

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
<p>Module 1, Session 1.....90 minutes</p> <ul style="list-style-type: none">• Check-In.....20 minutes<ul style="list-style-type: none">• 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 Context50 minutes<ul style="list-style-type: none">• Discuss Client’s perceptions of personal strengths and challenges in the following areas:<ul style="list-style-type: none">• Physical/medical history• Psychiatric history• Substance use/abuse history• Stigma/discrimination experience(s)• Client identifies personal strengths and challenges in the following areas:<ul style="list-style-type: none">• Client’s current living situation• Social and professional relationships• Background and family history• Disclosure issues• Wrap-Up20 minutes<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Client File<ul style="list-style-type: none">• Life Context Form• Goal Card• Goal Recording Sheet• Quality Assurance Check Sheet/Notes• Session Notes• Pens, pencils

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.)

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?

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.

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 8 of this session).

- 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
- 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

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

MATERIALS / ACTIVITIES

Module 1, Session 290 minutes

•Check-In/Life Context20 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

•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

Skill s-Buil ding

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 WORKSHEET"

STRESSOR	CHANGEABLE	UNCHANGABLE	REASONS WHY
1. General _____ _____			
Specific			
A. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
B. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
C. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
D. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
E. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
F. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. General _____ _____			
Specific			
A. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
B. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
C. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
D. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
E. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____
F. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____

problem-solving

35 MINUTES

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

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

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 16 of this session).

- 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 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)

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	MATERIALS / ACTIVITIES
<p>Module 1, Session 3.....90 minutes</p> <ul style="list-style-type: none">• Check-In/Life Context20 minutes<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• 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-Up15 minutes<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Client File<ul style="list-style-type: none">• 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

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
- 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**)

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

ACTIVITY: "STRESS AND COPING WORKSHEET"

STRESSOR	EMOTION-FOCUSED	PROBLEM-FOCUSED	REASONS WHY
1. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
2. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
3. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
4. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
6. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____

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

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 25 of this session).

- 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
- Review Life Project, celebrating any progress

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	MATERIALS / ACTIVITIES
<p>Module 1, Session 490 minutes</p> <ul style="list-style-type: none">• Check-In/Life Context15 minutes<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• Facilitator assists Client to role-play social support situations• Client sets goal related to increasing positive social support• Review Client’s Life Project	<ul style="list-style-type: none">• Client File<ul style="list-style-type: none">• 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

Skill s-Building

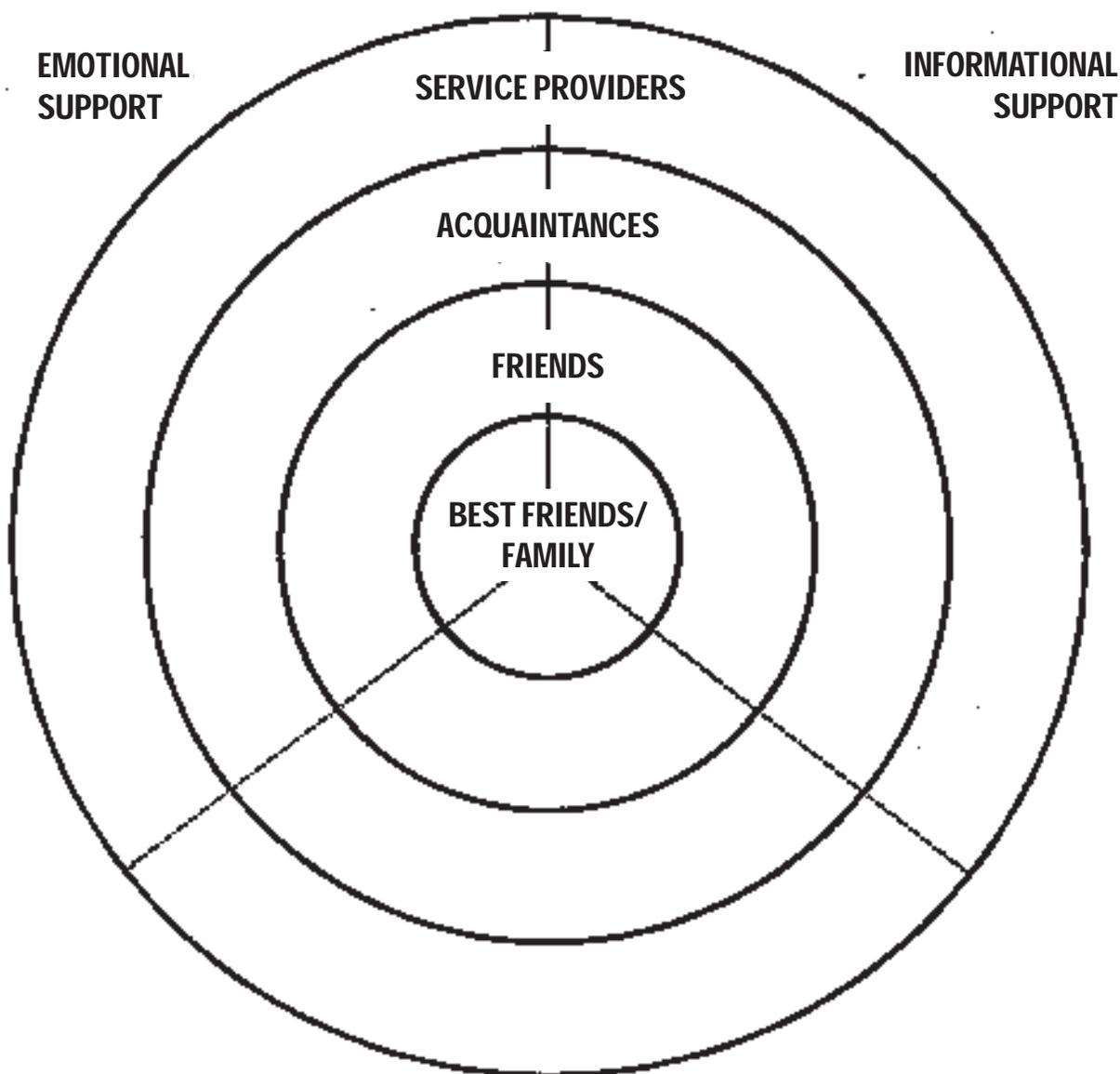
30 MINUTES

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

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

- 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.
- 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
- 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

_____	_____	_____
_____	_____	_____
_____	_____	_____

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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

- 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

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).

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)

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

MATERIALS / ACTIVITIES

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

• Check-In/Life Context15 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-Up35 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

• 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)

Skill s-Buil ding**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

wrap-up

35 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 38 of this session).

- 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
- 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

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)
