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## Together Learning Choices

A small-group intervention  
with young people living with HIV/AIDS

### Implementation Manual, Part 2 *Staying Healthy*

The University of California, Los Angeles  
Center for Community Health  
Semel Institute for Neuroscience and Human Behavior

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<p><i><b>Healthy Relationships</b></i>          Community Prevention and Intervention Unit          University of Texas Southwestern Medical Center at Dallas          400 South Zang Blvd., Suite 520          Dallas, TX 75208</p>	<p><i><b>Real AIDS Prevention Project (RAPP)</b></i>          Family Health Council, Inc.          960 Penn Avenue, Suite 600          Pittsburgh, PA 15222</p>
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**Together Learning Choices**

**Implementation Manual, Part 2**  
*Staying Healthy*



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## How to Use Part 2

Part 2 of the *TLC Implementation Manual* is a guide for implementing the *Staying Healthy* module of the **TLC** intervention.

### Intended Audience for the TLC Implementation Manual

Staff of agencies implementing **TLC**, including the Program Manager and Facilitators, can use this manual to prepare to implement the *Staying Healthy* module. Please review the *TLC Implementation Manual* Introduction and Overview before beginning implementing this module.

### Content

Part 2 contains the following: an introduction to the *Staying Healthy* module, full scripts of the standard opening and closing activities used in each *Staying Healthy* session, the text of each of the eight sessions, and originals of wall charts and handouts used in the module.

Facilitators are encouraged to become very familiar with the content of the intervention. Until Facilitators feel confident with the intervention content, using the script as written is encouraged. Once Facilitators become comfortable with the intervention, they can summarize the material in their own words, making sure to use language consistent with the target population and including all the main points. Writing session notes on index cards is recommended. However, the Facilitators should only use index cards and summaries after practicing the sessions multiple times and feel very comfortable with the intervention content.



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## Introduction to *Staying Healthy*

*Staying Healthy* is one of the three modules of **TLC: Together Learning Choices**. TLC is a group level intervention for young people (ages 13 to 29) who are living with HIV/AIDS. The other two modules of **TLC** are *Acting Safe*, which focuses on risky sexual and drug and alcohol use behaviors and *Being Together*, which emphasizes emotional well-being. *Acting Safe* is discussed in more detail in the third part of this manual. Note that materials for *Being Together* are not included in this intervention package. Information on *Being Together* is available in Part 1.

The *Staying Healthy* module encourages healthy living by promoting healthy behaviors and encouraging effective partnerships with health care providers. It teaches young people living with HIV/AIDS to know that they have choices about how they feel, think, and act in their every day life. By becoming aware of their current habits, they can learn to “undo” their unhealthy patterns and replace them with more beneficial ones. *Staying Healthy* specifically focuses on coping with learning one’s HIV status, implementing new daily routines to stay healthy, issues of disclosure, and participating in health care decisions.

There are eight-sessions in *Staying Healthy*. Each interactive session is delivered using techniques that include providing information, modeling, and practicing basic skills that advance the goals of the intervention. During the eight sessions, role play and discuss issues such as disclosure, medication adherence, communicating with their health care provider, and coping with stigma.

As with all of the **TLC** modules, *Staying Healthy* teaches four basic skills that empower participants to control their emotions and subsequent thoughts and actions. They are: (1) emotional regulation through the use of the Feel-Think-Do (F-T-D) Framework and Feeling Thermometer, (2) SMART Problem-Solving Steps, (3) goal setting, and (4) assertiveness. These skills are repeated and modeled in every session to provide participants with opportunities to practice the skills and ultimately generalize and apply them in every day life situations.

## Implementing *Staying Healthy*

*Staying Healthy* should be offered as a closed-group for young people (ages 13 to 29) living with HIV/AIDS who have an interest in learning skills to reduce their risk of transmitting HIV and living healthier lives. New participants should not be allowed to join the group after the first session. *Staying Healthy* should be presented by two Co-Facilitators who are familiar with and at ease with the target population. Sessions should be offered sequentially, once a week, for eight weeks. Mixing participants who represent different genders, ages, and risk factors may enhance the learning experience for participants.

# Major TLC Concepts Emphasized in *Staying Healthy*

## TLC Essential Skills

### 1. Short- and Long-Term Goal Setting

Short- and long-term goal setting occurs during the conclusion of sessions and usually focuses on a goal related to that session's activities or topic. Goal setting is a crucial skill for changing behavior. **TLC** participants are taught the characteristics of good goals—realistic, clear, challenging but not impossible, and having an identifiable end-point. Once participants choose a goal, they identify the steps they will take before the next session to achieve that goal. A check-in period occurs in the first few minutes of the following week's session to discuss what happened. Not only is there the intrinsic reward of achieving one's goal (for those who do), but Facilitators reward (with praise and Thanks Tokens) the attempts that have been made. For those participants who did not achieve their goals, the check-in period allows them to analyze the reasons they were not successful.

*Staying Healthy* teaches participants to create a future-oriented vision around achievable objectives as a strategy for changing problematic behaviors.

### 2. Personal Problem-Solving

Personal problem-solving skills are presented using a structured model called SMART, which involves five steps: 1. **S**tate the problem, 2. **M**ake a goal, 3. **A**chieve a list of all possible actions, 4. **R**each a decision, 5. **T**ry it and review it. Through this model, participants learn to analyze and identify different actions they might take toward solving a real-life problem. Participants are invited to bring up general problems to which they may be seeking solutions, or a difficult problem related to one of the sessions. The group applies the problem-solving format, selects a goal, identifies barriers, and plans the next steps. This vital life skill can be applied to a broad range of problems within and outside the context of HIV prevention.

Problem-solving is introduced in Session One and practiced repeatedly thereafter across various session topics. Problem-solving may be applied to barriers to accomplishing weekly goals, determining ways to manage stressors, or any other topics that are relevant to the participants.

Concrete problem-solving skills dealing with disclosure, forging productive relationships with health care providers, and medication adherence also are discussed in *Staying Healthy*.

### 3. Emotional Awareness and Regulation

When young people are not able to identify their feeling accurately they are less able to deal with those feelings effectively. Many young people, for instance, describe feeling angry when they are, in fact, hurt and so their responses are likely to be more on the order of lashing out than acknowledging pain or hurt feelings and negotiating a solution to what has caused the hurt. Through a Feel-Think-Do Framework (FTD), **TLC** teaches participants how their thoughts, feelings, and actions influence each other. This awareness and techniques learned in **TLC** sessions help participants deal with their emotions and replace negative thoughts with positive thoughts, which leads to more positive and effective actions.

All **TLC** sessions are based on this concept. The goal is to help participants practice looking at life events, especially sexual, drug, and alcohol behaviors, within this conceptual framework, and to get in the habit of having control over how they feel, think, and react to life situations. Participants

are taught to pay more attention to their automatic thoughts, especially those that trigger drug and alcohol use, and learn strategies to alter distorted thoughts through positive self-talk, positively reframing situations, and not taking things personally.

#### 4. Assertive Behavior and Communication

Successful interaction with others depends on effective communication. Verbal and non-verbal assertiveness eases the implementation of the skills taught in **TLC**. Participants learn to distinguish passive, assertive, and aggressive communication. They are introduced to verbal and non-verbal assertiveness surrounding various life situations (i.e., interactions with health care providers, family members, sex partners, etc.). Role plays are utilized to provide participants with the opportunity to practice assertiveness. Facilitators also tie in verbal and non-verbal assertiveness skills with various session topics and model assertiveness skills whenever the opportunity arises.

### TLC Learning Techniques

- **The Feeling Thermometer** is displayed on the wall during every session and helps participants assess and discuss their feelings of discomfort more effectively during the session.  The Feeling Thermometer is a graphic design resembling a fever thermometer that has been enlarged and reproduced on a poster. The highest measurement on the Feeling Thermometer is 100 and it represents the most discomfort one can imagine feeling. That discomfort may be extreme anger, anxiety, excitement, nervousness, depression, or any other emotion that is experienced as discomfort. The bottom measurement is zero and this represents a total lack of discomfort, whether the associated feeling is happiness, or calm, or something else.

Linking Feeling Thermometer levels with situations that are being discussed or with recent experiences helps participants identify when their emotions have been highly charged and what situations are likely to result in those extremes of feelings. The person at or near 100 on the thermometer is likely to find that his or her discomfort interferes with good judgment and sound decision-making. The person at or near zero on the thermometer is better able to think and make decisions regardless of how he or she labels the particular feeling or emotion. The purpose of the Feeling Thermometer is to increase participants' emotional awareness and self-regulation.

- **Thanks Tokens** are two-inch-square pieces of laminated cardstock with a design on one side  (a star is used in **TLC**, but another design may be substituted if you prefer). When praising a participant for a meaningful contribution to the session, such as for speaking out on an issue or coming up with an idea, the Facilitator will accompany the praise with a Thanks Token. The intent is to pair a compliment with a tangible symbol of appreciation to draw the participant's attention to the fact that he or she has been complimented. The Facilitator explains why the Thanks Token was given, e.g., "I liked your suggestion of how we might explain that better," or "I appreciate how you spoke up on that," at the time it is handed to the participant.

Each participant is also handed a packet of 20 Thanks Tokens at the beginning of each session. Participants are asked to give a Token, along with a brief description of why, whenever another participant says or does anything he or she appreciates. In this manner, participants learn to deliver as well as receive compliments. When used consistently by both Facilitators and participants, Thanks Tokens leave most participants with positive feelings about themselves. Tokens are not a medium

## TLC Learning Techniques - *continued*

of exchange and are not “turned in” for anything of value. (Actually, participants will be asked to return the tokens at the end of the session so they can be reused in the next session.)

The key to everyone using the Thanks Tokens rests on the Facilitators’ comfort with them. If the Facilitators like using them and do so at every opportunity, the participants will also use them. **TLC** has been designed so that Thanks Tokens are used multiple times in every session. However, Facilitators are also encouraged to use Thanks Tokens whenever any other opportunities to use them arise in a session.

Both the Feeling Thermometer and Thanks Tokens are also used in **Street Smart**, another evidence-based intervention available from CDC's Prevention Research Branch-Replicating Effective Programs. The same techniques are used in both interventions however, their explanations in this manual are more detailed and reflect insight gained from field-testing the **TLC** intervention.

- **Identification of Ideal Selves** helps **TLC** participants pinpoint their values as they relate to the way they would like to see themselves behave. Participants are asked to consider those values as they think about the ways they would like to act in specific situations. The Ideal Self is used as a decision-making guide to help motivate and personalize behavior change. Appeals to one’s Ideal Self occur throughout the sessions.
- **Role Plays** allow participants to watch and/ or practice positive responses to potentially problematic situations in an instructive and supportive environment. The **TLC** manual contains different types of role plays. A few are scripted and are used to introduce a particular session or topic. These scripted role plays should be practiced ahead of time and are to be acted out by Facilitators, not participants. In other role plays, a scenario is described and participants are asked to act it out without a script or preparation. These role plays give participants an opportunity to explore new ways of dealing with high-risk situations. Instructions for each role play are found within the session guides. Facilitators should not let a role play go beyond 10 minutes and should monitor it to assure that participants understand and are keeping to the point.



It is important to make every effort to avoid role playing of stereotypes. Many of the role play situations describe interactions between persons with specific characteristics. These role plays are not intended to stereotype individuals by gender, age or race—in fact, the Facilitators are encouraged to reverse stereotype roles whenever possible. For example, have a female play the role of the person who does not want to use a condom, or have young men role play young women and women role play men. This gives participants an opportunity to explore others’ experiences and points of view.



# Delivering the Sessions

## How to Use the Session Outlines

Part 2 of the *TLC Implementation Manual* contains full scripts for implementing standard session opening and closing activities, plus eight packets with materials needed to implement the eight sessions of the *Staying Healthy* module. Each packet begins with a listing of the session aims, Facilitators' notes, a session agenda, and a summary of session activities. These items are followed by a full script for Facilitators to use to conduct the sessions.

### Session Aims

Each session has a clear statement of its aims. These goal statements describe the session's intended outcomes.

### Facilitators' Notes

Facilitators' notes provide important information that will be helpful in implementing each individual session.

### Activities

Each session consists of several activities. These activities are intended to stimulate learning through actual experiences. The procedures to complete the activities are written as a script. The information in the portions of the text that are written in bold should be conveyed to the participants. The portions of the text that are not bold are cues for the facilitators to implement parts of the activities.

Suggested lengths of time for each activity are given. Facilitators should tailor the activity, when appropriate, to meet the needs of the group. For example, if participants are seriously discussing a topic of importance to them, they should be allowed to continue somewhat past the normal time limit for that segment. However, these decisions will require careful time management. It is the responsibility of the Facilitator to ensure that session aims are met and that participants are not kept longer than the announced session length.

## Icons Used in *Staying Healthy*

This icon indicates that Facilitators should say something or ask a question.



This icon signals to Facilitators that the Feeling Thermometer should be used.



When this icon appears, Facilitators should distribute Thanks Tokens.



A relaxation activity is used when this icon appears.



Goal setting occurs in the session when this icon appears.



When this icon appears, a role play occurs in the session.



## Sessions and Required Materials to Implement the Session

Each of the eight *Staying Healthy* sessions has an accompanying document containing the required materials to implement that specific session. (for example *Staying Healthy* Session One: Living with HIV for the Long Haul is followed by Required Materials for Session One)



## *Staying Healthy Sessions*

### **Full Scripts for Standard Opening and Closing Activities**

#### **Session One: Living with HIV for the Long Haul**

Required Materials for Session One

#### **Session Two: Planning My Future**

Required Materials for Session Two

#### **Session Three: Disclosure: Letting Me Be Me**

Required Materials for Session Three

#### **Session Four: Thinking More About Disclosure and Medical Care**

Required Materials for Session Four

#### **Session Five: Protecting Myself and Others**

Required Materials for Session Five

#### **Session Six: Partnering in My Care and Treatment**

Required Materials for Session Six

#### **Session Seven: Medications and Adherence**

Required Materials for Session Seven

#### **Session Eight: Living with Others: Coping with Stigma**

Required Materials for Session Eight



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# Full Scripts for Standard Opening and Closing Activities

Uniform activities are used to open and close each session of the *Staying Healthy* module (except for the opening of the first session and the closing of the last session). The full scripts of the standard opening and closing activities are shown on the following pages.

Facilitators should thoroughly learn the standard opening and closing of the sessions. Group dynamics can be improved when Facilitators welcome participants using language consistent with the target population.

## Opening Script: Introduction and Check-In

### Time

- 15 minutes

### Welcome

Welcome participants.

- **Welcome! It's great that you're here and ready to start.**

Introduce the current session. (See individual session guides).

- **We will get to the specific topics and activities for this session in a few minutes.**

### Lottery Tickets

Hand out lottery tickets.

- **There will be a prize drawing at the end of the session, and I'm going to hand out lottery tickets for that now. We do the lottery to recognize that you're doing something great by attending this session. Hold on to your ticket, and we'll have a drawing when the session is over.**

### Thanks Tokens

Give out 20 Thanks Tokens to each person.

- **Here are some Thanks Tokens. We use them to show appreciation for your contribution to the group, and they are also for you to hand out when you want to show someone you appreciate him or her.**
- **So, if you appreciate something someone else says or does, please give that person a Thanks Token. Hand the token directly to the person you appreciate and tell the person why you are giving him or her the token.**



- **The idea is to share positive feelings with the other people in the group by giving away your pile of Thanks Tokens one at a time by the end of the session.**
- **I'm going to put up a wall chart to remind you how to use them.**

Refer to Using Thanks Tokens wall chart.

## Session Ground Rules

Refer to Ground Rules wall chart.

- **We also have some important ground rules for the session, which are written out on this wall chart.**
- **Ground rules help us encourage the behaviors that make TLC a safe place to share ideas and have fun while being respectful of other participants.**
- **Does anyone have another ground rule that we should add?**

Get consensus; write new ground rules on Easel Paper and tape under wall chart.

## Weekly Goal Review

Review weekly goals.

- **Who attended last week's session or the one before that?**

Ask for a show of hands.

- **OK, let's go around the room, and everybody give your first name even though many [all] of you have been here before. If you have a weekly goal that you set for yourself at a previous session, please tell us what that goal was and how it worked for you. If you don't have a goal or if you don't feel like sharing your goal with the group, let us know about something you did recently that made you really proud of yourself.**
- **Who would like to start?**

Give each participant who wishes to, an opportunity to describe his or her goal and progress, or what the participant is proud of. Ask for volunteers—do not pressure individuals to participate.





## Weekly Goal Review - *continued*

Refer to the Feeling Thermometer wall chart and obtain reading.

- **As we go around the room, I would also like each of you to check out your feeling level at this point. Where are you right now in terms of discomfort on the Feeling Thermometer?**
- **Remember, 100 means you feel extremely uncomfortable and zero means you do not feel at all uncomfortable.**

For participants with goals, ask what they did to work on the goal and what barriers they encountered. As needed, use the group as a resource to develop solutions to unresolved barriers.

Refer to the SMART Problem-Solving Steps wall chart and use in discussion of barriers.

Questions to ask:

- What did you do to work on your goal?
- How did it turn out?
- What problems did you have in meeting your goal?
- How did you solve those problems (or is there a way you might have solved those problems)?
- Does anyone have any suggestions about another approach that might be useful?

Give out Thanks Tokens to everybody who shared goals or things they were proud of.

- **You've done a great job!**

## Session Preview

- **Now let's talk about what we are going to do today.**

Summarize the content of the current session. (See individual session guides.)

- **Do you have any questions at this point?**

Briefly answer questions before continuing.

- **So let's get started!**



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## Closing Script: Weekly Goal Setting and Conclusion

### Time

- 20 minutes

At the end of each session, it's important to set individual goals to work on before the next time the group meets.

### Review of Session Content

Summarize the content of the current session. (See individual session guides.)

### Review of Goal Guidelines

Refer to the Guidelines for Good Goals wall chart.

- **As a reminder, take a look at the Guidelines for Good Goals on the wall. These are the elements that make up a good personal goal.**

Read from the chart and explain as necessary.

