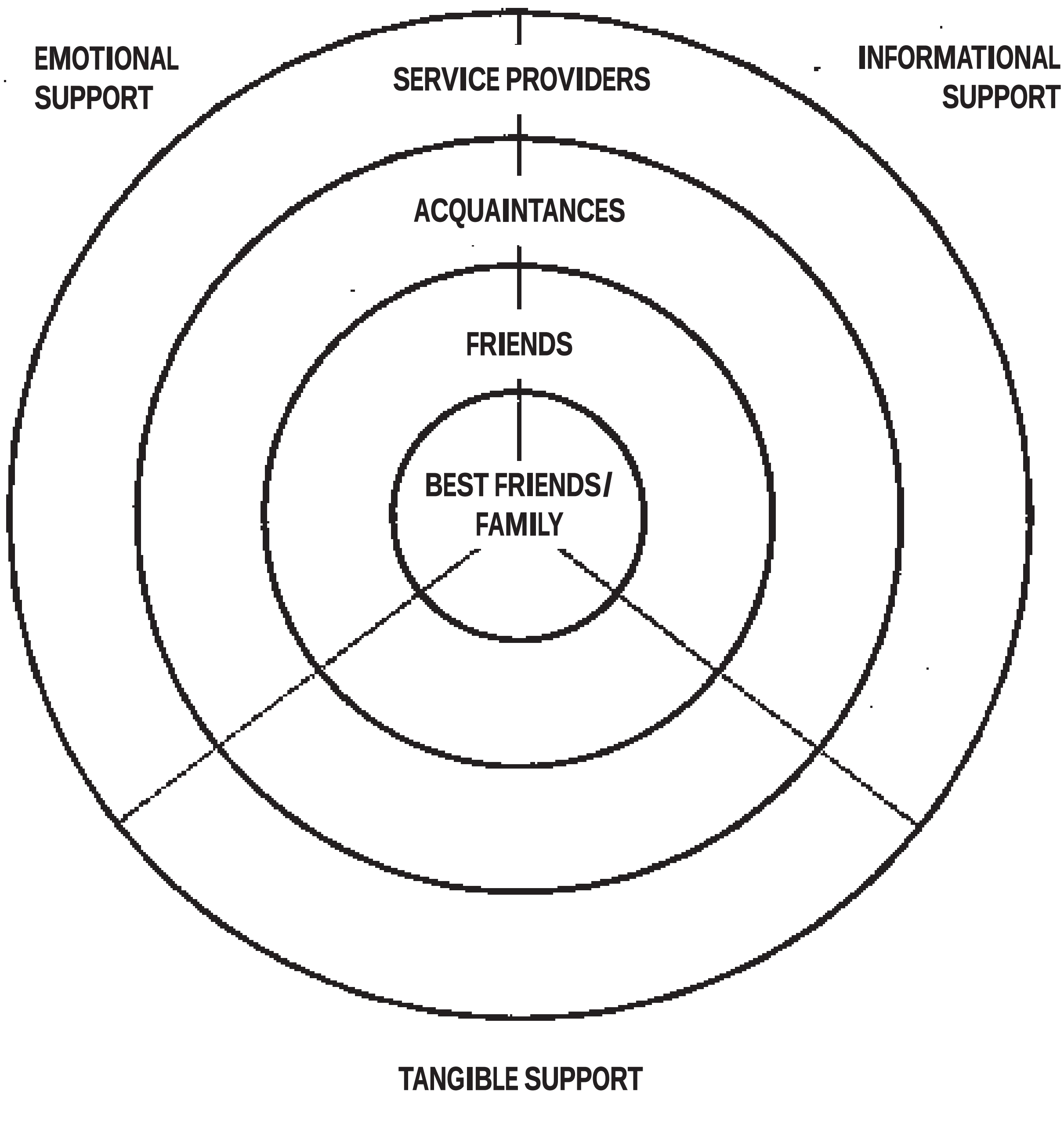
  - Client's comfort taking medications in front of someone else
    - With whom, and how comfortable (i.e., not comfortable, fairly comfortable, very comfortable)

- Review the three types of social support **(refer back to Social Support Worksheet from Module 1, Session 4)**.
  1. Informational—information, advice, or suggestions
  2. Emotional—words and actions that make a person feel cared about, understood, and affirmed. May include empathy, caring, love, and trust
  3. Tangible—money, labor, assistance, etc

- Review negative vs. positive social support

- Review Client's identified Social Support Network **(refer back to worksheet from Module 1, Session 4)**

- Assist Client to identify members of his/her personal support network who would positively impact his/her adherence to a medical regimen **(refer to Social Support Worksheet, page 99 of this session)**.



Positive Influences on Adherence

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problem-solving

35 MINUTES

- Assist Client in problem-solving challenges to increased self-efficacy regarding adherence to a medical regimen

- Assist Client in problem-solving challenges to obtaining social support regarding adherence to a medical regimen. Problem solving steps include:
  1. Identify the challenge
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

wrap-up

15 MINUTES

- Assist Client to set a goal related to increased self-efficacy or positive social support. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (see page 102 of this session)

QUALITY ASSURANCE CHECK SHEET / NOTES

Client________________________________ Facilitator__________________________________

❏ Completed check-in with Client

❏ Identified Client's perceptions of self-efficacy for adhering to a medical regimen

❏ Reviewed three types of social support, negative vs. positive social support, and Client's identified social support network, using Social Support Worksheet from Module 1, Session 4

❏ Identified members of Client's personal social support network who could positively impact Client's adherence to a medical regimen

❏ Problem-solved challenges to increased self-efficacy related to adherence to a medical regimen

❏ Problem-solved challenges to obtaining social support for adherence to a medical regimen

❏ Set a goal related to increased self-efficacy or positive social support; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome: Client will develop a plan for maintaining adherence to a medical regimen

Skill 1: Client will identify personal strengths and organizational skills that enhance long-term adherence to a medical regimen

Skill 2: Client will problem-solve challenges to long-term medical regimen adherence

