

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	MATERIALS / ACTIVITY
Module 3B, Session 190 minutes • Check-In/Life Context30 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-Up15 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	• 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
- _____
- _____
- _____

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 _____
- _____

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.)

w r ap-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 (see page 124 of this session)

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

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	MATERIALS / ACTIVITY
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-Building35 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-Up20 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	• 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

w r ap-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)

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	MATERIALS / ACTIVITY
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	• 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

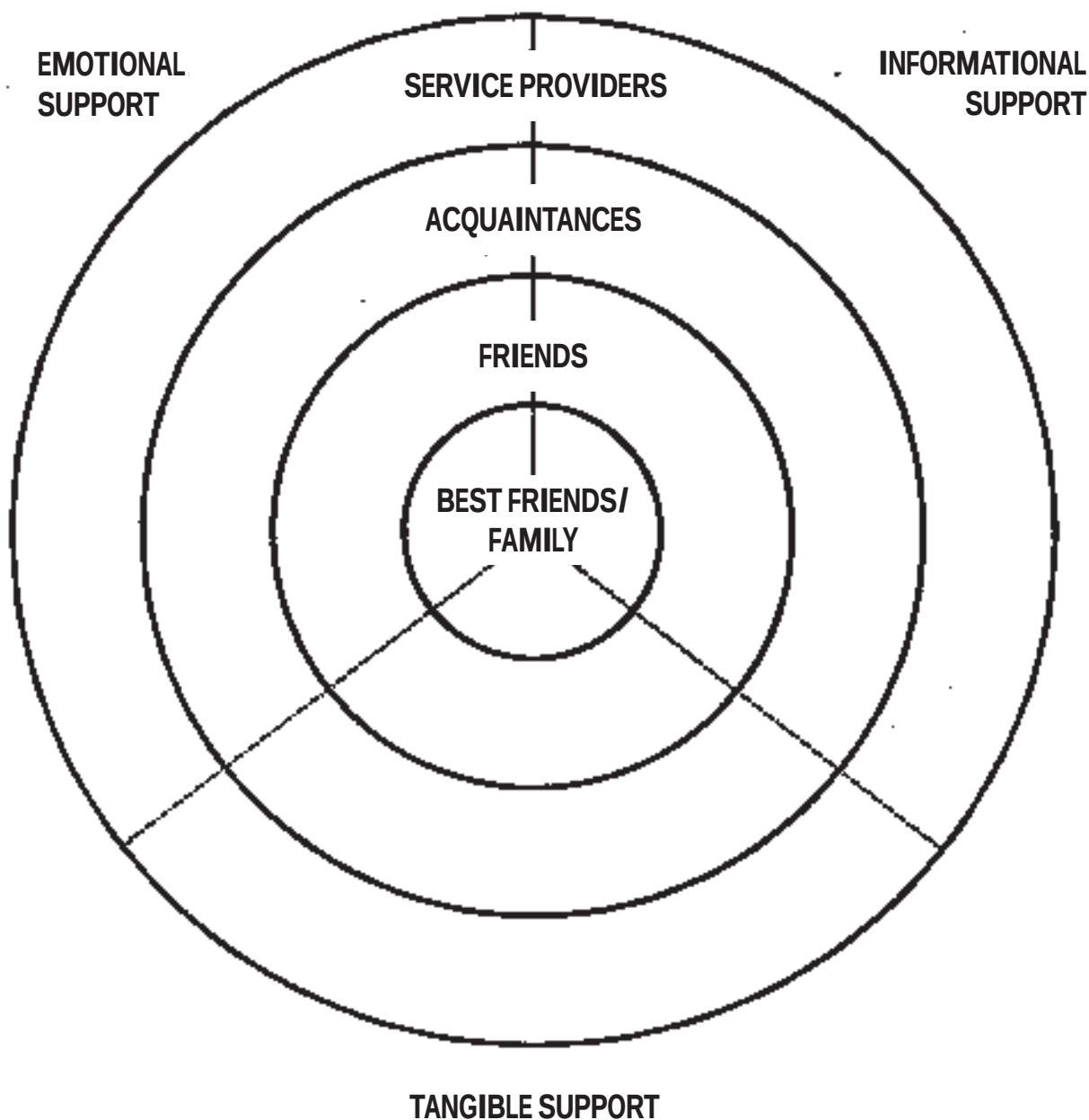
check-in/life context**15 MINUTES**

- 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**)

ACTIVITY: "SOCIAL SUPPORT WORKSHEET"



Positive Influences on Health

_____	_____	_____
_____	_____	_____
_____	_____	_____

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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

w r ap-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 (see page 137 of this session)

- 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
- Review Life Project, celebrating any progress

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	MATERIALS / ACTIVITY
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-Building30 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-Solving30 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	• 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

- 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

[illegible]

HELPFUL REMINDERS

[illegible]

MORE HELP

[illegible]

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

w r ap-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 (see page 145 of this session)

- 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
- Review Life Project, celebrating any progress.

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 590 minutes • Check-In/Life Context25 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-Up30 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

w r ap-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)