- **In addition to what is on the chart, the personal goals you will be setting now should be very short-term, something that can be accomplished during the next week.**
- **You can think of a short-term goal that you set for yourself as one step toward accomplishing a bigger, longer-term goal you might have. Very often, short-term goals involve getting information, materials, or skills you might need to accomplish your bigger goal.**
- **During the next few minutes, we would like you to select a short-term goal for yourself that is related to what we have been doing in today's session. Very quickly, let's review the high points of today's session.**

## Suggestions for Weekly Goals

Give some suggestions for weekly goals.

- **Some examples of possible goals for next week are:**

List examples of possible goals related to today's session on Easel Paper. (See individual session scripts.)

Encourage participants to suggest other goals, and add these to the list.

- **What other possible goals can you think of?**

Ensure that suggested goals meet the Guidelines for Good Goals and that they can reasonably be accomplished during the next week.

## Individual Goal Setting

After all suggestions have been added to the list, give each participant a blank Weekly Goal Card (My Goal for Next Week).

- **Now, take a few minutes and think about what your own goal is going to be for the next week. Then write your goal on the card.**
- **Make sure your goal agrees with the Guidelines for Good Goals hanging on the wall and that it is something you can do in the next week.**
- **Also, write down an action plan—how you will go about accomplishing your goal. The action plan consists of the exact steps you are going to take this week.**

Allow 2-3 minutes for participants to record their goals.

- **What goals have you chosen? Who will share?**

Go around the room and ask participants who wish to share to read the goals they have selected and the action plans they have developed. As needed, help participants to shape their goals so that they meet all of the criteria for good goals. Encourage participants to work on their goals during the week.

- **Those are very good goals to work on during the next week. Remember, if you run up against a barrier, try to find a way around it.**



## Prize Drawing and Closing

Draw lottery and close session.

- **Now let's do the prize drawing that I promised. Please write your first name on the ticket I gave you earlier, and I'll collect them.**

Collect the lottery tickets and mix them up. Then draw the winner and give out the prize.

Recognize the contributions of individual participants for specific things they have done or said during the session. Encourage others in the group to do the same for individuals whose contributions they value. Make sure everyone is included. Use Thanks Tokens.

- **At this point, let's take a minute and use Thanks Tokens to show our appreciation to each other for all of the good things we have done and said in the past two hours.**

Remind participants of next week's session.

- **Our next meeting will be at < time > < place >.**

Give a very brief preview of the next session.

- **I'm looking forward to seeing you next week.**

Ask participants to turn in the Thanks Tokens.



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# Staying Healthy Module | Session One

## Living with HIV for the Long Haul

(2 hours)

### Session Aims

- To understand the purpose of the *Staying Healthy* Module and the benefits of participation.
- To become familiar with the techniques employed throughout the various sessions, including Thanks Tokens, Ideal Self, Feeling Thermometer, and role playing.
- To identify participants' Ideal Selves and to begin using this concept as a guide for decision-making.
- To develop a goal related to living with HIV.
- To practice solving general life problems.

### Facilitators' Notes

- Personally greet each participant on arrival and use a tone of voice and non-verbal gestures to create a safe, welcoming environment throughout the session.
- Disclosure is one of the most important and potentially challenging realities of living with HIV. Facilitators should remember that for some participants, coming to *Staying Healthy* is an act of disclosure that needs to be supported.
- To help build group rapport, Facilitators should adapt the “get to know you” activity to the needs of their local population. If an agency has had success using an ice-breaker activity with newly formed groups, try using it at the beginning of Session One in the appropriate place.
- By staying focused and on time, Facilitators will help create an environment that will encourage participants to return.
- The Feel-Think-Do concept is reinforced by using the Feeling Thermometer (awareness and regulation of feelings), identification of Ideal Selves (a guide for decision-making), personal problem-solving, and goal setting.
- Practice the session before implementing with participants.
- Read the script until you become comfortable with the content. Once you become comfortable with the content, you should summarize the activities and information in your own words.
- In the manual **bold** text means to read or convey the information to the participants.



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# Session Agenda

## Living with HIV for the Long Haul

- Introduction and Check-In.
- How Comfortable Do I Feel About Living with HIV?
- What's Important to Me? What Defines My Ideal Self?
- How Can I Solve This Problem?
- Weekly Goal Setting and Conclusion.

## Summary of Activities:

### **Introduction and Check-In.** (30 minutes)

- Welcome participants and have them introduce themselves. Discuss Thanks Tokens. Review session ground rules. Describe *Staying Healthy* activities and goals.

### **Activity 1: How Comfortable Do I Feel About Living with HIV?** (20 minutes)

- Begin the group process by explaining the Feeling Thermometer and identifying body sensations that accompany discomfort. Introduce the concept of living with HIV, identify level of comfort or discomfort with HIV that encourages or discourages trying to stay healthy and improve the quality of one's life.

### **Activity 2: What's Important to Me? What Defines My Ideal Self?** (30 minutes)

- The concept of the Ideal Self is introduced. Participants identify the characteristics of their Ideal Self.

### **Activity 3: How Can I Solve This Problem?** (20 minutes)

- The SMART problem-solving method is introduced. A problem identified by one of the participants is used to illustrate the method. In this activity, participants discuss the potential negative impacts of not thinking through a problem before taking action.

### **Weekly Goal Setting and Conclusion.** (20 minutes)

- Set weekly goals. Conduct lottery and obtain session feedback.

## Required Materials for Session One

### Handouts to be Reproduced

- Feeling Thermometer
- My Ideal Self
- Possible Ideal Self Characteristics
- SMART Problem-Solving Steps
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix E

- Facilitator Role Play Script: Yin and Yang

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prize
- Lottery tickets
- Markers (blue, green, and red) and masking tape
- Pencils
- Pens

## Introduction and Check-In

### Time

- 30 minutes

### Activity Materials

- Easel Paper
- Laminated Cards: Thanks Tokens
- Lottery tickets
- Markers and masking tape
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

### Welcome

Welcome participants to the intervention and *Staying Healthy*.

- **Welcome to TLC! It's great that you're here and ready to start.**
- **TLC stands for Together Learning Choices. It is a program for young people who are HIV-positive.**
- **Today we are beginning the first module of TLC. It's called *Staying Healthy*. There are eight sessions and we hope you will come to all of them.**
- **In each session we will discuss a different topic. You are an important part of the group and we hope that you can come to every session. We'll be meeting right here at this time every week.**
- **The sessions last between two and two and a half hours and you won't have to worry about getting bored. We do a lot of different things in every session, and we think you'll find the activities both interesting and fun.**

## Getting to Know You

Guide participants through a getting-to-know-you activity.

- **First thing, let's get to know each other a little bit. I'd like everyone to stand up and move around the room. Introduce yourself to someone you don't know, and ask them three questions about themselves—any three questions. You might ask where they go to school, or what their best subject is, or what kind of job they have, or how they spend their free time. After you've asked and answered three questions, move on to someone else. I don't expect you to get to know everyone during this first 10 minutes, but try for at least 3 or 4 people. You have 10 minutes. I'll tell you when the time is up.**

Time the participants for 10 minutes. After 10 minutes, tell participants to stop and return to their seats.

## Introductions

Begin Introductions

- **Now I'd like you to introduce yourself to the group. Give your first name and tell us about something you did recently that made you proud of yourself. It doesn't have to be something big, but we would like to hear about a recent accomplishment of yours. I'll start. My name is <your name> and I <finished a class; got an alarm clock so I could get up on time; remembered my sister's birthday and got her a gift; etc.>.**

Ask the Co-Facilitator to go next, and then proceed around the room with self-introductions.

## Preview of *Staying Healthy* Module

Give participants a preview of *Staying Healthy*.

- **Before we get started today, let me give you a quick preview of some of the questions we will be considering and things we will be doing during the next eight weeks.**
- ***Staying Healthy* is a module in which we will look for links between feelings, thoughts, and actions. Why feelings, thoughts and actions? Learning about these components of ourselves can help us to live long, healthy lives with HIV, and also keep other people uninfected.**
- **Over our eight sessions, we hope to work on increasing behaviors that promote:**
  - **Healthy living.**
  - **Dealing with the challenges of daily living.**
  - **Increasing positive feelings, thoughts, and actions.**
  - **Reducing sexual and drug-related risks for HIV.**
- **We're going to have some spirited discussions and use a variety of techniques to answer the following questions:**

Read the following questions aloud, pausing briefly after each one. Keep any comments or explanations you make to a minimum.

- **What kind of person do I ideally want to be?**
- **What does my Ideal Self have to do with being HIV-positive?**
- **What do I think about the future?**
- **What would a plan for my life look like?**
- **How should I go about telling key people in my life that I am HIV-positive if I want to do this?**
- **What are the best methods for dealing with people's prejudice and discrimination caused by HIV status?**
- **How can I develop a plan for a healthy future?**

- **How can I protect my health and stop the transmission of HIV?**
- **What can I do to be a better partner in my health care?**
- **How can I handle taking HIV medications?**
- **How can relaxation promote my personal health goals?**
- **Each of the sessions follows a similar format.**
  - **After we complete our check-in, we'll consider a specific topic for the week. We'll explore this topic through discussions, role plays, and other activities that address the issue.**
  - **There is also a time in each session when we'll focus on how to solve a particular personal problem identified by a member of the group. Each week we'll take a different person's problem and work through setting up the steps for solving it.**
  - **At the end of every session, we'll spend a few minutes identifying personal goals you would like to achieve during the next week. Setting goals and being accountable to the group for meeting them helps us to live long, healthy lives with HIV, and also keep other people uninfected. The goals will be different for each person and will relate to the topic of that week's session.**
- **This is a quick preview of what we will be doing. Do you have any questions at this point or any comments you'd like to make?**

Answer any questions participants may have, but keep answers brief and to the point.

## Lottery Tickets

Distribute lottery tickets and explain how they are used.

- **There will be a prize drawing at the end of the session, and I'm going to hand out lottery tickets for that now. We do the lottery to recognize that you're doing something great by attending this session. Hold on to your ticket, and we'll have a drawing when the session is over.**



## Thanks Tokens

Explain Thanks Tokens and give out 20 Thanks Tokens to each person.

- **Now I am going to give each of you a supply of what we call Thanks Tokens. These are for all of us to hand out when we want to show that we appreciate and value a person's contributions to the group. They work like this: when you do or say something that contributes to the success of the group, or shows kindness or is a thoughtful comment, we will give you a Thanks Token and tell you what it is we are saying thank you for. The tokens are just a visible reminder of our thanks and our appreciation, since sometimes our thanks may not be expressed clearly enough to be heard.**
- **We're going to use Thanks Tokens, and we want you to use the Thanks Tokens, too. So, if you appreciate something someone else says or does, please give that person a Thanks Token. Hand the token directly to the person you appreciate and say something as you give the token.**
- **The idea is to share your positive feelings about other people in the group by giving them a Thanks Token as you tell them how you feel.**
- **Using the Thanks Tokens wall chart can remind you how to use them.**

Refer to the wall chart: Using Thanks Tokens. Go over the list aloud. Talk about the items—don't just read them.

- **Are there any questions about Thanks Tokens?**

Give Thanks Tokens to participants who asked questions or commented.



## Session Ground Rules

Discuss ground rules that would guide participants during the sessions and refer to the Ground Rules wall chart.

- **We also have some important ground rules for the session, which are written out on this wall chart.**
- **Ground rules help us encourage the behaviors that make TLC a safe place to share ideas and have fun while being respectful of other participants.**
- **Let me briefly go over them.**

### Ground Rules Wall Chart

- 1. Keep Confidentiality.**
  - **What's said here stays here.**
  - **Don't talk about what people say here outside of this room.**
- 2. Express Your Feelings.**
  - **Think before you speak. Be respectful of yourself and others.**
- 3. Ask Questions.**
  - **There are no stupid questions.**
- 4. Participate Actively.**
  - **Don't be shy.**
  - **Nothing can happen here without your participation—we need you to be part of the group.**
- 5. Don't Judge Others.**
  - **It's okay that people have different points of view. We all have different experiences.**
- 6. Keep An Open Mind.**
  - **Listen to others' ideas.**
- 7. Come Sober.**

## Session Ground Rules - *continued*

- **Drugs and alcohol don't mix with this group.**
- **Being sober helps the group achieve its goals.**
- 8. Use Cell Phones and Pagers Only During Breaks.**
- 9. Have Fun!**
  - **Does anyone have any questions about the Ground Rules?**
  - **Does anyone have another ground rule that we should add?**

Get consensus; write ground rules provided by participants on Easel Paper and tape under wall chart.

## Session Preview

Give a preview of today's session.

- **Now let's talk about what we are going to do today.**
- **We're going to talk first about how it feels to live with HIV. Then we're going to think about the things that are important to us and the kind of individuals we want to be now and in the future. The image we have of ourselves as we would like to be, our positive traits and our values, we will call our Ideal Self. Then, we will give you an opportunity to think about solving the problems in life that prevent you from becoming your Ideal Self.**
- **Do you have any questions at this point?**

Give Thanks Tokens to any participants who ask questions.

- **So let's get started!**



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## Activity 1: How Comfortable Do I Feel About Living with HIV?

### Time

- 20 minutes

### Activity Materials

- Easel Paper
- Handout: Feeling Thermometer
- Laminated Card: Scripted Role Play Yin and Yang
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Pens
- Wall Chart: Feeling Thermometer
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Begin the group process by explaining the Feeling Thermometer and identifying body sensations that accompany discomfort. Introduce the concept of being comfortable living with HIV. Identify level of comfort or discomfort with HIV and which feelings encourage or discourage trying to stay healthy and improve the quality of one's life.

## Introduction to the Feeling Thermometer

Introduce the Feeling Thermometer to the participants. In the discussion of the Feeling Thermometer, Facilitators should note any examples of discomfort offered by participants that involve living with HIV.

- **We are going to talk about living with HIV in today’s session, but before we continue, I want to introduce you to something we call the “Feeling Thermometer.”**
- **This is a tool we are going to use throughout the eight sessions of *Staying Healthy*, and this is a good time to talk about it.**

Refer to the Feeling Thermometer wall chart.

- **Some of the things we will talk about during these sessions can make us feel uncomfortable.**
- **The Feeling Thermometer enables us to get a sense of just how uncomfortable we are in different situations.**
- **On the Feeling Thermometer a reading of 100, the top of the scale, means extreme discomfort—as uncomfortable as you can imagine something being.**
- **A reading of zero, the bottom of the scale, means you have no discomfort—not uncomfortable at all.**
- **Let me hand out a copy of the Feeling Thermometer for each of you.**

Distribute the Feeling Thermometer handout and pens.

- **Where we are on the Feeling Thermometer at a given moment depends on the person and the situation.**
  - **For instance, when I started talking this morning for the first time, my level of discomfort was higher than it is now. It started at around <state level>, but now that I’ve been talking for a while, it’s down to about <state level>.**
- **What makes us uncomfortable varies from person to person. What have you experienced that has made you extremely uncomfortable? That’s a 100 on the scale. Can someone give me a personal example of a 100 on the Feeling Thermometer?**





## Introduction to the Feeling Thermometer - *continued*

Get a few examples from participants. Give out Thanks Tokens as you express appreciation for their participation.

- **I'd like now for everybody to take some time and try to think of two experiences—these can be situations, people, places, thoughts, or feelings—that have made you personally extremely uncomfortable.**
- **Write these down in the blanks opposite the 100 level on your Feeling Thermometer.**

Give a minute for this.

- **Would someone volunteer to tell us what a 100—extremely uncomfortable—is for you?**

Get a few examples. Give out Thanks Tokens.

- **Now I'd like you to think of two examples of experiences that have made you very uncomfortable, what you would judge to be a 75 on the Feeling Thermometer scale. When you think of them, write them on your form.**
- **Remember, we are talking about personal experiences, that is, situations, people, places, thoughts, or feelings that have caused you to be uncomfortable at the 75 level on the Feeling Thermometer.**

Give a minute for this.

- **Would someone volunteer to tell us what a 75—very uncomfortable—is for you?**

Get a few examples. Give out Thanks Tokens.

- **Now I'd like you to write down two experiences that have made you uncomfortable at the 50 level on the Feeling Thermometer scale. That's called "somewhat uncomfortable"—halfway between "extremely uncomfortable" and "not uncomfortable at all." Write these experiences down.**

Give a minute for this.



- **Does anyone want to tell us what a 50—somewhat uncomfortable—is for you?**

Get a few examples. Give out Thanks Tokens.

- **Now, finally, I want you to write down two experiences that have made you be just mildly uncomfortable—a 25 on the scale. That’s only a little bit above a zero, “not uncomfortable at all.”**
- **After you do that, think of two experiences that fit the very bottom of the Feeling Thermometer scale, where you have absolutely zero discomfort.**

Give a minute for this.

- **Who will share some examples with us of your zeros and 25’s on the Feeling Thermometer?**

Get a few examples. Give out Thanks Tokens.

Introduce the idea that feelings of discomfort have physical sensations associated with them.

- **Now let’s talk for a minute about the physical sensations that go along with having feelings of discomfort.**
- **If you think about it for a minute, this is something that is very familiar I am sure. When you feel uncomfortable, your body is also having some reaction.**
- **You may have a funny feeling in your stomach—a bad feeling in the pit of your stomach or an upset stomach.**
- **You may be sweaty.**
- **You may feel shaky.**
- **You may feel cold or hot.**
- **Your muscles may tense up—in your neck, your shoulders, your back.**
- **Your mouth may feel dry, or it may be hard to swallow.**



## Introduction to the Feeling Thermometer - *continued*

- **Any of these things can happen.**
- **How many of these reactions happen and how strong they are depends on how uncomfortable you are.**
- **If you are at a 25 on the Feeling Thermometer (mildly uncomfortable), you may have very few physical symptoms and it may be hard to notice them. But they are there.**
- **If you are near 100 on the scale (extremely uncomfortable), there will be more physical symptoms and they will be easy to recognize.**
- **So, whenever you are feeling uncomfortable, your body is also reacting and sending a message.**
- **If we tune in, we can hear what our bodies are saying to us.**

Review some of the discomfort examples in the 75-100 range that were given by participants and ask them to identify the physical sensations associated with these particular discomfort situations.