AGENDA / TIMELINE	MATERIALS / ACTIVITY
Module 3A, Session 4......................90 minutes **• Check-In/Life Context ....15 minutes** • Review past week's life events • Discuss progress of goal and Life Project • Preview Session 4 content • Discuss session content as it relates to the Client's life context **• Skills-Building...............................30 minutes** • Client will identify personal strengths and organizational skills that enhance long-term adherence to a medical regimen • Discuss the challenges to developing and maintaining the identified organizational skills **• Problem-Solving............................30 minutes** • Client will problem-solve challenges to long-term medical regimen adherence **• Wrap-Up ....15 minutes** • Client sets goal related to enhancing organizational skills for increased adherence to a medical regimen • Review Client's Life Project	• Client File • Staying on Track worksheet • Goal Card • Goal Recording Sheet • Quality Assurance Check Sheet / Notes • Session Notes • Pens, pencils

check-in/life context

15 MINUTES

- Review significant events in Client's life over the last week, including Life Project

- Discuss goal set at last session including successes, accomplishments, and challenges

- Preview Session 4 content

- Identify how planning ahead may influence the Client's long term adherence to a medical regimen. Suggested topic areas for discussion:
  - Time management
  - Current organizational skills
  - Accurate understanding of medical regimen
  - Knowledge of community resources
  - Support resources
  - Other

Skills-Building

30 MINUTES

- Client will identify personal strengths and organizational skills that enhance long-term adherence to a medical regimen.
  (See Staying On Track worksheet on page 107 of this session.)
  - Assist Client to identify organizational steps, reminders, and tools for increased adherence to a medical regimen
    Topics under the heading "Planning Ahead" may include:
    - Keep a personal health diary to plan for and keep track of diet, exercise, sleep, etc.
    - Plan a weekly menu for a more nutritious diet
    - Ask a doctor to make a list of all medications and doses
    - Keep a medication diary
    - Keep a weekly schedule which includes all appointments, medication doses, and other activities
    - Keep extra medication at work
    - Find information about complementary treatments
    - Ask friends, family, and others about available health services
    - Check phone book, library, or internet on local resources
    - Plan ahead to maintain routine for weekends and holidays
    - Others

  - Topics under the heading "Helpful Reminders" may include:
    - Keep healthy food in the house at all times
    - Eat meals at the same time each day
    - Keep a consistent bedtime and wake-up time
    - Arrange transportation to appointments ahead of time
    - Keep extra workout clothes at the office
    - Use regular activities as reminders to take medication.
    - Look for activities that fit medication intervals (i.e., going to the bathroom in the morning, TV shows, walking the dog, etc.)
    - Take medication before reminder activity
    - Use meals as reminders
    - Take medication at bedtime or first thing after waking
    - Keep medication where it can be seen. (i.e., by bedside for morning doses)
    - Others

NOTES	OUTLINE

- Topics under the heading "More Help" may include:
  - Do health routine activities with a friend
  - Develop a support network: people who maintain a health routine or can remind when medication should be taken
  - Ask a friend or family member to go with you to investigate a new health care option
  - Use a pill box to organize medications
  - Set up pill box at the same time each week
  - Set a timer for next dose during the day, and an alarm clock for doses during the night
  - Wear a watch / consider getting a watch with an alarm
  - Have a friend call or page at dose time
  - Subscribe to health-related magazines
  - Others

- Discuss the challenges to developing and maintaining the identified organizational skills

ACTIVITY: "STAYING ON TRACK"

PLANNING AHEAD	HELPFUL REMINDERS	MORE HELP

problem-solving

30 MINUTES

- Assist Client to problem-solve challenges to long-term medical regimen adherence. Problem-solving steps include:
  1. Identify the challenge
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

wrap-up

15 MINUTES

- Client sets goal related to enhancing organizational skills for increased adherence to a medical regimen. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (see page 110 of this session)

QUALITY ASSURANCE CHECK SHEET / NOTES

Client________________________________ Facilitator_________________________________

❏ Completed check-in with Client

❏ Identified Client's personal strengths and organizational skills which enhance long-term adherence to a medical regimen, using Staying on Track worksheet

❏ Discussed challenges to further development and maintenance of the identified organizational skills

❏ Problem-solved challenges to long-term medical regimen adherence

❏ Set a goal related to enhancing organizational skills for increased adherence to a medical regimen; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome: Client will identify at least one area of his / her life that was enhanced while participating in each of the modules

Skill 1: Client will identify and problem-solve challenges to maintaining behavioral and attitudinal changes

AGENDA / TIMELINE	MATERIALS / ACTIVITY
Module 3A, Session 5......................90 minutes **• Check-In/Life Context ....25 minutes** • Review past week's life events • Discuss progress of goal and Life Project. • Preview Session 5 content • Discuss session content as it relates to the Client's life context **• Skills-Building...............................25 minutes** • Discuss the differences between self-defeating thoughts and self-enhancing thoughts • Discuss Client's successes and challenges with goals set in all previous sessions **• Problem-Solving............................10 minutes** • Assist Client to identify one challenge that continues to impede progress to successful accomplishment of a goal **• Wrap-Up ....30 minutes** • Client sets goal related to maintaining coping skills, safer behaviors, and adherence to medical regimen • Review Client's Life Project • Prepare Client for end of interactive part of program, and future assessments	• Client File • My Personal Health Plan worksheet (Module 3, Session 1, pages 84–85) • Social Support worksheets (Module 1, Session 4, page 29 and Module 3, Session 3, page 99) • Three Components of Assertive Communication worksheet (Module 2, Session 3, page 62) • Staying on Track worksheet (Module 3, Session 4, page 107) • Goal Card • Goal Recording Sheet • Quality Assurance Check Sheet / Notes • Session Notes • Pens, pencils

check-in/life context 25 MINUTES

- Review significant events in Client's life over the last week, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 5 content
- Identify how successes experienced in each module have influenced the Client's life. Suggested topic areas for discussion:
  - Life Project
  - Personal stressors
  - Coping strategies
  - Social support (Social Support worksheets—Module 1, Session 4, page 29 and Module 3, Session 3, page 99)
  - Safer behavior
  - Condom skills
  - Assertive communication / negotiation (Three Components of Assertive Communication worksheet—Module 2, Session 3, page 62)
  - Disclosure
  - Personal health plan (My Personal Health Plan worksheet—Module 3, Session 1, pages 84–85)
  - Improving communication for adherence
  - Self-efficacy and social support for adherence (Staying on Track worksheet—Module 3, Session 4, page 107)
  - Organizational skills for adherence

Skills-Building

25 MINUTES

- Discuss the differences between self-defeating thoughts and self-enhancing thoughts. Topics include:
  - **Self-defeating thoughts**
    1. Polarized thinking: Things are black or white, good or bad, no middle ground, perfect or failure
    2. Mind reading: Without their saying so, you know what people are feeling and why they act the way they do. In particular you are able to divine how people are feeling toward you
    3. Catastrophizing: You expect disaster. You notice or hear about a problem and start "what ifs:" "What if tragedy strikes?" "What if it happens to me?"
    4. Blaming: You hold other people responsible for your pain, or take the other tack and blame yourself for every problem or reversal
    5. Shoulds: You have a list of ironclad rules about how you and other people should act. People who break the rules anger you and you feel guilty if you violate the rules
  - **Self-enhancing thoughts**
    1. Situation-oriented: Help reduce the potential level of threat or severity of the anticipated situation (i.e., "It won't be too bad" or "It can be a challenge")
    2. Task-oriented: Plans, steps, or behaviors a person will need to demonstrate during the stressful situation. (i.e., "Concentrate on what I want to say or do." "Think about the task." "What do I want to accomplish?")
    3. Coping-with-being-overwhelmed: Help one stay calm and relaxed during tense moments (i.e., "Keep cool." "Relax, take a deep breath." "Stay calm.").
    4. Positive self-statements: Used to encourage ourselves or reinforce our coping efforts (i.e., "Great, I did it." "I got through that all right.")
- Using Goal Setting Record, discuss Client's successes and challenges with goals set in all previous sessions
  - Client should identify a self-enhancing thought for each goal (both those successfully completed, and those that posed challenges)

problem-solving

10 MINUTES

- Assist Client to identify one challenge that continues to impede progress to successful accomplishment of a goal. Problem-solving steps include:
  1. Identify the challenge
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

wrap-up

30 MINUTES

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client file.

Facilitator completes Session Notes in Client file. Complete Quality Assurance Check Sheet/ Notes (see page 116 of this session)

- Client sets goal related to maintaining coping skills, safer behaviors, and adherence to medical regimen. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed
- Review Life Project, celebrating any progress and discuss further plans for carrying out the Life Project
- Prepare Client for end of interactive part of program
- Remind Client about future assessments
- Discuss referrals if appropriate
- Provide resource materials as needed

QUALITY ASSURANCE CHECK SHEET / NOTES

Client__________________________________ Facilitator__________________________________

❏ Completed check-in with Client

❏ Discussed differences between self-defeating and self-enhancing thoughts

❏ Discussed Client's successes and challenges related to goals set in all previous sessions

❏ Identified one challenge that continues to impede progress to successful accomplishment of a goal

❏ Set a goal related to maintaining coping skills, safer behaviors, and adherence to a medical regimen; recorded it on Goal Card for Client and on Goal Recording Sheet for file

❏ Reviewed Life Project / progress

❏ Prepared Client for end of interactive part of program and future assessments

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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module 3B

(for clients Not receiving medical treatment)

OUTCOME AND SKILLS

Outcome 1: Client will identify information sources regarding health and treatment

Outcome 2: Client will identify factors that influence adherence to a medical regimen

Skill 1: Client will identify health and treatment areas about which he or she would like more information or understanding

Skill 2: Client will identify triggers that have the greatest impact on his or her medical regimen

AGENDA / TIMELINE

Module 3B, Session 1 ....90 minutes

- **Check-In/Life Context ....30 minutes**
  - Review last three months life events
  - Discuss progress of goal and Life Project
  - Preview Module 3 and Session 1 content
  - Discuss session content as it relates to the Client's life context
- **Skills-Building..............................20 minutes**
  - Discuss Client's knowledge of his / her health status
  - Client identifies triggers that influence his / her ability to adhere to a personal health routine
  - Client identifies questions / topics about health / treatment he or she would like to know more about
- **Problem-Solving...........................25 minutes**
  - Client problem-solves triggers that may negatively influence his / her ability to adhere to a personal health routine
  - Client problem-solves ways to get answers to health-related questions through various information sources
- **Wrap-Up ....15 minutes**
  - Assist Client in developing a plan to increase / maintain adherence to a personal health routine
  - Client sets goal related to increasing / maintaining personal health routine adherence
  - Review Client's Life Project

MATERIALS / ACTIVITY

- Client File
  - Personal Health Plan worksheet
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes
- Pens, pencils

check-in/life context 30 MINUTES

- Review significant events in Client's life over the past three months, including the Life Project

- Discuss goals set at last session, including successes, accomplishments, and challenges

- Preview Module 3B and Session 1 content

- Identify how adhering to a personal health routine influences the Client's life. Suggested topic areas for discussion:
  - Relationship(s)—i.e., significant other(s), children, extended family, friends, co-workers, etc.
  - Self-esteem and body image
  - Disclosure issues
  - Stress and coping
  - Risk behaviors
  - Cultural influences on access and use of conventional medical systems
  - Gender expectations for maintaining a personal health routine

- Assist Client in identifying his / her personal health routine **(see "My Personal Health Plan," page 120 of this session)**. Topics to cover include:
  1. Current Health Status
     - Has diagnosis changed since Module 1? (If yes, when?)
     - Current CD4 count
     - Current viral load
     - Any opportunistic infections since Module 1?
     - Other factors?