- **To get a real-life sense of this, let's look at some of examples you gave earlier of situations that caused discomfort in the 75-100 range on the Feeling Thermometer, things that made you very or extremely uncomfortable.**
- **Think about the physical sensations that went along with your discomfort in each instance. You may not be able to recall all of them, but you can recall some of them.**
- **Who will volunteer to tell us how your body was reacting when you were uncomfortable in a particular situation?**

Allow time for several participants to share their physical symptoms of discomfort. Remember that sensations of discomfort can differ from person to person even when the situations are similar.

- **OK, that was good. Thanks for sharing.**

Give out Thanks Tokens to contributors.



- **So, we see that different people have different bodily reactions to discomfort, even when the situations are similar.**
- **Also, how strong the bodily reaction is varies from person to person, even if all the situations are at the same Feeling Thermometer level.**
- **Do you have any questions?**

Answer questions briefly.

## Scripted Facilitator Role Play: Yin and Yang

Introduce comfort with living with HIV

- **Now let's think about living with HIV and how comfortable or uncomfortable that feels.**
- **Different people have different levels of comfort about living with HIV.**
- **To help get us started thinking about our own feelings about living with HIV, <name of Co-Facilitator> and I are going to act out a scene where two individuals talk about living with HIV. We'll call them "Yin" and "Yang." In a moment you'll see why.**

The Facilitator and Co-Facilitator role play Yin and Yang.

### Facilitators' Choice

Experienced, confident Co-Facilitators could assume the roles of Yin and Yang and do this role play spontaneously without a script.





## Role Play

Yin: I hate having HIV.

*Yang: HIV is the best thing that ever happened to my life.*

Yin: HIV makes me angry because it's so much work.

*Yang: HIV makes me calm because it focuses me within.*

Yin: HIV makes me feel alone and isolated.

*Yang: HIV makes me feel connected to people throughout the world.*

Yin: HIV makes me feel hopeless about the future.

*Yang: HIV makes me feel hopeful about the future.*

Yin: HIV makes me tense.

*Yang: HIV causes me to pause, relax, and smell the flowers.*

Yin: HIV is unfair.

*Yang: HIV is an equal opportunity infection.*

Yin: HIV makes me confused when I think about my future.

*Yang: HIV helps me clarify my future.*

Yin: HIV makes me afraid.

*Yang: HIV makes me feel brave, just like a warrior.*

Yin: HIV is evil.

*Yang: HIV can be good.*

Yin: What planet are you from?

*Yang: What planet are you from?*

The End

## Group Discussion of Role Play

Spend two or three minutes in a brief discussion of reactions to the (scripted) role play.

- **Yin and Yang had a lot to say about living with HIV.**

Point to the Feeling Thermometer wall chart and obtain reading.

- **Using the Feeling Thermometer, with 100 being extremely uncomfortable and zero being not at all uncomfortable, what is your discomfort level after taking this questionnaire?**
- **Where were you on the Feeling Thermometer listening to Yin?**
- **Where were you on the Feeling Thermometer listening to Yang?**

Encourage sharing of discomfort levels.

Give Thanks Tokens to participants as they contribute

Ask the participants:

- **What thoughts were going through your mind as you listened to the role play?**

Hand out Thanks Tokens.

## Sharing Levels of Comfort about Living with HIV

- **We have started a good discussion about the role play and what it feels like to live with HIV.**
- **I would like us to pause for a moment. Think about what it is like for you personally to live with HIV.**

Point to the Feeling Thermometer wall chart and obtain reading.

- **When you think about living with HIV, where is your Feeling Thermometer? Remember, 100 means you feel extremely uncomfortable and zero means you do not feel at all uncomfortable.**

Encourage sharing of Feeling Thermometer readings, but do not put participants who do not wish to share on the spot.

Give Thanks Tokens to participants as they contribute.



## Sharing Levels of Comfort about Living with HIV

- continued

- **One of the helpful things about the Feeling Thermometer is that it gives us the ability to take a situation like living with HIV, describe it by giving a reading on the Feeling Thermometer, and link it to body reactions, thoughts, and actions.**
- **Let's process our level of comfort with living with HIV by thinking about how situations, feelings, body reactions, thoughts, and actions are related.**

On Easel Paper, write out the Feel-Think-Do grid like this:

Situation	Feeling Thermometer Reading	Body Reaction	Thoughts	Action

- **I think this grid describing feelings, thoughts and actions will really help our discussion.**

Spend some time completing the grid using Feeling Thermometer readings from several participants.

Ask the participants to identify a specific situation. Ask for a volunteer to describe their situation so that everyone understands it. Point to the Feeling Thermometer and get a reading, a description of body reaction(s), thoughts, and action(s). Record the responses on the Easel Paper. Encourage discussion and sharing.

Give out Thanks Tokens.

Repeat with as many participants as possible.

- **That was an honest discussion. Thank you.**
- **It's certainly clear that this is a pretty important topic for everybody. You brought up some important issues here.**

Give out Thanks Tokens.



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## Activity 2: What's Important to Me? What Defines My Ideal Self?

### Time

- 30 minutes

### Activity Materials

- Easel Paper
- Handout: My Ideal Self
- Handout: Possible Ideal Self Characteristics
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Pencils
- Wall Chart: Feeling Thermometer
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

## Facilitators' Note

Guide participants to identify values that are important to them. Explore how one's concept of Ideal Self might bear on the challenges of living a healthy life.

Identification of the Ideal Self helps **TLC** participants pinpoint their values as they relate to the way they would like to see themselves behave. Participants are asked to consider those values as they think about the ways they would like to act in specific situations. The Ideal Self is used as a decision-making guide to help participants make sound choices about healthy behaviors and to motivate and personalize behavior change. The Ideal Self is a **TLC** learning technique.

During the field testing of this Session, some participants had difficulty understanding the concept because they felt they already possessed the values of their Ideal Self. To avoid confusion, Facilitators should emphasize that *Staying Healthy* allows participants to gain practice using those values during each session. This helps them personalize their values and see different ways they can appropriately express them in their daily efforts to stay healthy.

## What's Important to Me Activity

Introduce personal values. List examples and have participants add their own.

- **What are important to us are the things that are of value to us. Each one of us has a personal set of values.**
- **Some examples of values are:**
  - **Making money**
  - **Being healthy**
  - **Looking good**
  - **Having friends**
  - **Being honest**
  - **Caring for other people**
  - **Being safe from violence**
  - **Having a loved one**
  - **Your family**
  - **Being spiritual**
  - **Fairness**
  - **Freedom**
  - **Having a good job**
  - **Completing my education**
- **It is okay if the list varies from one person to another.**

Give out Thanks Tokens.



## Ideal Self

Introduce the concept of Ideal Self.

- **This image we have of ourselves as we would like to be—our positive traits and our values—is called our “Ideal Self.”**
- **It reflects what we hope to be and strive to be, not necessarily what we may be now.**
- **Your Ideal Self is really a kind of goal, and for this reason it is sometimes called your “hoped-for self”—what you would like to become more and more in the future.**
- **You may already see in yourself traits of your Ideal Self. Great! Then your goal may be developing these traits and making sure they help inform every decision you make.**
- **How we behave toward others to keep ourselves healthy is influenced by our image of ourselves.**
- **So let’s spend some time getting a better picture of what each of us sees as our Ideal Self.**
- **Understanding your values can clarify a lot about what is and is not important in your life.**
- **Now I want to introduce another important concept that will be used in *Staying Healthy*. It’s called the Ideal Self.**
- **When I look at the list of things that are important to you, one of the things I notice is how often important things reflect a personal value of some kind.**
- **Sometimes it is obvious—for example, “Honesty means a lot to me.”**
- **Other times, the personal value is not stated directly, but it is expressed there implicitly. For example, “Caring for another person,” suggests that you value being seen as a supportive responsible, helpful person. Or, it is an expression of your core belief that people need and deserve attention, support, and a friend.**

Using the list just generated, talk through the things of particular personal value to participants and what they reflect about one’s Ideal Self.

## Ideal Self Exercise

Distribute handout of Possible Ideal Self Characteristics.

- **I am going to hand out a list of qualities that will help you think about your Ideal Self.**
- **Read through the list and see which of these qualities describe the kind of person you want to be.**

Allow a minute for participants to read the list. Distribute My Ideal Self handout and pencils.

- **Now I am going to hand out another sheet with five blank spaces.**
- **I want you to write down five words that you believe describe best what you see as your Ideal Self.**
- **You can either use words from the list I gave you, or use your own words.**
- **It doesn't matter what order you write the words in.**
- **Do you have any questions?**

Answer questions, and then give participants two to three minutes to fill out the form.

Encourage sharing of Ideal Selves, but do not put participants on the spot who may not wish to share.

- **Has everybody finished? Good.**
- **Who would be willing to share something about their Ideal Self? You don't have to read everything you wrote down, but you can if you want.**

Give Thanks Tokens to participants as they contribute.

- **Thanks everybody for sharing.**



- **Please keep the form you just filled out and bring it with you when you come to the next session because we're going to be talking about our Ideal Selves again.**

Point to the Ground Rules wall chart.

- **Just as a reminder, don't forget our ground rule about confidentiality and not talking outside of this room about what people say here.**
- **These are very personal matters that we are discussing, and we must remember to respect the privacy of group members at all times.**

Give out Thanks Tokens.

- **Now let's start to talk about problem-solving.**



## Activity 3: How Can I Solve This Problem?

### Time

- 20 minutes

### Activity Materials

- Easel Paper
- Handout: SMART Problem-Solving Steps
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Ground Rules
- Wall Chart: Guidelines for Good Weekly Goals
- Wall Chart: SMART Problem-Solving Steps
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

The SMART Problem-Solving Steps are introduced in this activity. A problem identified by one of the participants is used to illustrate the method. This is an activity that reinforces the Think component of the Feel-Think-Do Framework. Participants use their Ideal Self to help make a goal and reach a decision about what actions to take.

Facilitators should select a problem suggested by the participants that best illustrates the steps of SMART problem-solving.

## SMART Problem-Solving

Introduce problem-solving.

- **This is the time in the session to talk about problems in your life and ways to solve them.**
- **Everyone has problems of some kind—with relationships, with family, with friends, with housing, with paying bills, with work, with school, with doctors, with case workers, with the police, and so on.**
- **Using your Ideal Self as a guide while deciding which steps to take to solve problems can help you focus on things that are positive in your life and achieve your goals, like staying healthy.**
- **Who would like to volunteer to share with us an important problem that he or she is facing right now?**
- **Just say a sentence or two to describe the problem, and tell us how it is getting in the way of you working toward a positive goal in your life.**

Allow all participants the opportunity to identify an important personal problem. List the problems on Easel Paper, identifying each in as much detail as possible. Some participants may not wish to share their problems; be sensitive to the feelings of individuals who do not wish to share.

Give Thanks Tokens to participants as they contribute.

- **That's a good list. Thank you for sharing.**

From the list of problems, choose the one that will best illustrate the problem-solving skill.

Circle the selected problem, and write it at the top of a new sheet of Easel Paper.

Refer to the SMART Problem-Solving Steps wall chart. Hand out individual copies.

- **To get us started, I'm going to refer to this chart that gives the steps for solving a problem. I'm also going to give you your own copy of it.**



## SMART Problem-Solving - *continued*

- **Let's go over the steps to be sure we are clear on all of them. This is important because we are going to follow these steps in planning a solution to the problem we are working on today.**

Talk through the five steps for solving problems. Pay careful attention to the talking points shown for each step.

### Step 1: S = State the problem

- **Is the problem stated clearly? (Writing it down will help you define it clearly.)**
- **Is it complete?**

Point to the Feeling Thermometer and obtain reading.

- **Using the Feeling Thermometer, with 100 being extremely uncomfortable and zero being not at all uncomfortable, what is your discomfort level when you think about the problem?**

### Step 2: M = Make a goal

- **Keeping your Ideal Self in mind, what is your goal? Exactly what do you want to accomplish? What do you want to change from the way it is now?**
- **Is the goal stated clearly?**
- **Is it specific, so you can for sure tell when you have achieved it? (Again, writing it down will help.)**
- **Are you sure this is the goal you want? Can you make a commitment to working on it?**

### Step 3: A = Actions - List the actions you might take to achieve the goal

- **Are these all of the actions you could reasonably take that would achieve your goal?**
- **Is each action stated clearly?**



- **Do the actions specify just one thing to do, as opposed to several things at the same time?**
- **Does each action describe something you will do, as opposed to how you will feel or think? (It's best to have at least three actions to choose from if possible.)**

**Step 4: R = Reach a decision about which actions you could take**

- **Have you chosen the best course of action, the one with the most pros and the fewest cons?**
- **Does the course of action best support you Ideal Self?**
- **Are there any additional skills or resources that you will need to be successful? (Anything that is not a skill can be considered a resource. People can be a resource; time can be a resource; money can be a resource; objects and materials can be resources.)**
- **How will you get the skills that you need, if you don't have them already?**
- **How will you get the resources that you need, if you don't have them already?**
- **What is going to be your plan for taking the action? What are the specific steps?**
- **What things can get in the way of taking this action or being successful with it? Is there anything you know for sure that will make it difficult? Is there anything that might go wrong?**
- **What are your plans for dealing with these barriers?**

**Step 5: T = Try it and review it**

- **Did the action work out as you expected?**
- **Were you successful in taking your action? Completely? Partly?**
- **Would you do anything differently if you were starting again?**

## SMART Problem-Solving - *continued*

- **Did the action you took achieve the goal you wanted to accomplish? Completely? Partly?**
- **Do you need to make a new plan in order to be successful in taking this action?**
- **Do you need to find a new action that will move you forward toward achieving your goal?**
- **OK, now let's start working on our problem. Let's follow the steps and apply them to this problem.**

Work through each of the steps, applying the questions above to the specific problem at hand. Use Easel Paper to make lists of issues and concerns, for example, possible actions, pros and cons, resources, skills, and barriers.

Give Thanks Tokens to participants as they contribute.

- **That was very good. I'm sure these ideas are going to help you in working on this problem.**
- **If you need more assistance, see one of us and we'll try to help.**



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## Weekly Goal Setting and Conclusion

### Time

- 20 minutes

### Activity Materials

- Easel Paper
- Lottery prize
- Markers and masking tape
- Pens
- Wall Chart: Guidelines to Good Weekly Goals
- Weekly Goal Cards

Introduce the activity.

- **At the end of each session, it's important to set individual goals to work on before we meet again.**

### Review of Session Content

Review today's session.

- **Today we used the Feeling Thermometer to name feelings, relate them to situations, and describe how they manifest themselves in body reactions, thoughts, and actions.**
- **We talked about some of the feeling associated with living with HIV. Also, we thought about the things that are important to us and looked at what our Ideal Selves would do. Finally, we learned to use the Ideal Self as a guide for solving problems.**

## Review of Goal Guidelines

Introduce goal setting, the final activity.

Review Guidelines for Good Weekly Goals and refer to the Guidelines for Good Weekly Goals wall chart.

- **We have a wall chart that describes the Guidelines for Good Weekly Goals. These are the elements that make up a good personal goal.**

Read from the chart and explain.

- **A good goal is one that is:**
  - **Important to you and you are committed to it.**
  - **Realistic—not too hard or too easy.**
  - **Brief, specific, and clearly stated.**
  - **Easy to tell when you have accomplished it.**
- **In addition to what is on the chart, the personal goals you will be setting now should be very short-term, something that can be accomplished during the next week.**
- **You can think of a short-term goal that you set for yourself as one step toward accomplishing a bigger, longer-term goal you might have. Very often, short-term goals involve getting information, materials, or skills you might need to accomplish your bigger goal.**
- **During the next few minutes, we would like you to select a short-term goal for yourself that is related to what we have been doing in today's session. Very quickly, let's review the high points of today's session.**

## Suggestions for Weekly Goals

Give participants suggestions for weekly goals and write examples on Easel Paper as you state them.

- **Some examples of possible goals for this week could be to:**
  - **Make a list of the things in your life that are important to you.**
  - **Think about what happened in your life yesterday. Identify three events that caused you to feel uncomfortable. Using the Feeling Thermometer, link the strong feelings with the accompanying physical sensations.**
  - **Talk to a friend about what it feels like to live with HIV.**
  - **Develop a list of problems that you would like to work on solving and use the SMART Problem-Solving Steps to work on one of them.**
  - **Write a story or poem describing your Ideal Self.**

Encourage participants to suggest other goals, and add these to the list.

- **What other possible goals can you think of?**

Ensure that suggested goals meet the Guidelines for Good Weekly Goals and that they can reasonably be accomplished during the next week.

## Individual Goal Setting

After all suggestions have been added to the list, give each participant a blank My Weekly Goal card.

- **Now, take a few minutes and think about what your own goal is going to be for the next week. Then write your goal on the card.**
- **Make sure your goal agrees with the Guidelines for Good Weekly Goals hanging on the wall and that it is something you can do in the next week.**
- **Also, write down an action plan—how you will go about accomplishing your goal. The action plan consists of the exact steps you are going to take this week.**



Allow two to three minutes for participants to record their goals.

- **What goals have you chosen? Who will share?**

Go around the room and ask participants who wish to share to read the goals they have selected. As needed, help participants to shape their goals so that they meet all of the criteria for good goals.

- **Those are very good goals. Please keep the My Weekly Goal card and take it home with you. Try to work on them during the next week. Remember, if you run up against a barrier, try to find a way around it. If you decide not to work on your goal for right now, that is OK, too.**

## Lottery Drawing and Closing

Do the lottery.

- **Now let's do the prize drawing that I promised. Please write your first name on the ticket I gave you earlier, and I'll collect them.**

Collect the lottery tickets and mix them up. Then draw the winner and give out the prize.

- **Our next meeting will be at < time > < place >. After we check in on how you did on your goal, we will be talking about looking to your Ideal Self to plan for the future, and using some new techniques to relax. I'm looking forward to seeing you next week.**
- **At this point, let's take a minute and show our appreciation to each other for all of the good things we have done and said in the past two hours.**

Use Thanks Tokens to recognize the contributions of individual participants for specific things they have done or said during the session. Encourage the whole group to also recognize the contributions of their peers that they found valuable. Make sure everyone is included.

Collect Thanks Tokens from participants to be used at the next session.