NOTES	OUTLINE

Probe for reason(s) medication was discontinued

2. Discuss Client-specific personal health beliefs regarding:
   - Access to and utilization of medical care / medical system
   - Medication adherence (e.g., need for adherence, goal of medication, etc.)
   - Readiness / willingness to take medication / receive medical care
   - Attitude toward health care systems in general
   - Cultural issues
   - Complementary medicine

3. Has Client ever been on medication (HIV-related) that has been discontinued?
   - Physician ordered and factors that went into that decision
   - Client decision and factors that went into that decision

4. Assist Client is describing his / her personal health routine
   - Exercise
   - Sleep
   - Diet
   - Use of complementary therapies, if applicable (i.e., (i.e., acupuncturist, massage therapist, chiropractor, nutritionist, reiki practitioner, etc.)
     - Length of time Client has been receiving complementary services
     - Missed appointments (i.e., how many, how often, reasons for, etc.)
   - Other

ACTIVITY: "MY PERSONAL HEALTH PLAN"

CURRENT HEALTH STATUS

Has diagnosis changed since Module 1? ❏ Yes ❏ No If Yes, when?____________________

Current CD4 count__________________________ Current viral load__________________________

Any opportunistic infections since Module 1? ❏ Yes ❏ No If Yes, specify______________

Any other significant health factors since Module 1? ❏ Yes ❏ No
If Yes, specify____

PERSONAL HEALTH BELIEFS

Discuss Client's current health beliefs regarding medication
- Access to medical care / medical system
- Medication adherence (i.e., need for adherence, goal of medication, etc.)
- Readiness / willingness to take medication / receive medical care
- Attitude toward health care system in general
- Cultural / religious issues
- Complementary medicine

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Have you ever been on medication (HIV-related) that has been discontinued? ❏ Yes ❏ No
If Yes:
- Physician ordered? ❏ Yes ❏ No If Yes, reasons________________________________
- Client decision? ❏ Yes ❏ No If Yes, reasons__________________________________

PERSONAL HEALTH ROUTINE

Describe your personal health routine (exercise, sleep, diet, other)____________________________

____

Current use of complementary health care providers (i.e., acupuncturist, massage therapist, chiropractor, nutritionist, reiki practitioner, etc.)
- Length of time Client has been receiving complementary services_____________________

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NOTES | OUTLINE

Skills-Building

20 MINUTES

After going through the Section I Skills-Building, proceed to Section I Problem-Solving on page 122.

When you have completed Section I, then do the same with Section II Skills-Building and Problem-Solving.

- **SECTION I:** Assist Client in identifying factors that influence (positively and negatively) his / her health
  - **People/Relationship(s)**—i.e., significant other(s), family, friend, health care providers, co-workers, case managers, CBO staff, etc.
  - **Places** (i.e., home, work, shelter, health care facility, social event, travel, etc.)
  - **Substances** (i.e., alcohol, recreational drugs, nicotine, etc.)
  - **Food** (i.e., meal schedules, preparation, fluids, snacks, etc.)
  - **Moods/Feelings** (i.e., depression, anger, joy, celebration, anxiousness, etc.)
  - **Life Responsibilities** (i.e., homelessness, child care, finances, work, transportation, etc.)
  - **Access to Medical Care/System** (i.e., early intervention programs, etc.)
- **SECTION II:** Ask the Client to identify questions or topics about health or treatment that they would like to know more about. Topics will vary for each person, depending on his or her current knowledge or information-gathering skills. Examples of the types of questions Clients may identify include, but are not limited to:
  - How often should Client get medical checkups?
  - What are the newest treatment options?
  - What is the best time to start or switch treatments?
  - Understanding what laboratory results mean (including viral load tests)
  - How closely does Client have to stick to medication schedule for treatment to work well?

problem-solving

25 MINUTES

When you have completed Section I, then do the same with Section II Skills-Building and Problem-Solving.

- **SECTION I:** Assist Client in problem-solving for those factors that negatively influence his / her health. Problem-solving steps include:
  1. Identify the trigger
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

- **SECTION II:** Help Client to problem-solve ways to get answers to questions by identifying different sources of information and how to access (i.e., reading HIV / AIDS magazines, newsletters, internet sites; asking case managers, health educators, nurses, or doctors in person; writing down questions to ask later; calling information hotlines; etc.)

wrap-up

15 MINUTES

- Assist Client in developing a plan to increase / maintain adherence to a personal health routine or increase knowledge about health or treatment

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client file.

- Assist Client in identifying a clear, realistic, and measurable goal related to increasing / maintaining adherence to his / her personal health routine or increasing health / treatment knowledge. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Facilitator completes Session Notes in Client file. Complete Quality Assurance Check Sheet/ Notes (see page 124 of this session)

- Review Life Project, celebrating any progress

QUALITY ASSURANCE CHECK SHEET / NOTES

Client___________________________________ Facilitator_____________________________________

- ❏ Completed check-in with Client, discussing last three months' life events and progress on Goals and Life Project
- ❏ Discussed how adhering to a personal health routine influences Client's life
- ❏ Discussed Client's knowledge of personal health status and identified his / her personal health routine, using My Personal Health Plan worksheet
- ❏ Identified factors that influence Client's ability to adhere to a personal health routine
- ❏ Identified health and treatment areas Client needs more information on
- ❏ Problem-solved triggers that may negatively influence Client's ability to adhere to a personal health routine
- ❏ Problem-solved ways to access sources of health / treatment information
- ❏ Developed a plan to increase / maintain adherence to a personal health routine or increase knowledge about health and treatment
- ❏ Set a goal related to increasing / maintaining adherence to a personal health routine or increasing health and treatment knowledge; recorded it on Goal Card for Client and on Goal Recording Sheet for file
- ❏ Reviewed Life Project / progress
- ❏ Completed Session Notes for file

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome 1: Client will successfully demonstrate (through in-session role-plays), increased skill in communicating assertively with health care providers or others who influence health behaviors

Outcome 2: Client will increase decision-making and information-gathering skills related to HIV-related treatment services

Skill 1: Client will successfully incorporate three key components of assertive communication in discussions with complementary health care / service providers or others who influence health behaviors

Skill 2: Client will increase his / her participation in decision-making partnerships with complementary health care / service providers and others who influence health behaviors

Skill 3: Client will identify personal costs and benefits of utilizing HIV-related treatment services

AGENDA / TIMELINE

Module 3B, Session 2..............................90 minutes

- **Check-In/Life Context..........................15 minutes**
  - Review last week's life events
  - Discuss progress of goal and Life Project
  - Preview Session 2 content
  - Discuss session content as it relates to the Client's life context
- **Skills-Building......................................35 minutes**
  - Client reviews three key components to assertive communication
  - Client identifies barriers to assertive communication with complementary health care / service providers or others who influence adherence to a personal health routine
  - Client practices (through in-session role-plays) assertive communication skills related to adherence issues
- **Problem-Solving............................20 minutes**
  - Client problem-solves at least one barrier to adherence related assertive communication
- **Wrap-Up..20 minutes**
  - Facilitator guides Client in further practice of either assertive communication or problem-solving barriers to participation in decision-making partnership, or other barriers regarding adherence
  - Client sets goal related to increasing assertive communication skills with complementary health care / service providers or others who influence adherence to a personal health routine
  - Review Client's Life Project

MATERIALS / ACTIVITY

- Client File
  - Three Key Components to Assertive Communication (from Module 2, Session 3)
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes
- Pens, pencils

check-in/life context

15 MINUTES

- Review significant events in Client's life over the last week, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 2 content
- Identify how Client's communication skills with complementary health care/service providers, past health care providers, or others who influence adherence to a personal health routine, impact his/her life. Suggested topic areas for discussion:
    - Client's personal comfort level with communicating assertively
    - Relationship(s)
        - Professional
        - Personal
    - Cultural influences on assertive communication
    - Gender expectations for assertive communication
    - Role/gender relationship (i.e., male provider/female Client, male provider/male Client, etc.)

Skills-Building

35 MINUTES

- Client reviews three key components of assertive communication **(see page 62 of Module 2, Session 3)**:
  - Use "I" statements
  - Say what you want respectfully
  - Say why it's important

- Client identifies personal barriers to assertive communication with complementary health care / service providers, past health care providers, or others who influence adherence to a personal health routine. Barriers may include:
  - Little or no Client participation in decision-making process
  - Intimidation
  - Fear
  - Language
  - Education
  - Lack of time
  - Influence by others
  - Feeling overwhelmed
  - Physical illness
  - Others

- Client practices (through in-session role-plays) assertive communication related to adherence or decision-making process issues. Scenarios may include:
  - Provider always hurried
  - A past negative experience with a health care / service provider
  - Client unsure of provider's instructions
  - Client overwhelmed by entire situation
  - Client doesn't want to hurt anyone's feelings
  - Client wants to request resource list for additional information or services
  - Others

problem-solving

20 MINUTES

- Assist Client in problem-solving at least one identified barrier to adherence related to assertive communication. Problem-solving steps include:
    1. Identify the barrier
    2. Determine the goal
    3. Brainstorm alternative solutions
    4. Evaluate those solutions
    5. Choose the most appropriate and best solution
    6. Develop an action plan
    7. Act

wrap-up

20 MINUTES

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client file.

Facilitator completes Session Notes in Client file. Complete Quality Assurance Check Sheet/ Notes (see page 130 of this session)

- Facilitator guides Client in further practice of either assertive communication or problem-solving other barriers regarding health behaviors

- Assist Client in identifying a clear, realistic, and measurable goal related to the identified barrier. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global.
  - Have a clear end point—Client should know when a goal has been completed

- Review Life Project, celebrating any progress

QUALITY ASSURANCE CHECK SHEET / NOTES

Client_________________________________ Facilitator__________________________________

❑ Completed check-in with Client

❑ Reviewed three key components to assertive communication (Module 2, Session 3)

❑ Identified barriers to assertive communication with complementary health care providers / service providers, or others who influence adherence to a personal health routine

❑ Role-played assertive communication skills related to adherence issues

❑ Problem-solved at least one barrier to adherence-related assertive communication

❑ Set a goal related to the identified barrier and recorded it on Goal Card for Client and on Goal Recording Sheet for file

❑ Reviewed Life Project / progress

❑ Completed Session Notes for file

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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OUTCOME AND SKILLS

Outcome 1: Client will increase his / her feelings of self-efficacy regarding health behaviors

Outcome 2: Client will identify sources of social support that positively impact health behaviors

Skill 1: Client will problem-solve challenges to increased self-efficacy regarding health behaviors

Skill 2: Client will problem-solve challenges to obtaining social support regarding health behaviors

AGENDA / TIMELINE

Module 3B, Session 3.............................90 minutes

- **Check-In/Life Context.........................15 minutes**
  - Review past week's life events
  - Discuss progress of goals and Life Project
  - Preview Session 3 content
  - Discuss session content as it relates to the Client's life context

- **Skills-Building.....................................25 minutes**
  - Identify Client's perceptions of self-efficacy regarding adherence to his / her personal health routine
  - Review the three types of social support, negative vs. positive social support, and Client's identified social support network from Module 1, Session 4
  - Assist Client to identify members of his / her personal support network who would positively impact his / her adherence to a personal health routine

- **Problem-Solving..................................35 minutes**
  - Client will problem-solve challenges to increased self-efficacy regarding adherence to a personal health routine
  - Client will problem-solve challenges to obtaining social support regarding adherence to a personal health routine

- **Wrap-Up...15 minutes**
  - Client sets goal related to increased self-efficacy or positive social support
  - Review Client's Life Project

MATERIALS / ACTIVITY

- Client File
  - Social Support worksheet (from Module 1, Session 4)
  - Social Support worksheet (for this session)
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes

- Pens, pencils

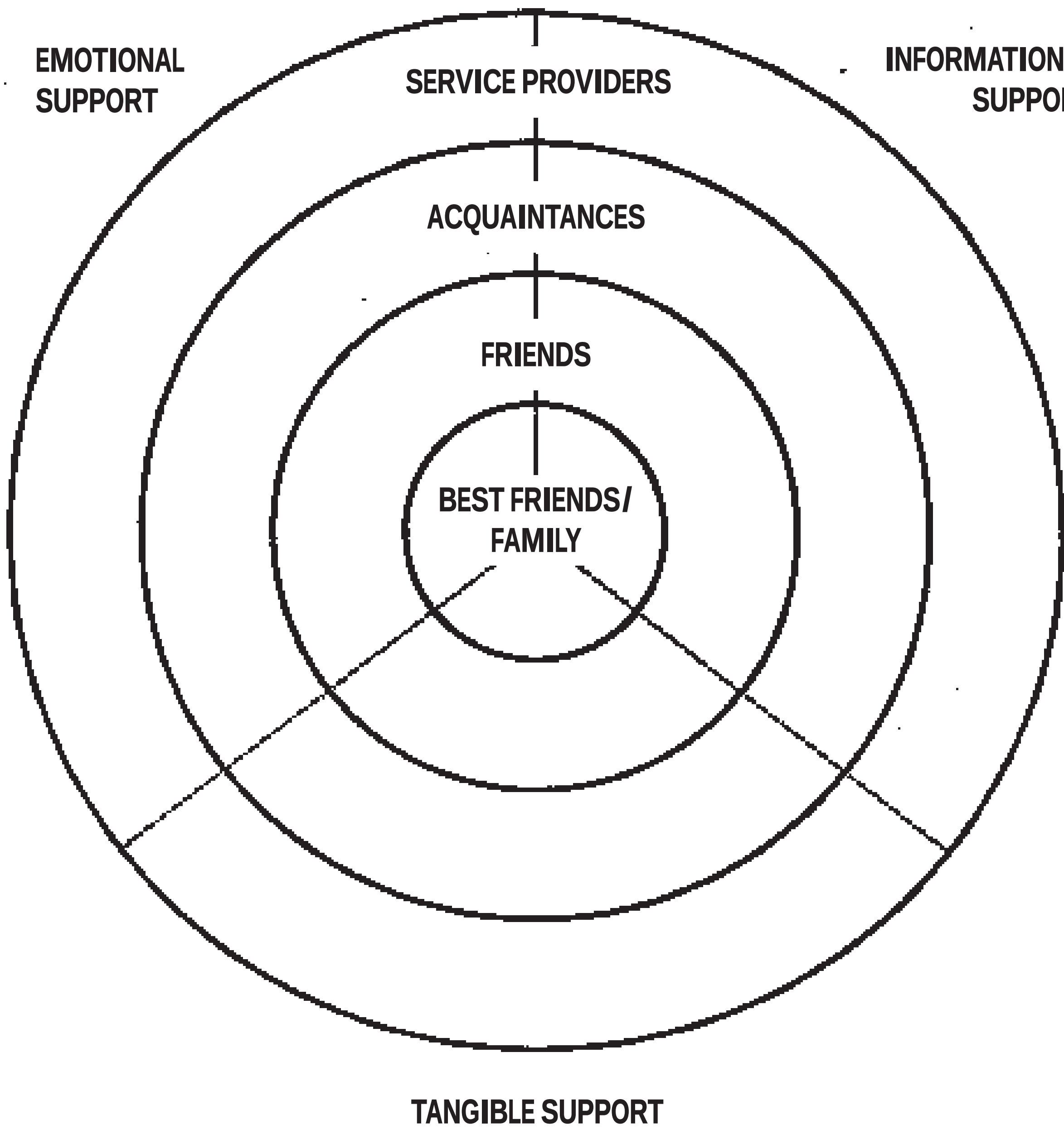
check-in/life context

15 MINUTES

- Review significant events in Client's life over the last week, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 3 content
- Identify how self-efficacy and / or social support impacts the Client's ability to adhere to a personal health routine. Suggested topic areas for discussion:
  - Self-confidence
  - Self-esteem
  - Relationship(s),i.e., significant others, family, best friends, close friends, friends, acquaintances (including health care providers)
  - Cultural influences on self-efficacy
  - Gender expectations for self-efficacy

Skills-Building 25 MINUTES

- Discuss Client's perceptions of self-efficacy regarding adherence to his / her personal health routine. Topics may include:
  - Client's confidence in his / her ability to handle all adherence issues
    - Complementary treatment appointments
    - Transportation
    - Finances
    - Maintaining exercise schedule
    - Nutrition
    - Other self care
  - Client's comfort discussing his / her concerns about general health with someone in his / her social support network
    - With whom
    - How comfortable
    - Not comfortable
    - Fairly comfortable
    - Very comfortable
- Review the three types of social support **(refer back to Social Support worksheet, Module 1, Session 4)**
  1. Informational—information, advice, or suggestions
  2. Emotional—words and actions that make a person feel cared about, understood, and affirmed. May include empathy, caring, love, and trust
  3. Tangible—money, labor, assistance, etc.
- Review negative vs. positive social support.
- Review Client's identified Social Support Network **(refer back to worksheet from Module 1, Session 4)**
- Assist Client to identify members of his / her personal support network who would positively impact his / her adherence to a personal health routine **(refer to Social Support worksheet, page 134 of this session)**



Positive Influences on Health

______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________

problem-solving

35 MINUTES

- Assist Client in problem-solving challenges to increased self-efficacy regarding adherence to a personal health routine

- Assist Client in problem-solving challenges to obtaining social support regarding adherence to a personal health routine. Problem-solving steps include:
  1. Identify the challenge
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

wrap-up

15 MINUTES

- Assist Client to set a goal related to increased self-efficacy or positive social support. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

- Review Life Project, celebrating any progress

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (see page 137 of this session)

QUALITY ASSURANCE CHECK SHEET / NOTES

Client________________________________ Facilitator__________________________________