**End of Session**



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## Required Materials for Session One

### Handouts to be Reproduced

- Feeling Thermometer
- My Ideal Self
- Possible Ideal Self Characteristics
- SMART Problem-Solving Steps
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem Solving Steps
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix E

- Facilitator Role Play Script: Yin and Yang

#### Appendix C

- Thanks Tokens (20 per person)

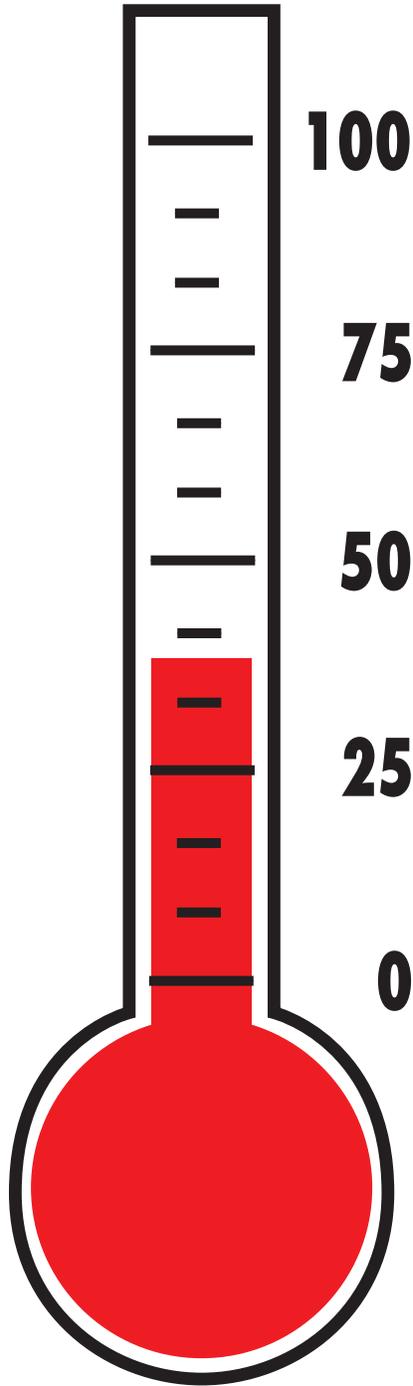
### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prize
- Lottery tickets
- Markers (blue, green, and red) and masking tape
- Pencils
- Pens



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# Feeling Thermometer



**Extremely Uncomfortable**

---

---

**Very Uncomfortable**

---

---

**Somewhat Uncomfortable**

---

---

**Mildly Uncomfortable**

---

---

**Not at All Uncomfortable**

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# My Ideal Self

**I would like to be the kind of person who is:**

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

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

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

4. \_\_\_\_\_

5. \_\_\_\_\_





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# Possible Ideal Self Characteristics

<b>Accepting</b>	Non judgmental
<b>Calm</b>	At ease, peaceful
<b>Capable</b>	Being able to do something
<b>Caring</b>	Concerned about others
<b>Cheerful</b>	Lighthearted, joyful
<b>Confident</b>	Self-assured
<b>Creative</b>	Imaginative, inventive
<b>Empathetic</b>	Understanding the feelings of others
<b>Friendly</b>	Sociable, hospitable
<b>Funny</b>	Amusing, entertaining
<b>Gentle</b>	Tender, soft
<b>Helpful</b>	Being of service, useful
<b>Honest</b>	Truthful, reputable
<b>Kind</b>	Thoughtful, benevolent
<b>Loving</b>	Affectionate, tender
<b>Passionate</b>	Having intense feelings
<b>Responsible</b>	Accountable, answerable
<b>Spiritual</b>	Believing in a higher power, seeking meaning
<b>Supportive</b>	Giving strength and comfort
<b>Tolerant</b>	Respecting other people's beliefs and actions
<b>Trustworthy</b>	Can be trusted





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# SMART

## Problem-Solving Steps

**S** = State the problem.

**M** = Make a goal.

**A** = Actions - List the actions you might take.

**R** = Reach a decision about which actions you could take.

**T** = Try it and review it.





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# Weekly Goal Cards

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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# Staying Healthy Module | Session Two

## Planning My Future

(2 hours 10 minutes)

### Session Aims

- To assist participants in thinking about their future in order to motivate positive behavior.
- To identify something positive participants want out of life, and to make a commitment to obtaining what they want by developing a long term goal.
- To learn and practice how to use self-talk to change thoughts and reduce tension, and how to reframe thoughts.

### Facilitators' Notes

- This session helps participants develop a future-oriented vision and introduces long-term goal setting. Facilitators should emphasize that long-term goals are achieved through making small changes daily and successfully completing modest goals like those set at the end of each session.
- Participants may have difficulty imagining a long-term future for a variety of reasons: the normal developmental issues of adolescence, the uncertainties of the circumstances of their lives, depression, substance abuse, or the challenges of living with HIV.
- Most participants will be familiar with self-talk, although they may not have a name for it or be conscious of when they use it. Try to create an environment where it is safe to practice using self-talk, make mistakes, and learn from other participants. During the field testing of *Staying Healthy*, participants expressed that hearing how other group members dealt with tough situations was very helpful.
- The Feel-Think-Do (F-T-D) concept is reinforced by using the Feeling Thermometer (awareness and regulation of feelings), identification of Ideal Selves (a guide for behavioral decision-making), personal problem-solving, and goal setting.
- Practice the session before implementing with participants.
- Read the script until you become comfortable with the content. Once you become comfortable with the content, you should summarize the activities and information in your own words.
- In the manual **bold** text means to read or convey the information to the participants.



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# Session Agenda

## Planning My Future

- Introduction and Check-In.
- What Do I Want in the Future?
- What are My Goals?
- How Can I Use Self-Talk in Difficult Situations?
- How Can I Change My Negative Thoughts?
- Weekly Goal Setting and Conclusion.

## Summary of Activities:

### **Introduction and Check-In.** (15 minutes)

- Welcome participants and have them introduce themselves. Discuss Thanks Tokens. Review session ground rules. Review progress on weekly personal goals.

### **Activity 1: What Do I Want in the Future?** (30 minutes)

- Reflecting on the Ideal Self concept introduced in Session 1, participants draw a picture describing the future they want. The group then discusses their pictures and their future with the group.

### **Activity 2: What are My Goals?** (25 minutes)

- Participants create a future-oriented vision around achievable objectives by beginning steps of a goal exploration process.

### **Activity 3: How Can I Use Self-Talk in Difficult Situations?** (25 minutes)

- Participants increase their ability to use self-talk to reduce stress in provocative situations. They practice the skill by applying self-talk to different situations.

### **Activity 4: How Can I Change My Negative Thoughts?** (15 minutes)

- Participants increase their ability to identify thoughts that lead to tension and to substitute helpful thoughts for unhelpful ones. Modeling and responding to unhelpful thoughts are used.

### **Weekly Goal Setting and Conclusion.** (20 minutes)

- Set weekly personal goals. Conduct lottery and obtain session feedback.

## Required Materials for Session Two

### Handouts to be Reproduced

- Examples of Self-talk
- Life Goals: What is Important To Me
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix F

- Self-Talk Cards (7 total cards)

#### Appendix C

- Thanks Tokens (20 per person)

#### Additional Items

- Assortment of magazines, scissors, and glue (optional)
- Paper and markers (Activity 1)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prize
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens

## Introduction and Check-In

### Time

- 15 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Laminated Cards: Thanks Tokens
- Lottery tickets
- Wall Chart: Feeling Thermometer
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

### Welcome

Welcome participants, introduce today's session, and describe prize drawing.

- **Today we are going to think about the future. We are going to start by reviewing the last session.**
- **In the last session, we spent time thinking about our Ideal Self, the person we would like to be at our very best. Today we are going to continue this discussion by thinking about the future each of us imagines for him or herself.**
- **In the last session, we talked about SMART problem-solving. In this session, we will review two new skills to help focus on things that are positive in your life and achieving your goals, like staying healthy.**
- **Then we'll work on identifying personal goals we would like to achieve in our lives.**

## Lottery Tickets

Distribute lottery tickets and explain how they are used.

- **Like Session One, there will be a prize drawing at the end of the session, and I'm going to hand out lottery tickets for that now. We do the lottery to recognize that you're doing something great by attending this session. Hold on to your ticket, and we'll have a drawing when the session is over.**

## Thanks Tokens

Describe use of Thanks Tokens and distribute 20 to each participant.



## Session Ground Rules

Review Ground Rules wall chart and ask for additions.

## Weekly Goal Review

Review participants' progress in achieving weekly goals from prior session.

Point to the Feeling Thermometer wall chart and obtain reading. Encourage sharing of discomfort levels experienced in weekly goal activity.



## Session Preview

Summarize the content of today's sessions and answer questions.

- **Now let's talk about what we are going to do today.**
- ***Staying Healthy* is a module in which we will look for links between feelings, thoughts, and actions. Why feelings, thoughts and actions? Learning about these components of ourselves can help us to live long, healthy lives with HIV, and also keep other people uninfected.**
- **Over the eight sessions of *Staying Healthy*, we hope to work on increasing behaviors that promote:**
  - **Healthy living.**
  - **Dealing with the challenges of daily living.**

## Session Preview - *continued*

- Increasing positive feelings, thoughts, and actions.
- Reducing sexual and drug-related risks for HIV.
- Today we are going to spend some time thinking about the future and what we would like our lives to be like. We're going to identify some goals we have for our future that will help us become our Ideal Selves. Then we are going to think about the steps we need to take in our daily routines to make those goals happen.
- Our personal thoughts and attitudes impact how we act. A part of staying healthy is understanding those thoughts and attitudes. Sometimes our own thoughts can be a barrier to achieving the goals we have set for ourselves. So we are going to discuss and practice two techniques that can be very helpful in ensuring that each of us can make our goals for the future into realities.
- Are there any questions before we continue?

Give Thanks Tokens as appropriate, if there is any more discussion.



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## Activity 1: What Do I Want in the Future?

### Time

- 30 minutes

### Activity Materials

- Laminated Cards: Thanks Tokens
- Markers
- Paper
- Wall Chart: Feeling Thermometer
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Reflecting on the Ideal Self concept introduced in Session One, participants draw a picture describing the future they want. Then they discuss their hopes for the future with the group.

### Drawing the Future

Introduce the topic of the future by relating it to the concept of the Ideal Self.

- **In the last session we talked about the things that are important to us and really matter. Then we asked you to think about your Ideal Self. The Ideal Self is the image we have of ourselves as we would like to be—our positive traits and our values.**
- **It reflects what we hope to be and strive to be, not necessarily what we may be now.**
- **Your Ideal Self is a goal, and for this reason it is sometimes called your “hoped-for-self”—what you would like to become more and more in the future.**
- **Our discussion of the Ideal Self got us thinking about the future.**
- **Now we are going to do an activity to help us think concretely about the future.**

Distribute paper and markers to be used when participants draw the picture of their future.

## Facilitators' Choice

An assortment of magazine, scissors, and glue could be substituted for paper and markers, and participants could be invited to create a collage using material cut from the magazines.

- **As <names of Co-Facilitator> and I distribute paper and set out markers, think about the things that are important to you and that you want in your life. Remember your Ideal Self. I would like everyone to draw a picture that captures what they want their future to be like.**
- **Begin by taking a minute to really think about what you want in the future.**
- **After you have thought about it, take about five minutes to draw a picture that represents what you want in your future. Then we will come together and talk about the pictures.**
- **Remember to be as creative as possible. Don't worry if you don't think you are a great artist or that you can't draw. Your pictures will be unique expressions of who you are.**
- **Are there any questions?**

Allow about five minutes for participants to complete their pictures. Walk around and answer questions or offer help to those who seem to be having difficulty. Bring participants back to the group.

- **Let's come back to the group now and see what you have come up with.**

Have the participant hold up the picture, describe it and explain it to the group. After each picture is discussed, position it so that other participants can see it.

- **Would someone like to volunteer to go first, show us their picture and use it to describe what they would like in their future?**
- **How does your Ideal Self shape your hopes for your future?**
- **How does your future advance your Ideal Self?**



## Drawing the Future - *continued*

Encourage sharing and asking of clarifying questions. Give out Thanks Tokens.

- **Who would like to share their drawing with us next?**

Continue with the participants until everyone has had an opportunity to share.

- **What do you think of what people have shared?**

In discussing this exercise, point out similarities and differences in what participants want in the future.

While listening to the explanations of the drawings, probe for connections to things that are important to participants and to their Ideal Self.

- **How comfortable were you talking about your future?**

Point to the Feeling Thermometer wall chart and obtain reading.

- **I'd like you to use the Feeling Thermometer to tell us how uncomfortable you are. Remember, 100 is extremely uncomfortable, and zero is not at all uncomfortable.**
- **Those were wonderful pictures. That was an honest discussion. Thank you.**
- **You brought up some important issues here.**
- **Let's take a moment to post this lovely artwork.**

Hang the pictures on a wall.

Give out Thanks Tokens.



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## Activity 2: What are My Goals?

### Time

- 25 minutes

### Activity Materials

- Easel Paper
- Handout: Life Goals: What Is Important To Me
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Pens
- Wall Chart: SMART Problem-Solving Steps
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

This activity creates a future-oriented vision around achievable objectives by initiating the start of a goal exploration process.

The purpose of the discussion of long-term goals is to inspire participants to reduce risk behaviors and enhance emotional and physical well-being. For example, if one of the client's long-term goals is to obtain a college degree, taking care of their health, which includes safer substance use and sexual behavior, would be an important step towards achieving their education goal.

## Identifying Long-Term Goals

Introduce long term goals.

- **Now we want to spend some time thinking about developing long-term goals to help you achieve the futures you desire.**
- **You can find these goals in your Ideal Self, your daydreams, in what you think about when you are alone, and in what you talk to your closest friends about.**
- **Why do you think it is important for us to talk about your goals for the future?**

Obtain responses from participants. If needed, mention that having goals is important because:

- People with goals are usually more interested in taking care of themselves.
  - People who work towards goals are often happier and more likely to have the future they want.
  - People with goals in mind have a powerful reason for living a long, healthy life.
- **I want to give each of you the opportunity to think about your personal long-term goals.**
  - **Some long-term goals may take months or years to achieve. For example, if you wish to become a registered nurse, you may need to complete college. If you want to have straighter teeth, you might need to wear braces for a couple of years. Becoming your Ideal Self may take quite a bit of practice.**

## Life Goal Exercise

Distribute the Life Goals: What Is Important To Me handout.

- **Our next activity involves completing the front side of the “Life Goals: What Is Important To Me” handout.**
- **There are different types of goals and dreams that people have. Some examples are: education, work, romance or marriage, friends, achievements, and feeling good about oneself.**

## Life Goal Exercise - *continued*

- **Some suggestions of life goals are listed on the handout, but they are just examples.**
- **I want to emphasize that what is important to one person may not be important to someone else. Each person's life goals are valuable.**
- **I want you to write in your goals. You can make new categories or use some of the categories on the sheet. You won't have to share your goals sheet with anyone if you don't feel comfortable.**
- **Keep two things in mind as you complete this handout: 1) your Ideal Self, and 2) the goal setting steps discussed in our last session.**

Point to the Guidelines for Good Goals wall chart and review the goal setting steps with the participants.

Allow five minutes for the participants to complete the "Life Goals: What Is Important To Me?" handout.

Ask participants to share life goals from some of the categories on the handout.

- **Now I'd like for some of you to describe your long-term goals.**
- **I'm not going to put you on the spot—I'd like volunteers.**
- **Would anyone like to share?**

Clarify and discuss answers. Hand out Thanks Tokens.

- **I would like you to keep these goals in mind throughout the *Staying Healthy* sessions. These goals along with your Ideal Self can motivate you to make the best decisions for yourself in different areas of your life.**

Have the participants choose one life goal they would like to work on during *Staying Healthy* and write it on the reverse side of the handout.

- **Is there one that you would be interested in working towards in our sessions together? Please choose one and write it on the reverse side of the handout.**



- **What I mean is that we can work towards setting small weekly goals towards accomplishing your bigger life project goal.**
- **This is important because big goals can sometimes feel overwhelming.**
- **It helps to start out by taking small steps and, over time, the small steps will add up and get you closer to your bigger goals.**
- **Would anyone like to share a long-term goal they would like to work on?**

Clarify and discuss answers. Hand out Thanks Tokens.

Point to the Feeling Thermometer wall chart and obtain reading.

- **Using the Feeling Thermometer, with 100 being extremely uncomfortable and zero being not at all uncomfortable, what is your discomfort level when you think about your long-term goal?**
- **How does your goal advance your Ideal Self?**
- **What are some of the activities you could incorporate into your daily routine to achieve it?**
- **Now think about a small goal you could work on in the coming week to get you closer to achieving your long-term goal.**

Support the participants in choosing a small weekly goal that will help them move toward a long-term goal based on the goal setting guidelines.

- **Now that you each have developed a short-term goal, please write it on the reverse side of the Life Goals: What Is Important To Me handout.**
- **You all have developed a long-term goal and some activities you can incorporate into your daily life to help achieve it.**
- **Now that you have a goal, one thing to think about is making a commitment to it. To make the goal real, you might consider sharing it with a person who is important to you.**
- **Congratulations! This was a very hard activity! You did a great job.**





## Life Goal Exercise - *continued*

- **We'll return to these goals in a little bit.**

Give out Thanks Tokens.

- **Now let's start to talk about problem-solving.**

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## Activity 3: How Can I Use Self-Talk in Difficult Situations?

### Time

- 25 minutes

### Activity Materials

- Easel Paper
- Handout: Example of Self-Talk
- Laminated Cards: Self-Talk
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Feeling Thermometer
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Self-talk is one of the emotional regulation skills taught in **TLC**. Participants increase their ability to use self-talk to reduce stress. Participants will practice this skill by responding with the appropriate self-talk in different situations.

## Self-Talk

Introduce self-talk. Let participants know that positive self-talk is being encouraged; they may be currently engaging in negative self-talk.

- **Sometimes we encounter challenges on the road to achieving our goals and the future that we want. In a few minutes we will practice positive self-talk. Positive self-talk is a coping skill taught in TLC. Sometimes a situation cannot be changed, however, what we say to ourselves about the situation can help us cope with it more effectively. You can use this skill to help you achieve the big goals you've just set.**

## Awareness of Personal Self-Talk

Help participants recognize that their personal reactions to different situations may be a series of thoughts that manifest themselves as “self-talk.”

- **How many of you have observed that when you slow down your thoughts, you seem to talk to yourself?**
- **You're quietly sitting in a hall waiting. You look up. “Man, look who's coming down the hall! My stomach is jumping. I better get out of here fast.”**
- **We'll try an experiment.**

Have the group sit quietly for two minutes.

- **Sit quietly for a few minutes and see if you can clear your head of any thoughts. If thoughts come into your head, it's OK. The thoughts will pass as you focus on sitting quietly.**

Have participants sit for 2 minutes.

- **What happened as you were sitting? Did you have thoughts? Did you engage in self-talk?**

Encourage sharing among participants.

- **If you had self-talk, that's great! We want to take advantage of that self-talk and use it to deal with difficult situations. Self-talk helps by lowering discomfort associated with the situation.**

## Awareness of Personal Self-Talk - *continued*

- **Positive self-talk can really help you deal with many different situations in daily life.**

Analyze a difficult situation by identifying three or four separate parts of that situation. Then demonstrate to participants that there is a corresponding self-talk strategy that deals with each part of a difficult situation.

- **When you face a tough situation, your reaction to the situation can be broken down into three or sometimes four parts.**

Post four separate sheets of Easel Paper. Write Getting Ready, Face-to-Face, Too Much! and Afterwards—one on each sheet of Easel Paper—as you mention each part.

- **First, is Getting Ready – that’s preparing yourself for what seems to be an uncomfortable experience.**
- **Second, is Face to Face—that’s dealing with the situation, facing the situation head-on, being in the middle of it.**
- **Third, is Too Much! – that’s when you feel overwhelmed.**
  - **Your Feeling Thermometer reading is very high. This phase of the tough situation doesn’t always happen.**
  - **You may handle the situation without feeling that you are losing it.**
- **Last, is Afterwards – analyzing what happened and acknowledging your successes.**
- **There are different kinds of positive self-talk. You can use self-talk for each of the four parts.**
- **The self-talk is designed to make you feel better and to help you fix the situation. It’s a problem-solving strategy.**

## Using Self-Talk

Have participants brainstorm.

- **As a group, let’s try to help each other understand what I’m talking about by brainstorming each of these steps.**

- **Would someone like to describe a difficult situation where self-talk could be a really helpful strategy to use?**

Ask for ideas from the group. Possible scenarios could include:

- Disclosure of your HIV status to a “high risk-high gain” individual whose acceptance and support of you as a person living with HIV you consider to be extremely important. A “high risk-high gain” individual is someone to whom disclosure may involve a significant risk of rejection or other pain, but whose acceptance and support may bring significant support and other benefits.
- A discussion with a health care provider whom you have decided to “fire” as a provider because he or she is not responsive to you and your unique needs as a young person living with HIV.

Have the group choose a scenario for the Getting Ready phase.

- **During the Getting Ready phase of this scenario, as you think about what you expect to be an uncomfortable discussion, what are some examples of self-talk that can help you stay calm and focussed on what you will do and say? Keeping your Ideal Self in mind, what could you say to yourself?**

On the Easel Paper labeled Getting Ready, record examples generated by the group. Some examples of self-talk might include:

- This is going to be tough, but I can handle it.
- I’ll take a few deep breaths beforehand.
- What is it I have to do?
- Here’s my plan for how to deal with this.
- Don’t take it personally.
- Don’t jump to conclusions.
- No matter what other people say or do to me, I am still a good person.

Give out Thanks Tokens.

- **Those are great examples. Now let’s think about Face-to-Face self-talk. Keeping your Ideal Self in mind, what are some examples of self-talk you could use during the discussion?**



## Using Self-Talk - *continued*

On the Easel Paper labeled Face-to-Face, record examples generated by the group. Some examples of self-talk might include:

- Stay cool, and I'll be in control.
- Stick to the issues.
- Don't let him or her rattle me.
- I don't need to prove myself.
- I can handle it.
- I have a right to my point of view.

Give out Thanks Tokens.

- **Those are great examples. Now let's think about self-talk that would be helpful during the Too Much! phase of a difficult situation. Keeping your Ideal Self in mind, what are some examples of self-talk you could use in a difficult situation when your feelings are getting out of control?**

On the Easel Paper labeled "Too Much!" record examples generated by the group. Some examples of self-talk might include:

- I'm getting tight, so I better breathe out deeply.
- He wants me to get angry.
- Don't let him or her rattle me.
- There's no shame in leaving and coming back later.
- It isn't worth getting all stressed out.
- It won't last much longer.
- I'm not giving the control over to him.

Give out Thanks Tokens.

- **Those are great examples. Keeping your Ideal Self in mind, what are some examples of self-talk you could use after a difficult situation as you analyze it and want to acknowledge your success? The self-talk may be different if the issue is left resolved or unresolved.**



On the Easel Paper labeled Afterwards, record examples generated by the group. Some examples of self-talk might include:

**If the Issue is Resolved**

- It worked out pretty well.
- It wasn't as bad as I expected.
- I did it!

**If the Issue is Unresolved**

- I'll do better next time.
- I can do it differently next time.
- I can't control the way someone else behaves.
- Thinking about it only keeps it alive.
- These are tough situations and they take time to figure out.

Give out Thanks Tokens.

- **I think you will be great at using self-talk. You will find it very helpful. Remember to always put self-talk in your own words.**
- **Now, I am going to hand out some examples of self-talk in each of the four parts of the situation: "Getting Ready," "Face to Face," "Too Much," and "Afterwards." It's a summary of our discussion. I'd like you to keep a copy for future reference.**

Distribute Handout: Examples of Self-Talk.

- **Those are just examples of self-talk. Remember, self-talk is what a person can say to herself or himself in his or her head. You can always come up with your own self-talk.**

Check-in with participants to ensure that they understand the self-talk concept.



## Practicing Self-Talk

Have participants practice using self-talk.

- **Now we are going to practice self-talk. Remember that the purpose of self-talk is to help you feel more comfortable and be more effective in handling the situation.**
- **We will use the self-talk practice cards. Each card describes a situation you might find yourself in. Read the card out loud. Then, keeping your Ideal Self in mind, tell us what self-talk you would use.**
- **I'll demonstrate what I mean.**
  - **Let's say I got a practice card that said, "Tonight you are going to a party. If Big Bill is there, he will come over and start pushing you to use some <name of recreational drug abused by local target population>. He'll use every trick he can to pressure you.**
- **What self-talk would you use to get ready for the party?**
  - **I might answer like this: "I'll try to imagine Big Bill coming up to me. I'll take a few deep breaths just before he gets there. That will relax me. When he asks me to use, I'll smile, pat him on the back, thank him for the offer, and say 'Not now.' If he keeps pushing me, I'll go over to some of my friends who don't use <name of drug>. I don't have to prove anything to Big Bill. What he thinks doesn't make any difference to me. If he gets too pushy, I can leave.**

Point to the Feeling Thermometer wall chart and obtain reading.

- **If you were thinking this way, where would you be on the Feeling Thermometer? Remember, 100 means you feel extremely uncomfortable, and zero means you did not feel uncomfortable at all.**
- **Has everyone got the idea?**
- **Remember that self-talk is what you say to yourself inside your own head.**



- **Self-talk is not what you say out loud to the person you are dealing with.**
- **Keep the “Examples of Self-Talk” in front of you because you may get some ideas from there.**
- **Here we go.**

Hand out the self-talk laminated cards one at a time. One by one, each participant should say out loud the self-talk response to the situation described on the card. Coach as needed. Reward even partial performance with Thanks Tokens. After each person has responded to the card, ask for participant feedback.

- **What did you like about that self-talk and what would you have said?**

Obtain feedback.

When the feedback is finished, go on to the next group member until every participant has had a turn to give self-talk to a card.

- **That was very good.**

Point to the Feeling Thermometer wall chart and obtain reading. Probe or ask for additional reactions to using self-talk.

- **When you think about using self-talk, what’s your level of discomfort?**
- **What kinds of self-talk would you use in addition to what we came up with here?**
- **What have you found that may work well for you?**

Encourage sharing and discussion.

- **That was a great activity. Do you see how you can use self-talk to help feel more comfortable when handling a difficult situation?**
- **Now let’s talk about ways to change the unhelpful thoughts that can come up during difficult situations and at other times.**



## Activity 4: How Can I Change My Negative Thoughts?

### Time

- 15 minutes

### Activity Materials

- Easel Paper
- Laminated Cards: Thanks Tokens
- Masking tape
- Pens
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

This activity is designed to help participants feel more comfortable by teaching them to deal with thoughts that may cause discomfort. Participants increase their ability to identify thoughts that lead to tension and to substitute helpful thoughts for these unhelpful ones. Modeling and responding to unhelpful thoughts are used.

### Negative Thinking that Causes Discomfort

Introduce examples of thinking that may cause discomfort.

- **Sometimes our own thoughts can make us feel uncomfortable.**
- **It helps to recognize these kinds of negative thoughts.**
- **We would like to discuss three examples of thoughts that may cause discomfort.**

Write “The glass is always empty.” on Easel Paper as you describe this type of thinking.

- **One example is the person for whom the glass is always empty. This type of person see things in black-and-white categories. If**

**your performance falls short of perfect, you see yourself as a total failure.**

Write “Ignores the positive.” on Easel Paper as you describe this type of thinking.

- **This type of thinking rejects positive experiences by insisting they “don’t count” for some reason or another. Everything receives a negative evaluation and interpretation.**

Write “Should statements.” on Easel Paper as you describe this type of thinking.

- **For example, you might say to yourself:**
  - **“I should go on a diet.”**
  - **“I shouldn’t have dessert.”**
  - **“I must get more exercise.”**
  - **“I ought to spend more time with my family.”**

- **Do you ever find yourself thinking this way?**

- **Which of these kinds of thoughts do you use?**

Encourage participants to share personal examples of unhelpful thoughts.

As participants share examples, write them on Easel Paper.

- **The next question is, “How would you change these thoughts?”**
  - **Many of them are almost automatic. We are not even aware we are having them.**
  - **When you start to feel uncomfortable, check out what you are thinking.**
  - **Stop the negative thoughts.**

In the next sentence yell “STOP” very loudly in your head.

- **Yell, “Stop!” in your head.**
- **Then, start picking those negative thoughts apart.**
- **Argue against them.**

## Negative Thinking that Causes Discomfort

- *continued*

- **For example, let's say that these were my thoughts.**
  - **Nobody likes me.**
  - **Everybody looks down on me.**
  - **I'm just a dope.**
  - **I haven't got a friend in the whole world.**
  - **I'll never have any friends.**
- **If I were to challenge these thoughts I could say:**
  - **Stop!**
  - **What evidence do I have for these conclusions?**
  - **I haven't met everybody in the world.**
  - **I haven't been everywhere in the world.**
  - **Some people like Ed seem to dislike me, but Juan likes me a lot.**
  - **I do have some friends.**
  - **I will probably develop some new friends in the future.**
  - **I am pretty smart and good at what I do. Not a dope.**
- **Have you got the idea?**
- **You want to challenge the thoughts that make things worse for you and make you uncomfortable and substitute helpful thoughts in their place.**

## Practicing Changing Negative Thoughts

Go around the room and give each participant—one at a time—a negative thought to challenge. Ask the participant to change the negative thought by substituting a more helpful one.

- **We will go around the room.**
- **I will present you with a thought, you tell us how you would challenge it, and what thought you would put in its place.**
- **As each person challenges a thought, the rest of you also think about what you would say because I will ask for some feedback.**

Give out Thanks Tokens generously.

After each person responds, ask for one or two other people to give examples of how they would have done it. Below is a list of unhelpful thoughts to choose from.

- “I have HIV. I’m a total failure.”
  - “No one will ever find me desirable because I have HIV.”
  - “I partied way too much last night. I am really stupid.”
  - “I forgot to take my meds again. I am a real loser.”
  - “I should go to the movies with my friends even if I don’t feel like it or they’ll be mad at me.”
  - “I should get up on time or the whole day is ruined.”
  - “I was late for my doctor’s appointment. I can’t do anything right.”
  - “I feel sad. My life is too hard.”
  - “The receptionist was really mean. I must not be a good patient.”
  - “I’m not satisfied with my body. I’ll never get into shape.”
  - “The first time I tried the medicine I felt kind of sick. Next time will be terrible.”
  - “My friend is always yelling at me. I must be doing something to irritate my friend.”
  - “I tried to get the attention of someone I would like to know better but was ignored. It looks like I will be without a friend forever.”
- **That was very good.**
  - **You challenged the negative thought and came up with a positive one.**



## Weekly Goal Setting and Conclusion

### Time

- 20 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Easel Paper
- Lottery prize
- Markers and masking tape
- Pens
- Wall Chart: Guidelines to Good Weekly Goals
- Weekly Goal Cards

### Review of Session Content

Review today's session.

- **Today we talked about the future each of you imagines for yourself. We identified one personal long-term goal and a series of short-term goals that can be worked on daily.**
- **We also talked about and practiced two other coping skills: self-talk and changing your thoughts.**

### Review of Goal Guidelines

Review and discuss wall chart Guidelines for Good Weekly Goals.

## Suggestions for Weekly Goals

List examples of possible goals on Easel Paper.

- **Make a commitment to work on my big goal each day during the coming week.**
- **Practice using self-talk before, during, or after an important conversation this week.**
- **Make a list of the thoughts and type of thinking that causes me to be tense.**
- **Commit to changing three negative thoughts during the coming week using the techniques practiced today.**

## Individual Goal Setting

Have participants define goals and action plans and record on goal cards.

## Prize Drawing and Closing

Draw for a prize and conclude session.

**End of Session**





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## Required Materials for Session Two

### Handouts to be Reproduced

- Examples of Self-talk
- Life Goals: What Is Important To Me
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix F

- Self-Talk Cards (7 total cards)

#### Appendix C

- Thanks Tokens (20 per person)

#### Additional Items

- Assortment of magazines, scissors, and glue (optional)
- Paper and markers (Activity 1)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prizes
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens



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# Examples of Self-Talk

## Getting Ready

- This is going to be tough, but I can handle it.
- I'll take a few deep breaths beforehand.
- What is it I have to do?
- Here's my plan for how to deal with this.
- Don't take it personally.
- Don't jump to conclusions.
- No matter what other people say or do to me, I am still a good person.

## Face to Face

- Stay cool, and I'll be in control.
- Stick to the issues.
- Don't let him rattle me.
- I don't need to prove myself.
- I can handle it.
- I have a right to my point of view.

## Too Much!

- I'm getting tight, so I better breathe out deeply.
- He wants me to get angry.
- Don't let him or her rattle me.
- There's no shame in leaving and coming back later.
- It isn't worth getting all stressed out.
- It won't last much longer.
- I'm not giving the control over to him.



## Afterwards

### If Resolved

- It worked out pretty well.
- I'll do better next time.
- It wasn't as bad as I expected.
- I did it!

### If Unresolved

- I can do it differently next time.
- I can't control the way another person behaves.
- Thinking about it only keeps it alive.
- These are tough situations and they take time to figure out.

**Put the Self-talk in your own words.**



# Life Goals: What Is Important To Me

Under each category write your goals. You can have more than one goal in a category.

**Education** (examples: get my GED; get my B.A. or A.A. degree; get a training certificate)

**Work** (examples: keep one job for a long time; work as a nurse)

## **Relationship with Others**

- **Partner:** (examples: find a partner who accepts my HIV; be with a partner who does not hit me or verbally puts me down)
- **Friends:** (example: find friends that will support the positive changes I want to make in my life)
- **Family:** (example: share my HIV status with family members that I think can emotionally support me)
- **Others:** (example: health care provider)

**Achievements** (example: learn to drive; play an instrument)

**Feeling Good About Myself** (examples: exercising; keeping a healthy diet)

**Other:**



My long-term goal during *Staying Healthy* is:

My short-term goal to support this goal is:



# Weekly Goal Cards

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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# Staying Healthy Module | Session Three

## Disclosure: Letting Me Be Me

(2 hours 5 minutes)

### Session Aims

- To identify participants' level of comfort with HIV disclosure.
- To assess the pros and cons of HIV disclosure.
- To examine the impact of HIV disclosure on reducing stress and increasing social support.
- To develop strategies for effective disclosures.
- To learn and practice a relaxation technique.

### Facilitators' Notes

- Disclosure is one of the most important and potentially challenging realities of living with HIV. Facilitators should remember that for some participants, coming to *Staying Healthy* is an act of disclosure that needs to be supported.
- *Staying Healthy* tries to prepare participants for disclosure of their HIV status to a variety of different individuals over the course of their life time if and when they choose to disclose.
- The relaxation activity will help participants deal with any anxiety caused by the discussion of disclosure.
- Prior to the start of the session, Facilitators should identify their local and state laws regarding disclosure of HIV status to sexual and/or needle-sharing partners. If applicable, prepare the optional Handout: HIV Disclosure Law. Facilitators should also investigate local resources to help participants learn more about the Americans With Disabilities Act.
- Practice the session before implementing with participants.
- Read the script until you become comfortable with the content. Once you become comfortable with the content, you should summarize the activities and information in your own words.
- In the manual **bold** text means to read or convey the information to the participants.



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# Session Agenda

## Disclosure: Letting Me Be Me

- Introduction and Check-In.
- How Do I Feel About HIV Disclosure?
- What are the Pros and Cons of HIV Disclosure?
- Who Needs to Know?
- How Can I Relax?
- Weekly Goal Setting and Conclusion.

## Summary of Activities:

### **Introduction and Check-In.** (15 minutes)

- Welcome participants and have them introduce themselves. Discuss Thanks Tokens. Review session ground rules. Review progress on weekly personal goals.

### **Activity 1: How Do I Feel About HIV Disclosure?** (20 minutes)

- Participants share positive and negative experiences of disclosing their HIV status and share personal feelings and attitudes about HIV disclosure.

### **Activity 2: What are the Pros and Cons of HIV Disclosure?** (15 minutes)

- Participants brainstorm pros and cons of HIV disclosure in a variety of life situations.

### **Activity 3: Who Needs to Know?** (50 minutes)

- Participants brainstorm a variety of people to whom each might disclose his or her HIV status. Using this list, participant pairs assess pros and cons of each disclosure, and discuss strategies to facilitate successful disclosures. Participants use role plays to practice disclosure.