❑ Completed check-in with Client

❑ Identified Client's perceptions of self-efficacy for adherence to a personal health routine

❑ Reviewed the three types of social support, negative vs. positive social support and Client's personal social support network, using Social Support worksheet from Module 1, Session 4

❑ Identified members of Client's personal social support network who could positively impact Client's adherence to a personal health routine

❑ Problem-solved challenges to increased self-efficacy related to adherence to a personal health routine

❑ Problem-solved challenges to obtaining support that positively influences adherence to a personal health routine

❑ Set a goal related to increased self-efficacy or positive social support; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❑ Reviewed Life Project / progress

❑ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

OUTCOME AND SKILLS

Outcome 1: Client will develop a plan for long term health behaviors

Outcome 2: Client will develop a plan for ongoing information gathering related to health

Skill 1: Client will identify personal strengths and organizational skills that enhance long term health behaviors

Skill 2: Client will problem-solve challenges to long term health behaviors

Skill 3: Client will identify strategies for keeping informed about health issues / services

AGENDA / TIMELINE

Module 3B, Session 4............................90 minutes

- **Check-In/Life Context........................15 minutes**
  - Review past week's life events
  - Discuss progress of goal and Life Project
  - Preview Session 4 content
  - Discuss session content as it relates to the Client's life context
- **Skills-Building....................................30 minutes**
  - Client will identify personal strengths and organizational skills that enhance long term adherence to a personal health routine
  - Discuss the challenges to developing and maintaining the identified organizational skills
- **Problem-Solving..................................30 minutes**
  - Client will problem-solve challenges to long term personal health routine adherence
- **Wrap-Up..15 minutes**
  - Client sets goal related to enhancing organizational skills for increased adherence to a personal health routine and / or enhancing health information gathering skills
  - Review Client's Life Project

MATERIALS / ACTIVITY

- Client File
  - Staying on Track Worksheet
  - Goal Card
  - Goal Recording Sheet
  - Quality Assurance Check Sheet / Notes
  - Session Notes
- Pens, pencils

check-in/life context

15 MINUTES

- Review significant events in Client's life over the last week, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 4 content
- Identify how planning ahead may influence the Client's long term adherence to a personal health routine. Suggested topic areas for discussion
  - Realistic decisions on health routine components
  - Time management
  - Current organizational skills
  - Knowledge of community resources
  - Support resources

Skills-Building

30 MINUTES

- Client will identify personal strengths and organizational skills that enhance long term adherence to a personal health routine and identify strategies for keeping informed about health issues/services. **(See Staying On Track worksheet on page 142 of this session.)**
  - Assist Client to identify organizational steps, reminders, and tools for increased adherence to a personal health routine and for keeping informed about health issues/services. Topics under the heading "Planning Ahead" may include:
    - Keep a personal health diary to plan for and keep track of diet, exercise, sleep, etc.
    - Plan a weekly menu for a more nutritious diet
    - Keep a weekly schedule which includes all appointments and other activities
    - Find information about complementary treatments
    - Ask friends, family, and others about available health services
    - Check phone book, library, or internet on local resources
    - Plan ahead to maintain routine for weekends and holidays
    - Others

  - Topics under the heading "Helpful Reminders" may include:
    - Keep healthy food in the house at all times
    - Eat meals at the same time each day
    - Keep a consistent bedtime and wake-up time
    - Arrange transportation to appointments ahead of time
    - Keep extra workout clothes at the office
    - Use regular activities as reminders to maintain routine
    - Schedule weekly appointments on the same day/time
    - Schedule appointments to investigate health care options
    - Others

NOTES	OUTLINE

- Topics under the heading "More Help" may include:
    - Do health routine activities with a friend
    - Develop a support network: people who maintain a healthy routine
    - Ask a friend or family member to go with you to investigate a new health care option
    - Subscribe to health-related magazines
    - Others

- Discuss the challenges to developing and maintaining the identified organizational and information-gathering skills

ACTIVITY: "STAYING ON TRACK"

PLANNING AHEAD	HELPFUL REMINDERS	MORE HELP

problem-solving

30 MINUTES

- Assist Client to problem-solve challenges to long-term personal health behaviors, including keeping informed about health issues/services. Problem-solving steps include:
  1. Identify the challenge
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

wrap-up

15 MINUTES

- Client sets goal related to enhancing organizational skills for increased positive health behaviors. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client File.

- Review Life Project, celebrating any progress.

Facilitator completes Session Notes in Client File. Complete Quality Assurance Check Sheet/ Notes (see page 145 of this session)

QUALITY ASSURANCE CHECK SHEET / NOTES

Client________________________________ Facilitator__________________________________

❏ Completed check-in with Client

❏ Identified personal strengths and organizational skills that enhance long-term adherence to a personal health routine and identified strategies for keeping informed about health issues / services, using the Staying On Track worksheet

❏ Discussed challenges to further development and maintenance the identified organizational skills

❏ Problem-solved challenges to long-term adherence to a personal health routine

❏ Set a goal related to enhancing organizational skills for increased adherence to a personal health routine and / or enhancing health information-gathering skills; recorded it on Goal Card for Client and on Goal Recording Sheet for File

❏ Reviewed Life Project / progress

❏ Completed Session Notes for File

Notes (include observations of Client's affect, engagement, and reaction to session elements)

OUTCOME AND SKILLS

Outcome: Client will identify at least one area of his / her life that was enhanced while participating in each of the modules

Skill: Client will identify and problem-solve challenges to maintaining behavioral and attitudinal changes