### **Activity 4: How Can I Relax?** (5 minutes)

- Participants do a relaxation activity to learn how to reduce stress and lower their Feeling Thermometer reading.

### **Weekly Goal Setting and Conclusion.** (20 minutes)

- Set weekly personal goals. Conduct lottery and obtain session feedback.

## Required Materials for Session Three

### Handouts to be Reproduced

- HIV Disclosure Pros and Cons Form
- HIV Disclosure Law (optional)
- Relaxation Sequence—On the Beach
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prize
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens

## Introduction and Check-In

### Time

- 15 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Laminated Cards: Thanks Tokens
- Lottery tickets
- Wall Chart: Feeling Thermometer
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

### Welcome

Welcome participants, introduce today's session, and describe prize drawing.

- **In the last session we talked about planning for the future, using self-talk in difficult situations, and changing negative thoughts. Today we are going to talk about a very specific type of problem: telling other people that one is living with HIV.**
- **We're going to spend some time talking about our experiences with HIV disclosure, what the pros and cons of telling are, and who needs to know. Then we're going to develop some practical tips about how to feel more comfortable with disclosure decisions.**
- **We will be working hard and talking about a subject that may cause discomfort, so we're also going to learn and practice a relaxation technique.**
- **We will get to today's topics in a few minutes.**

## Lottery Tickets

Distribute lottery tickets and explain how they are used.

- **Again this week, there will be a prize drawing at the end of the session, and I'm going to hand out lottery tickets for that now. We do the lottery to recognize that you're doing something great by attending this session. Hold on to your ticket, and we'll have a drawing when the session is over.**

## Thanks Tokens

Describe use of Thanks Tokens and distribute 20 to each participant.



## Session Ground Rules

Review Ground Rules wall chart and ask for additions.

## Weekly Goal Review

Review participants' progress in achieving weekly goals from prior session.

Point to the Feeling Thermometer wall chart and obtain reading. Encourage sharing of discomfort levels experienced in weekly goal activity.



## Session Preview

Summarize the content of today's session and answer questions.

- **Now let's talk about what we are going to do today.**
- ***Staying Healthy* is a module in which we will look for links between feelings, thoughts, and actions. Why feelings, thoughts and actions? Learning about these components of ourselves can help us to live long, healthy lives with HIV, and also keep other people uninfected.**
- **Over the eight sessions of *Staying Healthy*, we hope to work on increasing behaviors that promote:**
  - **Healthy living.**
  - **Dealing with the challenges of daily living.**

## Session Preview - *continued*

- Increasing positive feelings, thoughts, and actions.
- Reducing sexual and drug-related risks for HIV.
- **People living with HIV face disclosure issues throughout their life. It occurs with many different people. Disclosure can be a source of discomfort. It can also be the start of an overwhelming amount of support. Most of the time, there's a sense of relief when it's over. Sometimes the reaction one receives can be surprising.**
- **A big part of living with HIV and staying healthy is dealing with stress and different experiences that cause discomfort. Feeling confident about how to make disclosure decisions is a very powerful skill for making sure that you are in control of your life.**
- **Today we are going to talk about some of our disclosure experiences, think about how to assess the pros and cons of disclosure, and think about the people we will encounter in life whom we may want to tell we're HIV positive.**
- **We'll also use a relaxation activity to help reduce stress and feel more comfortable. A person who feels relax and comfortable will have a lower Feeling Thermometer reading and will have more helpful thoughts and actions.**
- **Do you have any questions before we continue?**

Give Thanks Tokens as appropriate, if there is any more discussion.



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## Activity 1: How Do I Feel About HIV Disclosure?

### Time

- 20 minutes

### Activity Materials

- Easel Paper
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Feeling Thermometer
- Wall Chart: Using Thanks Tokens

### Facilitators' Notes

Participants share positive and negative experiences of disclosing their HIV status and share personal feelings and attitudes about HIV disclosure. This initiates a discussion of HIV disclosure to a variety of individuals including health care providers, friends, employers, sexual partners, and needle-sharing partners. Facilitators should always address disclosure issues that may prevent or reduce HIV transmission.

### Assessing Level of Comfort with HIV Disclosure

- **Part of living with HIV is letting other people know one is HIV positive.**
- **Sometimes, HIV disclosures can be difficult and uncomfortable. At other times, they can be comfortable and satisfying.**
- **HIV disclosure may make your life less stressful, protect you and other people, and help you to obtain services and care that you need. It may complicate your life if it results in rejection or hostility.**
- **It's an important issue and that's why we're discussing it.**

Have participants share personal experiences of HIV disclosure.

- **Who would like to share a personal experience of HIV disclosure with the group? Describe for us a time when you told another person that you have HIV. It can be an experience that you feel went really well or one that was difficult.**
- **I'm not going to put you on the spot—I'd like some volunteers.**

Listen to the disclosure story and clarify confusing or incomplete details as necessary.

- **That was a powerful story. Thank you very much for sharing it with us.**

Give out Thanks Tokens.

On Easel Paper, write out the Feel-Think-Do grid like this:

Situation	Feeling Thermometer Reading	Body Reaction	Thoughts	Action

- **I will use this grid to record your Feeling Thermometer reading about this situation. It will help us make the link between feelings, thoughts, and action.**

Point to the Feeling Thermometer wall chart and obtain reading.

- **Using the Feeling Thermometer, how uncomfortable were you during this situation?**
- **Remember, 100 means you felt extremely uncomfortable, and zero means you did not feel uncomfortable at all.**

Get information from participants to fill in the Feel-Think-Do grid.

- **Where in your body did you experience the feeling? How did your body react?**
- **What thoughts went through your mind?**
- **What did you do during the disclosure? What did you do after it was over?**

Ask probing questions to clarify responses if necessary.



## Assessing Level of Comfort with HIV Disclosure - continued

Complete this process with as many group members as possible.

Discuss linking HIV disclosure to feelings, thoughts, and actions.

- **The Feeling Thermometer is a great tool to help increase awareness of our level of comfort. We can use it to name them and to manage it.**
- **When you use the Feeling Thermometer to measure your level of discomfort in the situations we're talking about or with recent experiences you've had, you increase your awareness of the kinds of circumstances that are likely to trigger extreme emotions.**
- **Do you think that a person at or near 100 on the Feeling Thermometer is likely to make the same decisions as the person at or near zero?**

Engage participants in a discussion.

- **Does having emotional discomfort interfere with good judgment and sound decision-making?**
- **Is the person at or near zero on the Feeling Thermometer better able to think and make decisions regardless of how he or she labels a particular emotion he or she is having?**
- **How could a reading of 100 on the Feeling Thermometer affect a person's decision to disclose their HIV status?**

Allow time for discussion. Give Thanks Tokens to those who participate.

- **One of the goals of *Staying Healthy* is to help you link feelings, thoughts, and actions. Using the Feeling Thermometer helps us achieve that goal.**

Give out Thanks Tokens.

- **This was a good discussion. Thank you for your honesty.**
- **You can see that HIV disclosure is an issue that everyone here faces. No two disclosures are the same.**



- **We're going to spend some time today discussing ways to make good HIV disclosures if and when you choose to disclose.**

Give out Thanks Tokens.



## Activity 2: What are the Pros and Cons of HIV Disclosure?

### Time

- 15 minutes

### Activity Materials

- Easel Paper
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Using Thanks Tokens

### Facilitators Notes

Participants brainstorm pros and cons of HIV disclosure in a variety of life situations.

In this activity, participants should be encouraged to think about disclosure broadly, to a variety of different people, and not just to sexual partners. Disclosure to sexual partners is discussed in TLC's *Acting Safe* module.

### Pros and Cons of Disclosure

Introduce pros and cons of disclosure.

- **Disclosing one's HIV status has pros and cons. They're different for each person who does the disclosing.**
- **Let's take some time brainstorming possible pros and cons to HIV disclosure.**
- **Who would like to start?**

Post Easel Paper sheets and label them “Pros” and “Cons.” Record participant responses.

Give out Thanks Tokens to those who contribute to the brainstorm.

Here are possible pros and cons for disclosure.

### **Possible Pros of Disclosing**

If the following points are not brought up by the participants, add them to the list that is created.

- Can make negotiating abstinence or safer sex easier.
- Can make accessing better health and dental care easier.
- Reduces loneliness, stress, denial, and isolation.
- Allows other people to be supportive.
- Don't have to carry the burden alone.
- May make for a closer relationship with the other person.
- Can then develop cooperative ways to handle demands.
- Can plan for the future with people close to me.
- The person being told could learn from others in a shocking and hurtful way, instead of being told by you.
- Don't have to be on guard as much.
- People may resent you if they hear it from others.
- Can provide others accurate information about the disease.
- Family members feel less isolated and get support from others who care about you.
- Can feel part of a worldwide group of people living with HIV.
- Can advocate on behalf of one's needs better.
- Can feel better about self by being completely honest.



## Possible Cons of Disclosing

- May lose people you care about.
  - May lose access to romantic or sexual partners.
  - Can't be 100% positive how people will react. The other person may not keep the secret.
  - Family and friends may experience stigma and rejection if others find out.
  - Family and friends may want to know personal things about you (e.g., sexual behaviors or drug use).
  - Prejudiced people may retaliate.
  - When telling others, may feel guilty and bad.
  - People may make assumptions about you (e.g., gay, drug user, reckless, promiscuous, etc.).
  - It may lead to a frightening discussion of getting sicker.
  - May feel and experience discrimination from employment or in the workplace.
- **Those are good examples of pros and cons of disclosing.**
- **You can see that there are reasons on both sides, either for making or not making HIV disclosures.**
- **When you think about your personal future, it's clear that there will be many potential people in your lives to disclose your HIV status to. Weighing possible pros and cons is an important step in your decision-making process and can help create good disclosure experiences.**
- **This was a great activity. Thank you!**

Give out Thanks Tokens.

Keep the list of pros and cons posted. It will be used in the next activity.

- **Now let's talk about to whom we want to disclose our HIV status.**



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## Activity 3: Who Needs to Know?

### Time

- 50 minutes

### Activity Materials

- Easel Paper
- Handout (optional): HIV Disclosure Law ( to be developed locally)
- Handout: HIV Disclosure Pros and Cons Form
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Pencils
- Wall Chart: Using Thank Tokens

### Facilitators' Notes

Participants brainstorm the pros and cons of disclosure. They generate a list of people to whom each might disclose their HIV status. Using this list, participant pairs assess pros and cons of each disclosure, and discuss strategies to facilitate successful disclosures.

Prior to the start of the session, Facilitators should identify their local and state laws regarding disclosure of HIV status to sexual and/or needle-sharing partners and prepare the optional Handout: HIV Disclosure Law. Facilitators should also investigate local resources to help participants learn more about the Americans With Disabilities Act.

## Brainstorming Who You Would Disclose to and Why

Brainstorm people you would disclose to and why.

- **We've spent some time sharing our experiences with disclosure and brainstorming its pros and cons.**
- **Now let's brainstorm a list of potential people in our lives with whom the issue of HIV disclosure may come up.**
- **For now, let's not focus on actual individuals; let's focus on different types of people in your lives. For example, instead of focusing on your particular friend, Maria, just say "a friend."**
- **Who are some people in your life with whom the issue of HIV disclosure may come up?**
- **I'm not going to put you on the spot—I'd like volunteers.**

Spend several minutes generating a list using people suggested by participants. Make sure the list includes individuals who provide health care or who may be an important source of support.

- Health care provider
- Dentist
- Family member
- New friend
- Romantic interest
- Sexual interest
- Religious or faith leader
- Employer
- Teacher

Initiate a discussion with participants.

- **What makes it important to disclose to these individuals.**

One Facilitator should write the individuals identified by participants on a sheet of Easel Paper.



## Brainstorming Who You Would Disclose to and Why - *continued*

- **This is a good list. Thank you!**

Give out Thanks Tokens.

## Disclosure Exercise

Use the list just generated by the participants to assess the pros and cons of disclosure to specific individuals.

Have participants pair up. Assign each pair a person from the list and ask them to assess the pros and cons of disclosure to this person.

- **Now we are going to use the skill we used in the last activity, assessing the pros and cons of HIV disclosure, and apply it to the people on this list.**
- **I would like you to break up into pairs. Try to choose someone you don't know too well. Feel free to move the chairs around the room so you can talk freely and conveniently.**

Point to the lists of pros and cons of disclosure generated in the last activity.

- **First, discuss within your pair the specific pros and cons of disclosing your HIV status to this person. You can refer to the list we developed in the last activity. Try to come up with your personal pros and cons, the things that really matter to you when you think about your own life.**

Hand out the HIV Disclosure Pros and Cons Form and pencils.

- **I am going to distribute some forms and pencils you can use to record the pros and cons for the individual you are discussing.**
- **Each person in each pair should complete this form for the disclosure you are discussing.**
- **Are there any questions?**
- **Let's get started.**

Give participants time to break into pairs. Walk around from group to group to assess progress and to answer questions. Assist participants in assessing the pros and cons of disclosure.

Allow about five minutes for this activity. When the participants have completed the forms, ask them to come back together as a group.

Give out Thanks Tokens.

- **Now let's talk about how this went and see what you've come up with.**
- **Who would like to volunteer?**
- **Which individual did you discuss disclosing to?**
- **What are the pros and cons of disclosing to this person?**

Record responses on Easel Paper.

Give out Thanks Tokens.

Point to the Feeling Thermometer wall chart and obtain reading. Explore why that disadvantage (con) has the worst feeling associated with it. If participants are reluctant to share, open discussion by offering anonymous examples from the lives of other young people living with HIV you have worked with.

- **Let's focus on the cons for a minute. Remember the Feeling Thermometer? Using the Feeling Thermometer, with 100 being extremely uncomfortable and zero being not at all uncomfortable, which of the cons would make you feel the most uncomfortable?**
- **Which of the cons would make you feel the least uncomfortable? Which one doesn't particularly bother you?**

Encourage sharing of which cons are hardest to deal with and brainstorm possible solutions.

- **Can you think of ways of avoiding the cons while still disclosing to this person?**

Repeat with several pairs.





## Disclosure Exercise - *continued*

### Unscripted Participant Role Play: Disclosure

From the disclosure scenarios that have moderate Feeling Thermometer readings (40 to 60), choose one and ask for volunteers to role play an HIV disclosure.

- **Are there two people who would like to volunteer role playing one of these scenarios?**

Identify two volunteers. Describe the scenario for the disclosure. Assign a participant to be the person making the disclosure and the other to play the role of the person receiving it.

- **The rest of you will be observers. I'd like the observers to keep track of different aspects of the role play.**

Ask different observers to pay attention to a specific part of the exchange.

To the observers:

- **Facial expressions of the person doing the telling: Do the facial expressions of the person doing the telling seem consistent with what is being said?**
- **Facial expressions of the person being told: What is reflected in the facial expressions of the person being told?**
- **Eye contact: Are both making direct eye contact, or does one or the other look away? Do you think this is appropriate given the situation?**
- **Gestures: Do their hand movements or body movements tell a part of the story? What can you read into their gestures?**
- **Feelings expressed: Do the feelings that are being expressed by each person seem reasonable for the situation? How can you tell what feelings are being expressed?**
- **Voice: How do the voices reinforce or contradict what is being said? Is the volume appropriate for the setting that has been described as well as what is being said?**
- **Words used: Do the words spoken help with the message or could it be said differently to get the feeling across better?**

- **Conflicts and similarities between the character's Ideal Self and what the player actually says and does.**
- **I want everyone to think about any opportunities for self-talk, arguing against negative thoughts, or problem-solving during the role play.**
- **Before we start the role play I want the players to describe the traits of the Ideal Self of the character they are playing.**

Allow five minutes for the role play.

- **Thank you for great performances.**

Give Thanks Tokens to the players.



## Obtaining Participants' Feedback

Get feedback from volunteers.

- **Now let's get some feedback.**

Point to the Feeling Thermometer wall chart and obtain reading.

To the person disclosing:

- **Where were you on the Feeling Thermometer during the role play? Remember, 100 means you feel extremely uncomfortable and zero means you do not feel at all uncomfortable. Also tell us what one thing you did that you liked, and what one thing you would have done differently if you were to do it again.**

To the person being disclosed to:

- **Where were you on the Feeling Thermometer during the role play? What one thing did <the person disclosing> do that you liked? What one thing would you have done differently if you had played his/her role?**

Also encourage feedback from the group.

- **Group, what did you think?**



## Obtaining Participants' Feedback - *continued*

To the observers:

- **What did you notice about the players during the scene? Was there anything you noted about the things you were asked to pay attention to?**
- **Were there opportunities for self-talk, arguing against negative thoughts, or problem-solving? If so, what were they?**

Obtain feedback and encourage discussion.

- **In the next session we will have the opportunity to do several more role plays to practice HIV disclosure.**

## Important Issues Related to Disclosure

There are two important issues related to HIV disclosure that must be addressed during the discussion at the appropriate time: legal issues about HIV disclosure to sexual partners and those with whom they share needles, and HIV disclosure in the workplace.

## Legal Issues Related to Disclosure

### Facilitators' Note

The purpose of this section is to provide important information that youth and young adults living with HIV need to know. Be aware that some participants may have strong feelings about this topic. Presenting this information with no editorial comment may advance the group process. Some participants may have a strong negative reaction to mention of these laws. They may perceive them as stigmatizing or unfair. If this occurs, Facilitators should empathize with any feelings expressed and then refocus the energy of the group on the next activity. Prior to the start of the session, Facilitators should investigate their local and state laws regarding disclosure of HIV status to sexual and/or needle-sharing partners. Use this information to prepare the optional handout on HIV disclosure law.

Introduce legal issues related to HIV disclosure.

- **There is an important legal issue related to disclosure I need to mention.**
- **Consider this when you are thinking about whether or not to disclose your HIV status to your sex partners.**
- **Some states, about half, have laws that make not telling your partner a crime under certain conditions. These are often called “willful exposure” laws, which mean you have knowingly exposed someone to HIV without telling the person.**
- **Another thing to think about is the possibility that a sex partner may bring a civil lawsuit against you if you did not let that person know that you are HIV-positive.**
- **Such laws are seldom applied, and nondisclosure lawsuits are seldom filed, but they should still be kept in mind.**

Say whether or not your state has a “willful exposure” law. If there is such a law in your area, describe its basic provisions.

Distribute optional handout on HIV Disclosure Laws.

## Legal Issues Related to Workplace Disclosure

### Facilitators' Note

People living with HIV meet the definition of disability in the Americans with Disabilities Act (ADA). Discussing how to access reasonable accommodation or dealing with specific workplace disclosure issues is beyond the scope of *Staying Healthy*. Prior to the start of this session, Facilitators should become familiar with appropriate local resources to assist participants with these technical issues.

Introduce legal issues related to workplace disclosure.

- **There are also a few important points about workplace disclosures of HIV I want to bring up now.**
- **Disclosing your HIV status to your employer or co-workers may result in great support and encouragement.**

## Legal Issues Related to Workplace Disclosure

- continued

- **However, it may also result in unexpected stigma or even illegal discrimination.**
- **There may be times when you need reasonable accommodation to store or take medications, take extra rest breaks, or attend extra health care appointments.**
- **People living with HIV meet the definition of disability in the Americans with Disabilities Act (ADA) and are entitled to reasonable accommodation.**
- **Disclosure of HIV in the workplace can be complicated. It should be discussed beforehand with a person knowledgeable about the law and how it protects people living with HIV.**

## Conclusion to this Activity

- **Disclosure can be a tough topic to deal with. Thank you for your attention and input through this activity.**

Give out Thanks Tokens.

- **Now let's learn a relaxation technique.**



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## Activity 4: How Can I Relax?

### Time

- 5 minutes

### Activity Materials

- Handout: Relaxation Sequence—On the Beach
- Laminated Cards: Thanks Tokens
- Wall Chart: Using Thanks Tokens

### Facilitators' Notes

Participants do a relaxation activity to learn how to reduce stress and feel more relaxed.

A participant who feels relaxed and comfortable may have a lower Feeling Thermometer reading and may have more helpful thoughts and actions. They may make better disclosure decisions.

When the **TLC** implementation package was field tested, participants liked the relaxation activities. However, if group members do not respond well to the techniques provided, ask participants what relaxation techniques they have used in the past. When facilitating **TLC**, you may choose to start with a review of relaxation techniques that participants are familiar with and see if they can be integrated with the **TLC** relaxation techniques.

### Relaxation Technique

- **Now we'll use a relaxation activity to help reduce stress and feel more comfortable. A person who feels relaxed and comfortable may have a lower Feeling Thermometer reading and more helpful thoughts and actions. They may make better disclosure decisions and have better interactions with their health care providers.**

Introduce the relaxation technique.

- **You've worked really hard today. Let's spend some time relaxing.**

- **Over and over again relaxation has been shown to help people deal with many emotions, as well as discomfort.**
- **There is even evidence to show that relaxation can strengthen the immune system in people with HIV.**
- **I want to share with you a technique that can help us relax right now. We are going to do a relaxation sequence called “On The Beach.”**

Ask the participants to get into a comfortable position.

## Relaxation Sequence—On The Beach

Introduce the scene.

**Get yourself in a comfortable position. PAUSE.**

**Observe your breathing. PAUSE.**

**Now, breathe deeply, in and out three times. PAUSE.**

**One. PAUSE.**

**Two. PAUSE.**

**Three. PAUSE.**

**Close your eyes, if you wish, as we take a little journey. PAUSE.**

**You are in a little house by the beach. PAUSE.**

**You open the door to the deck, and, before you can even step outside, the sun greets you warmly. PAUSE.**

**See how blue the sky is. PAUSE.**

**Just a few wispy clouds. PAUSE.**

**Smell the tangy salt air. PAUSE.**

**You walk to the edge of the deck and step down into the fine white sand. PAUSE.**

**Feel the warm sand between your toes. PAUSE.**

**You hear the surf breaking and the sounds of sea gulls. PAUSE.**



## Relax Sequence—On The Beach - *continued*

See the waves slowly rolling on the shore. *PAUSE.*

You walk on the soft sand, moving closer to the ocean, and spread your towel. *PAUSE.*

You sit watching the soothing rhythm of the sea. *PAUSE.*

Breathe in and out. *PAUSE.*

In and out. *PAUSE.*

In and out. *PAUSE.*

You lie there on the empty beach. *PAUSE.*

Your whole body becomes one with the sun, waves, sand, and sky. *PAUSE.*

Can you see the gulls gliding without effort, nodding on the breeze as if they were asleep? *PAUSE.*

Can you see the gulls gracefully swoop and bank and turn? *PAUSE.*

Feel the breeze blowing softly, cooling and cleansing you. *PAUSE.*

You seem to sink into the sand. *PAUSE.*

Can you feel your breath becoming deep and slow? *PAUSE.*

Can you feel your heartbeat—regular, an easy rhythm, strong? *PAUSE.*

You rest. *PAUSE.*

You rest a little longer. *PAUSE.*

Slowly you sit up. *PAUSE.*

You see a little purple shell carved by the sea, so that it seems to have magical writing on it. *PAUSE.*

Put it in your pocket. *PAUSE.*

You stand up. *PAUSE.*

Walk slowly back to the beach house. *PAUSE.*

**The sand covers your feet and you dig with your toes. *PAUSE.***

**You are almost at the step to the deck. *PAUSE.***

**Step up. *PAUSE.***

**You look back at the ocean feeling so refreshed. *PAUSE.***

**So peaceful. Open the door to the house and go in.**

***END.***

Ask participants how they felt about the relaxation.

- **How did that relaxation make you feel?**

Encourage comments.

Give out Thanks Tokens.

Distribute Handout: Relaxation Sequence—On The Beach.

- **Here is a copy of the relaxation technique, so that you can use it at home.**
- **Keeping this calm feeling, let's think about the goals we'd like to set for ourselves for this week.**



## Weekly Goal Setting and Conclusion

### Time

- 20 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Easel Paper
- Lottery prize
- Markers and masking tape
- Pens
- Wall Chart: Guidelines to Good Weekly Goals
- Weekly Goal Cards

### Review of Session Content

Review today's session.

- **Today we talked about disclosing one's HIV status to other people. First, we shared some personal experiences of telling another person about being HIV positive. Then we listed some of the pros and cons of HIV disclosure. We discussed potential HIV disclosure situations in our futures and how easy and important they may or may not be. Finally, we practiced a wonderful visualization technique that helped us to relax.**
- **We did a tremendous amount of work together in the last two hours.**

## Review of Goal Guidelines

Review and discuss wall chart Guidelines for Good Weekly Goals.

## Suggestions for Weekly Goals

List examples of possible goals on Easel Paper.

- **Some examples of possible goals for this week could be to:**
  - 1. Make up a list of people with whom you would like to share your HIV positive status and list why you want this person to know.**
  - 2. Thinking about your Ideal Self, the best person you want to be, make a list of all of the pros and cons of HIV disclosure to a significant person in your life who does not yet know.**
  - 3. Talk to a friend about the pros and cons of telling your sexual partner you're positive.**
  - 4. Write a story or poem about one of your HIV disclosure experiences.**
  - 5. Discuss with a trusted friend whose advice you respect whether or not to tell someone.**

## Individual Goal Setting

Distribute goal cards.

Have participants define goals and action plans and record on goal cards.

## Prize Drawing and Closing

Draw for a prize and conclude session.

**End of Session**





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# Staying Healthy Module | Session Three

## Required Materials for Session Three

### Handouts to be Reproduced

- HIV Disclosure Pros and Cons Form
- HIV Disclosure Law (optional)
- Relaxation Sequence—On the Beach
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prizes
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens



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# HIV Disclosure Pros and Cons Form

Person to whom you are disclosing:

What are the pros of disclosing?

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What are the cons of disclosing?

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# HIV Disclosure Law (optional)

**Local Law Governing  
HIV Disclosure  
to Sexual Partners**

(To Be Prepared by Implementing Agency)





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# Relaxation Sequence—On the Beach

**Get yourself in a comfortable position. *PAUSE.***

**Observe your breathing. *PAUSE.***

**Now, breathe deeply, in and out three times.**

**One. *PAUSE.***

**Two. *PAUSE.***

**Three. *PAUSE.***

**Close your eyes, if you wish, as we take a little journey.**

**You are in a little house by the beach. *PAUSE.***

**You open the door to the deck, and, before you can even step outside, the sun greets you warmly.**

**See how blue the sky is. *PAUSE.***

**Just a few wispy clouds.**

**Smell the tangy salt air. *PAUSE.***

**You walk to the edge of the deck and step down into the fine white sand.**

**Feel the warm sand between your toes. *PAUSE.***

**You hear the surf breaking and the sounds of sea gulls.**

**See the waves slowly rolling on the shore. *PAUSE.***

**You walk on the soft sand, moving closer to the ocean, and spread your towel.**

**You sit watching the soothing rhythm of the sea.**

**Breathe in and out. *PAUSE.***

**In and out. *PAUSE.***

**In and out. *PAUSE.***

*...continued*



**You lie there on the empty beach.**

**Your whole body becomes one with the sun, waves, sand, and sky.**

**Can you see the gulls gliding without effort, nodding on the breeze as if they were asleep? *PAUSE.***

**Can you see the gulls gracefully swoop and bank and turn? *PAUSE.***

**Feel the breeze blowing softly, cooling and cleansing you.**

**You seem to sink into the sand.**

**Can you feel your breath becoming deep and slow? *PAUSE.***

**Can you feel your heartbeat—regular, an easy rhythm, strong? *PAUSE.***

**You rest. *PAUSE.***

**You rest a little longer. *PAUSE.***

**Slowly you sit up. *PAUSE.***

**You see a little purple shell carved by the sea, so that it seems to have magical writing on it.**

**Put it in your pocket.**

**You stand up. *PAUSE.***

**Walk slowly back to the beach house. *PAUSE.***

**The sand covers your feet and you dig with your toes.**

**You are almost at the step to the deck.**

**Step up. *PAUSE.***

**You look back at the ocean feeling so refreshed.**

**So peaceful. Open the door to the house and go in.**

***END.***



# Weekly Goal Cards

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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## Thinking More About Disclosure and Medical Care

(2 hours)

### Session Aims

- To review strategies for disclosing one's HIV status.
- To practice HIV disclosure using role plays, and receive feedback.
- To identify the level of comfort participants have with their health care provider and medical care.
- To learn and practice positive self-talk as a stress reduction skill.
- To learn and practice how to argue against negative thoughts.

### Facilitators' Notes

- This session gives participants the opportunity to continue the discussion of disclosure that was initiated in the previous session.
- Facilitators should incorporate the disclosure tips participants generated in the previous session into the Guidelines for Disclosing that You Are HIV Positive handout.
- During the field testing of *Staying Healthy*, participants expressed that sharing their experiences with health care was very useful. They appreciated hearing that others had similar experiences.
- During this session, participants are encouraged to talk about their feelings and attitudes toward being patients and receiving medical care. Poor attitudes and negative feelings may lead to lack of cooperation, missed appointments, and poor outcomes. The Feeling Thermometer is used to help participants articulate the feelings associated with their experiences.
- Participants practice arguing against negative thoughts by changing any negative attitudes they may have about health care. This approach, together with the SMART approach to problem-solving and self-talk, are techniques that participants can use in their daily lives.

## Facilitators' Notes - *continued*

- Practice the session before implementing with participants.
- Read the script until you become comfortable with the content. Once you become comfortable with the content, you should summarize the activities and information in your own words.
- In the manual **bold** text means to read or convey the information to the participants.



# Session Agenda

## Thinking More About Disclosure and Medical Care

- Introduction and Check-In.
- How Can I Practice Disclosure?
- How Comfortable Am I with My Health Care?
- How Can I Relax?
- Weekly Goal Setting and Conclusion.

## Summary of Activities:

### **Introduction and Check-In.** (15 minutes)

- Welcome participants and have them introduce themselves. Discuss Thanks Tokens. Review session ground rules. Review progress on weekly personal goals.

### **Activity 1: How Can I Practice Disclosure?** (45 minutes)

- Participants receive more information about disclosure and use role plays to practice.

### **Activity 2: How Comfortable Am I with My Health Care?** (25 minutes)

- Participants use the Feeling Thermometer to assess their level of comfort with their health care. The purpose of this activity is to create more positive attitudes. Having participants argue against negative thoughts is the approach used.

### **Activity 3: How Can I Relax?** (15 minutes)

- Participants do a relaxation activity to learn how to reduce stress and lower their Feeling Thermometer reading.

### **Weekly Goal Setting and Conclusion.** (20 minutes)

- Set weekly personal goals. Conduct lottery and obtain session feedback.

## Required Materials for Session Four

### Handouts to be Reproduced

- Guidelines for Disclosing that You Are HIV Positive
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix G

- Negative-Thoughts Cards

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prize
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens

## Introduction and Check-In

### Time

- 15 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Laminated Cards: Thanks Tokens
- Lottery tickets
- Wall Chart: Feeling Thermometer
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

### Welcome

Welcome participants, introduce today's session, and describe prize drawing.

- **Today we want to continue the discussion of HIV disclosure we began last week. I want to share some tips about HIV disclosure with you and give you the opportunity to practice disclosure by doing some role plays.**
- **Then we are going to think about receiving medical care and being a patient and some of the feelings and thoughts that experience can cause.**
- **Finally, we will practice another relaxation exercise.**
- **We will get to today's topics in a few minutes.**

## Lottery Tickets

Distribute lottery tickets and explain how they are used.

- **There will be a prize drawing at the end of the session, and I'm going to hand out lottery tickets for that now. We do the lottery to recognize that you're doing something great by attending this session. Hold on to your ticket, and we'll have a drawing when the session is over.**

## Thanks Tokens

Describe use of Thanks Tokens and distribute 20 to each participant.



## Session Ground Rules

Review Ground Rules wall chart and ask for additions.

## Weekly Goal Review

Review participants' progress in achieving weekly goals from prior session.

Point to the Feeling Thermometer wall chart and obtain reading. Encourage sharing of discomfort levels experienced in weekly goal activity.



## Session Preview

- **Now let's talk about what we are going to do today.**
- ***Staying Healthy* is a module in which we will look for links between feelings, thoughts, and actions. Why feelings, thoughts and actions? Learning about these components of ourselves can help us to live long, healthy lives with HIV, and also keep other people uninfected.**
- **Over the eight sessions of *Staying Healthy*, we hope to work on increasing behaviors that promote:**
  - **Healthy living.**
  - **Dealing with the challenges of daily living.**

## Session Preview - *continued*

- **Increasing positive feeling, thoughts, and actions.**
- **Reducing sexual and drug-related risks for HIV.**
- **Today we are going to spend some time role playing HIV disclosure. The role plays will give you the opportunity to practice planning and trying out a disclosure strategy. You'll get some feedback from the group about using the strategy.**
- **We are going to start talking about another big issue in the lives of people living with HIV: medical care. We're going to use the Feeling Thermometer to get a read on the impact our experiences with medical care has on our feelings, thoughts, and actions.**
- **Then, we will practice another relaxation technique. We focus on these techniques because relaxing and learning how to deal with discomfort is also important for staying and living healthy.**
- **Are there any questions before we continue?**

Give Thanks Tokens as appropriate, if there is any more discussion.



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## Activity 1: How Can I Practice Disclosure?

### Time

- 45 minutes

### Activity Materials

- Handout: Guidelines for Disclosing that You Are HIV Positive
- Laminated Cards: Thanks Tokens
- Wall Chart: Using Thanks Tokens

### Facilitators' Notes

In the last session, participants were given the opportunity to think about issues associated with HIV disclosure. This activity continues the discussion of disclosure begun in the last session. Participants use role plays to practice HIV disclosure.

### HIV Disclosure Guidelines

Introduce a discussion of HIV disclosure guidelines.

- **I'd like us to continue our discussion of HIV disclosure that we began in the last session.**
- **We spent some time discussing the pros and cons of HIV disclosure. We also brainstormed a list of who to tell one's HIV status.**
- **You do not have to tell anyone if you don't want. You only have two obligations: You need to take care of your health, and you should protect the health of others.**

Distribute the Guidelines for Disclosing that You Are HIV Positive handout. Use an interactive method to review the content of this handout with participants. Do not read it to them.

- **Do you have any more questions about the guidelines?**

Answer any questions.

Give out Thanks Tokens.

- **Please take a copy of it home with you and read it over again when you have a quiet moment.**

## Unscripted Participant Role Plays: HIV Disclosure

Introduce the disclosure role plays.

- **Now let's practice some of the guidelines using role plays.**
- **In these role plays, the person doing the disclosing will begin by describing the time and location where the disclosure will take place. Tell us how you arranged the meeting.**
- **Also, remember other skills we've talked about in *Staying Healthy* like self-talk and arguing against negative thoughts. Try to use them during the role plays.**
- **Use one of the following scenarios or elicit suggestions from the group.**
  - **You have identified a potential new roommate. You do not want to share an apartment with someone who will not accept you for who you are. You also feel it will be easier to be honest about having HIV from the start. You will meet in two days to decide about the apartment. How will you disclose to your new roommate?**
  - **Working as a volunteer, you have met a new friend you respect and admire. You have seen this person weekly for nine months. You understand that this person could become an important friend and source of support. You feel the need to take the friendship to a new phase by disclosing that you are living with HIV. You will see your friend on Saturday. How will you disclose to your new friend?**



## Unscripted Participant Role Plays: HIV Disclosure *-continued*

- **Tomorrow you are going to a new dentist. You feel that you will receive better care if the dentist knows that you are living with HIV and you want to tell her. You're a little nervous about making the disclosure. How will you disclose to your new dentist?**
- **Three days from now you will have your third date. The first two dates have been wonderful and you want the relationship to continue. You feel you need to be honest with your friend about living with HIV. How will you disclose to your new friend?**

Identify a pair of participants for the first role play. Have each pair do a role play. If there is time, do more role plays, giving each person a chance to do the disclosing.

Have the person who is disclosing indicate who is being told—his or her name—when and where she or he would have this conversation take place.

To the person disclosing:

- **What are the characteristics of the Ideal Self of the person you are playing?**

Give observers instructions on what to watch.

Ask different observers each to pay attention to a specific part of the exchange.