AGENDA / TIMELINE	MATERIALS / ACTIVITY
Module 3B, Session 5 ....90 minutes **• Check-In/Life Context ....25 minutes** • Review past week's life events • Discuss progress of goal and Life Project. • Preview Session 5 content • Discuss session content as it relates to the Client's life context **• Skills-Building..............................25 minutes** • Discuss the differences between self-defeating thoughts and self-enhancing thoughts • Discuss Client's successes and challenges with goals set in all previous sessions **• Problem-Solving...........................10 minutes** • Assist Client to identify one challenge that continues to impede progress to successful accomplishment of a goal **• Wrap-Up ....30 minutes** • Client sets goal related to maintaining coping skills, safer behaviors, and adherence to medical regimen • Review Client's Life Project • Prepare Client for end of interactive part of program	• Client File • My Personal Health Plan worksheet (Module 3, Session 1, page 120) • Social Support worksheets 1 (Module 1, Session 4, page 29) and 3 (Session 3, page 134) • Three Components of Assertive Communication worksheet (Module 2, Session 3, page 62) • Staying on Track worksheet (Module 3, Session 4, page 142) • Goal Card • Goal Recording Sheet • Quality Assurance Check Sheet / Notes • Session Notes • Pens, pencils

check-in/life context 25 MINUTES

- Review significant events in Client's life over the last week, including Life Project
- Discuss goal set at last session including successes, accomplishments, and challenges
- Preview Session 5 content
- Identify how successes experienced in each module have influenced the Client's life. Suggested topic areas for discussion:
  - Life Project
  - Personal stressors
  - Coping strategies
  - Social support (Social Support worksheets—(Module 1, Session 4, page 29 and Module 3, Session 3, page 134)
  - Safer behavior
  - Condom skills
  - Assertive communication / negotiation (Three Components of Assertive Communication worksheet—Module 2, Session 3, page 62)
  - Disclosure
  - Personal health plan (My Personal Health Plan worksheet—Module 3, Session 1, page 120)
  - Improving communication for maintaining health behaviors
  - Self-efficacy and social support for maintaining health behaviors (Staying on Track worksheet—Module 3, Session 4, page 142)
  - Organizational skills for maintaining health behaviors

Skills-Building

25 MINUTES

- Discuss the differences between self-defeating thoughts and self-enhancing thoughts. Topics include:
  - **Self-defeating thoughts**
    1. Polarized thinking: Things are black or white, good or bad, no middle ground, perfect or failure
    2. Mind reading: Without their saying so, you know what people are feeling and why they act the way they do. In particular you are able to divine how people are feeling toward you
    3. Catastrophizing: You expect disaster. You notice or hear about a problem and start "what ifs:" "What if tragedy strikes?" "What if it happens to me?"
    4. Blaming: You hold other people responsible for your pain, or take the other tack and blame yourself for every problem or reversal
    5. Shoulds: You have a list of ironclad rules about how you and other people should act. People who break the rules anger you and you feel guilty if you violate the rules
  - **Self-enhancing thoughts**
    1. Situation-oriented: Help reduce the potential level of threat or severity of the anticipated situation (i.e., "It won't be too bad" or "It can be a challenge")
    2. Task-oriented: Plans, steps, or behaviors a person will need to demonstrate during the stressful situation (i.e., "Concentrate on what I want to say or do." "Think about the task." "What do I want to accomplish?")
    3. Coping-with-being-overwhelmed: Help one stay calm and relaxed during tense moments (i.e., "Keep cool." "Relax, take a deep breath." "Stay calm.")
    4. Positive self-statements: Used to encourage ourselves or reinforce our coping efforts (i.e., "Great, I did it." "I got through that all right.")
- Using "Goal Setting Record," discuss Client's successes and challenges with goals set in all previous sessions
  - Client should identify a self-enhancing thought for each goal (both those successfully completed, and those that posed challenges)

problem-solving

10 MINUTES

- Assist Client to identify one challenge that continues to impede progress to successful accomplishment of a goal. Problem-solving steps include:
  1. Identify the challenge
  2. Determine the goal
  3. Brainstorm alternative solutions
  4. Evaluate those solutions
  5. Choose the most appropriate and best solution
  6. Develop an action plan
  7. Act

NOTES | OUTLINE

wrap-up

30 MINUTES

Fill out Goal Card, which Client takes with him/her, and copy goal onto Goal Recording Sheet in Client file.

Facilitator completes Session Notes in Client file. Complete Quality Assurance Check Sheet/ Notes (see page 151 of this session)

- Client sets goal related to maintaining coping skills, safer behaviors, and adherence to a personal health routine. A goal should be:
  - Realistic—can reasonably expect to be completed between sessions
  - Clear—Client understands exactly what steps must be taken to complete the goal
  - Not too easy and not too hard—goals should be challenging, but not impossible or too global
  - Have a clear end point—Client should know when a goal has been completed
- Review Life Project, celebrating any progress and discuss further plans for carrying out the Life Project
- Prepare Client for end of interactive part of program
- Remind Client about future assessments
- Discuss referrals if appropriate
- Provide resource materials as needed

QUALITY ASSURANCE CHECK SHEET / NOTES

Client___________________________________ Facilitator_____________________________________

❏ Completed check-in with Client

❏ Discussed differences between self-defeating and self-enhancing thoughts

❏ Discussed Client's successes and challenges with goals set in all previous sessions

❏ Identified one challenge that continues to impede progress to successful accomplishment of goals

❏ Set a goal related to maintaining coping skills, safer behaviors, and adherence to a personal health routine; recorded it on Goal Card for Client and on Goal Recording Sheet for file

❏ Reviewed Client's Life Project / progress

❏ Prepared Client for end of the interactive part of program

❏ Completed Session Notes for file

Notes (include observations of Client's affect, engagement, and reaction to session elements)

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GOAL RECORDING SHEET

Client's Name________________________________ Facilitator________________________

MODULE 1:

Session 1 Goal____

Session 2 Goal____

Session 3 Goal____

Session 4 Goal____

Session 5 Goal____

MODULE 2:

Session 1 Goal____

Session 2 Goal____

Session 3 Goal____

Session 4 Goal____

Session 5 Goal____

MODULE 3:

Session 1 Goal____

Session 2 Goal____

Session 3 Goal____

Session 4 Goal____

Session 5 Goal____

SESSION NOTES

Module___________ Session___________

Client's Name____ Facilitator____________________________