To the observers:

- **Each observer will have a task.**
- **You watch for:**
  - **How direct and honest the person disclosing was.**
  - **Whether the person disclosing seemed to have a plan.**
  - **Did the person disclosing understand the other person's feelings?**

- **Was it clear what the person disclosing wanted from the other person?**
- **Was there a discussion of next steps?**

Allow about three minutes per role play.

## Obtaining Participants' Feedback

After the role play is concluded, obtain feedback.

Point to the Feeling Thermometer wall chart and obtain reading.

To the person disclosing:

- **Tell us where you were on the Feeling Thermometer during the disclosure. Remember that 100 means extremely uncomfortable and zero means not at all uncomfortable.**
- **What was one thing you did that you liked?**
- **Now tell us what one thing you would do differently.**

To the person being disclosed to:

- **Where were you on the Feeling Thermometer during the disclosure?**
- **Tell us one thing the other person did that you liked.**
- **What was one thing you would do differently if you had played that part?**

To the observers:

- **Now, I'd like our observers to each tell us, in a few words, what they noticed in the behavior they were assigned to watch.**
- **Did anyone note something that the person who was disclosing said or did that you especially liked?**

Obtain feedback and open up general discussion on the role play.

- **Were there times when the person doing the disclosing could have used self-talk or changed negative thoughts during the disclosure?**





## Obtaining Participants' Feedback - *continued*

Do as many role plays as time allows. Make sure, however, that each role play is very well discussed.

Distribute Thanks Tokens.

- **Another situation that requires good communication with others is accessing health care.**
- **Let's take a look at our feelings around obtaining good HIV health care.**

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## Activity 2: How Comfortable Am I with My Health Care?

### Time

- 25 minutes

### Activity Materials

- Easel Paper
- Laminated Cards: Negative Thoughts
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Feeling Thermometer
- Wall Chart: Using Thanks Tokens

### Facilitators' Notes

Participants use the Feelings Thermometer to assess their level of comfort with health care. The purpose of this activity is to create more positive attitudes toward health care by having participants argue against negative thoughts.

This activity tries to get participants to talk about their level of comfort (e.g., Feeling Thermometer reading and physical sensations) and thoughts about being patients and receiving medical care. Negative thoughts and discomfort may lead to lack of cooperation, missed appointments, and poor outcomes.

Participants have the opportunity to practice arguing against negative feelings. If participants have negative thoughts about accessing health care, this technique may help challenge the negative thoughts into positive ones and participants may then experience better medical outcomes.

Arguing against negative thoughts, together with the SMART Problem-Solving Steps and self-talk, are techniques that participants can use to solve general life problems. Facilitators should remind participants of the different skills taught in **TLC** and point out situations in which one may be more appropriate than the others.

*Staying Healthy* Module - Session Four  
Thinking More About Disclosure and Medical Care

Some participants may not be linked to health care. If this is a choice made by a participant, Facilitators need to respect it and trust that participation in *Staying Healthy* will promote accessing care.

Other participants may need special assistance outside the group to link them to health care providers that are sensitive to the needs of young people living with HIV.

## Thoughts about Health Care

Introduce a discussion of accessing health care.

- **Everyone participating in *Staying Healthy* has disclosed their HIV status to either a service or health care provider or both.**
- **For people living with HIV, accessing good health care is an essential part of staying healthy. Making and keeping medical appointments can make the difference between feeling good or being sick.**
- **Yet, accessing health care can be a very uncomfortable experience for people living with HIV.**
- **Some people have wonderful experiences with their care providers. Positive thoughts may motivate and encourage our efforts at healthy living.**
- **Others may have negative thoughts toward receiving medical care. These thoughts may keep them from attending appointments and following treatment protocols.**
- **Or thoughts may simply change from provider to provider.**
- **To get us started thinking about this, I'd like for you to sit back into your chair and relax.**

Guide participants through a visualization exercise.

**Breathe deeply.**

**Let it out.**

**Repeat. Breathe deeply. Let it out. Relax.**

**Now please close your eyes and reflect on yourself.**

**Think about the last time you visited your health care provider.**

**Think about walking into the office or clinic. Think about the people in the waiting room, the health care staff you interacted with and talked to.**

**Think about the time you spent with your provider.**

**And what it was like to leave the office and go on your way.**

Wait a few moments while participants visualize their last visit to their health care provider.

## Assessing Level of Comfort with Health Care Providers

- **Different people may have different experiences. That’s normal and OK.**

Ask for a volunteer to share their experience.

- **I won’t put anyone on the spot. Would someone like to share their experience with us?**

Have the volunteer describe the situation in detail.

Point to the Feeling Thermometer wall chart and obtain reading. Write the Feel-Think-Do grid on Easel Paper. Obtain information from participants to complete it.

- **Where were you on the Feeling Thermometer during the visit?**

Situation	Feeling Thermometer Reading	Body Reaction	Thoughts	Action

- **How about after it was over?**
- **How did your body react?**
- **What were you thinking during the visit?**
- **What did you do during the appointment? What did you do after it was over?**

Ask probing questions to clarify responses as necessary.

Complete this process with as many group members as possible.

- **Do you think that a person whose experiences with their health care provider puts them at or near 100 on the Feeling Thermometer is likely to make the same decisions as the person at or near zero?**



## Assessing Level of Comfort with Health Care Providers - *continued*

Engage participants in a discussion.

- **How does having emotional discomfort with one's provider interfere with good judgment and sound decision-making?**
- **Is the person at or near zero on the Feeling Thermometer better able to think and make decisions regardless of how he or she labels a particular emotion he or she is having?**
- **How could a reading of 100 on the Feeling Thermometer affect a person's decision to look after their health?**

Allow time for discussion. Give Thanks Tokens to those who participate.

- **One of the goals of *Staying Healthy* is to help you link feelings, thoughts, and actions. Using the Feeling Thermometer helps us achieve that goal.**
- **This was a good discussion. Thank you for your honesty.**

Give out Thanks Tokens.



## Practice Arguing Against Negative Thoughts

Practice arguing against negative thoughts.

- **Some experiences with medical care may be uncomfortable. People may have negative thoughts about medical care.**
- **If you don't have them today, you may have them in the future. Or, you may have negative thoughts about other parts of your life.**
- **I want us to practice arguing against some of those negative thoughts. This coping skill can be very helpful to you in receiving medical care and in other daily situations in your life.**

Give a Negative Thoughts Card to a participant and have the participant argue against the statement by countering it.

- **I am going to give you a card with a thought about medical care on it.**
- **I'll show you how it works.**

Take out the “example” card and model with it.

- **The card says: “I don't feel at home here because none of the doctors have the same cultural background as I do.”**
- **So, here is how I might argue against that thought.**
- **I might say, “That's true. Many doctors are not from the same culture as their patients. That makes understanding your problem harder. But there are times when you need to look after your health even if the doctor isn't sympathetic. Keep looking for the right doctor but don't neglect your care in the meantime.”**
- **Have you got the idea?**

Clarify any confusion.

- **Let's get started.**

## Practice Arguing Against Negative Thoughts

*- continued*

Hand out the cards one at a time and have participants read the card. Have each participant argue against the negative thought on their card, providing help where needed. After a participant responds, go to the next one. Try to make sure everyone has a chance to help counter a negative thought. Do as many as possible. If time permits, get a few examples of negative thoughts from the participants and argue against them.

- **Are there any additional negative thoughts someone would like to suggest that we can practice arguing against?**
- **That was great work and an important skill. It can be used in many areas of life to help one stay healthy, not just with thoughts about HIV medical care. Thank you.**
- **In the next session, we'll talk more about how to have productive relationships with health care providers.**

Distribute Thanks Tokens.



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## Activity 3: How Can I Relax?

### Time

- 15 minutes

### Activity Materials

- Laminated Cards: Thanks Tokens
- Wall Chart: Using Thanks Tokens

### Facilitators' Notes

Some participants may find the discussion about health care stressful or tiring. Participants do a relaxation activity to learn how to reduce stress and feel more relaxed.

A participant who feels relaxed and comfortable may have a lower Feeling Thermometer reading and may have more helpful thoughts and actions. They may make better disclosure decisions.

When the **TLC** implementation package was field tested, participants liked the relaxation activities. However, if group members do not respond well to the techniques provided, ask participants what relaxation techniques they have used in the past. When facilitating **TLC**, you may choose to start with a review of relaxation techniques that participants are familiar with and see if they can be integrated with the **TLC** relaxation techniques.

### Relaxation Technique

- **Now we'll use a relaxation activity to help reduce stress and feel more comfortable. A person who feels relaxed and comfortable may have a lower Feeling Thermometer reading and more helpful thoughts and actions. They may make better disclosure decisions and have better interactions with their health care providers.**

Introduce the relaxation technique.

- **We've worked hard today. I think it's time we relax a bit.**

- **We are going to practice a relaxation technique that can be very helpful with the stress and discomfort caused by living with HIV, or many other things in daily life.**
- **People can detect the early warning signs of discomfort in their bodies.**
- **However, there are different ways to experience discomfort.**
  - **For example, some people feel it in their stomachs, others develop sweaty palms, and another person might get headaches.**
- **What physical signs tell you that you are getting uncomfortable or stressed?**
- **Will anyone share with us what early warning signs of discomfort your body gives you?**

Encourage each participant to identify his or her early warning signs of discomfort and share it with the group.

Give Thanks Tokens.

- **Our goal in this part of the session is to teach you some different relaxation approaches that you can use.**
- **Some relaxation techniques will work for some people but not for others.**
- **Today we are going to take a physical relaxation approach.**
- **In this physical relaxation procedure we will work on our muscles.**
- **Now, I want you to tense each muscle individually. I will demonstrate tensing the muscle, and I would like you to do it after me.**

Tell the group to get comfortable in their chairs. Then, go through the procedure.





## Demonstrate Muscle Tensing

- **Lower arm:** Make a fist, palm down, and pull wrist up toward the upper arm.
- **Upper arm:** Tense biceps. With arms by side, pull upper arm toward side without touching.
  - For some people, this works best by pushing your elbow down towards the arm of your chair or towards seat of your chair.
- **Lower leg and foot:** Extend leg so it is straight. Point toe upward toward knees.
- **Thighs:** Pull knees together until upper legs feel tense.
- **Abdomen:** Pull in stomach toward back.
- **Chest and breathing:** Take a deep breath and hold it about 10 seconds, then release, at the same time pull shoulder blades together.
- **Neck:** Pull chin down toward chest and at the same time try to prevent it from actually touching chest.
- **Lips:** Press lips together; don't clench teeth or jaw.
- **Eyes:** Close eyes tightly, but don't close too hard. (Be careful if you have contact lenses.) Wrinkle your nose tightly.
- **Forehead:** Raise eyebrows as high as you can.
- Now that you know how to tense your muscles, I will show you how to relax them.

## Demonstrate Muscle Relaxation

- **First,** close your eyes. Get comfortable in your chair.
- **Tighten**—by making a fist, palm down with your right hand and pulling your wrist towards your upper arm—hold it—*PAUSE*—now relax.
- **Feel the difference** between tight and relaxed. *PAUSE*.



- **Now tighten your other hand—by making a fist, palm down with your left hand and pulling your wrist towards your upper arm—hold it—PAUSE—now relax.**
- **Notice the difference between tight and relaxed. PAUSE.**
- **Push your right elbow down so you tighten your right upper arm. Hold it--PAUSE--and relax.**
- **Now, push your left elbow down—hold it tense to tighten your upper left arm—PAUSE—now let it relax.**
- **You're becoming aware of the difference between tight and relaxed. PAUSE.**
- **Let's move to your legs. Tighten your right foot and lower right leg by extending your leg and pulling your toe toward your knee—hold it. PAUSE. Now, let your right foot and leg relax.**
- **Tighten and relax your left foot and lower left foot. PAUSE.**
- **Feel the difference between tight and relaxed. PAUSE.**
- **Tighten and relax both your thighs. PAUSE.**
- **Feel the difference between tight and relaxed. PAUSE.**
- **Tighten and relax your abdomen - your stomach muscles. PAUSE.**
- **Feel the difference between tight and relaxed. PAUSE.**
- **Tighten and relax your chest—take a deep breath and hold it, then let it out slowly. PAUSE.**
- **Feel the difference between tight and relaxed. PAUSE.**
- **Tighten and relax your shoulders and lower back. PAUSE.**
- **Feel the difference between tight and relaxed. PAUSE.**
- **Tighten and relax the back of your neck. PAUSE.**
- **Feel the difference between tight and relaxed. PAUSE.**
- **Tighten and relax your lips. PAUSE.**

### **Demonstrate Muscle Relaxation - *continued***

- **Feel the difference between tight and relaxed. *PAUSE.***
- **Tighten and relax your eyes. *PAUSE.***
- **Feel the difference between tight and relaxed. *PAUSE.***
- **Tighten and relax your lower forehead. *PAUSE.***
- **Feel the difference between tight and relaxed. *PAUSE.***
- **Tighten and relax your upper forehead. *PAUSE.***
- **Feel the difference between tight and relaxed. *PAUSE.***
- **Now, as I count from 1 to 5, release your muscles and feel yourself becoming more and more deeply relaxed.**
- **1...2...3...4...5 *PAUSE.***
- **Now let yourself become more alert as I count from 5 to 1.**
- **5...4...3...2...1 *PAUSE.***
- **Yawn and stretch.**
- **Open your eyes gently.**
- **How do you feel after the physical relaxation?**

Encourage comments.

- **You can use this relaxation technique yourself when you find yourself feeling tense.**

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## Weekly Goal Setting and Conclusion

### Time

- 20 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Easel Paper
- Lottery prize
- Markers and masking tape
- Pens
- Wall Chart: Guidelines to Good Weekly Goals
- Weekly Goal Cards

### Review of Session Content

Review today's session.

- **Today we talked some more about HIV disclosure and used role plays to practice it.**
- **We linked your experiences with health care to the Feeling Thermometer. We practiced arguing against negative thoughts that may be obstacles to staying healthy.**
- **Finally, we learned a new relaxation technique.**

### Review of Goal Guidelines

Review and discuss wall chart Guidelines for Good Weekly Goals.

## Suggestions for Weekly Goals

List examples of possible goals on Easel Paper.

- **Some examples of possible goals for this week could be to:**
  - 1. Think about a difficult HIV disclosure experience. Knowing what you know now, describe how you could make it better.**
  - 2. With a friend playing a new potential sexual partner, practice telling your partner about your HIV status.**
  - 3. Talk to a friend about the pros and cons of telling your sexual partner you're positive.**
  - 4. Make a list of people to whom you would like to disclose your HIV status.**
  - 5. Think about negative attitudes you have in your life toward health care. Choose one and argue against it.**
  - 6. Use a relaxation technique at least once in the coming week.**

## Individual Goal Setting

Distribute goal cards.

Have participants define goals and action plans and record on goal cards.

## Prize Drawing and Closing

Draw for a prize and conclude session.

**End of Session**





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## Required Materials for Session Four

### Handouts to be Reproduced

- Guidelines for Disclosing that You Are HIV Positive
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards

#### Appendix G

- Negative-Thoughts Cards

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prizes
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens



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# Guidelines for Disclosing that You Are HIV Positive

## Who to Tell

Some people you might want to tell include:

- **Sexual partners.** If they're at risk, they should know you're HIV positive. They should know so they can get tested.
- **Health care providers.** Doctors, nurses, nurse practitioners, and alternative healers all need to know. They might be at risk for infection. You want the best care you can get. If they don't know you have HIV, you might not get the best care.
- **Anyone who can help you plan your future.** Tell anyone who will help you decide what happens to your possessions, children, apartment or house.
- **Anyone who can help you right now.** Tell anyone who can help you out if you're sick.
- **Anyone who's important in your life.**

These are all important people to tell. But you do not have to tell anyone if you don't want to. You only have two obligations: You need to take care of your health, and you should not put others at risk.

## Before You Tell

Here are some things to think about before telling someone you have HIV:

- **Will they keep the news to themselves?** Don't tell if you think they'll tell others without your permission.
- **Are they in a position to make your life difficult?** They might react badly. For instance, your landlord could make apartment life uncomfortable. HIV discrimination is illegal, and it happens.
- **Will you get beat up or worse?** Don't put yourself in any danger.

*...continued*



## When to Tell Someone You Have HIV

Knowing when to tell can be hard. Here are some things to think about:

- **Why do you want the person to know?**
- **Are you prepared for all the possible responses they could have?**
- **Are you prepared to have the person reject you?**
- **Are you prepared to have the person feel much closer to you?**
- **Are you prepared for all the emotions this talk might bring up?**
- **Are you prepared to give this person the support they may need?** This might seem strange since you're the one with HIV. You've known for a while, though. They're just finding out.

## How to Tell Someone You Have HIV

When you tell someone you have HIV, they'll usually take their cues from you. If you're calm about dealing with HIV, they will be calm. If you're not ashamed of having HIV, they won't think it's anything to be ashamed of. It's important to "be in the right space" beforehand. You have a lot of control over the outcome.

- **Make sure the time is right. Don't rush into it and don't rush through it.**
- **Make sure the place is right. Find a private spot.**
- **Let the person know beforehand. Tell them you have something very important to discuss.**
- **Make sure the time is right for you. If you don't feel well, try to reschedule.**
- **Practice in advance. Rehearse with a friend what you will say.**
- **Be honest and direct. Beating around the bush doesn't make it easier.**
- **Ask how the other person is feeling. Knowing what emotions you are dealing with can help you cope.**
- **End with a discussion of the next step. This helps move the conversation along and give you a graceful exit if necessary.**

You are not responsible for how they respond. No matter how they react, they'll probably need time to think.



# Weekly Goal Cards

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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## Protecting Myself and Others

(2 hours)

### Session Aims

- To learn how participants' level of comfort can be motivators for staying healthy.
- To identify participants' barriers to health-promoting behaviors and apply SMART Problem-Solving Steps to overcome them.
- To review information about HIV and STI transmission and re-infection, and explore thoughts associated with successful treatment outcomes.
- To apply the Ideal Self concept and the SMART Problem-Solving Steps to making decisions about reducing unhealthy behaviors.

### Facilitators' Notes

- STIs are more prevalent among young adults than the general population. Prior to the start of this session, Facilitators should collect information about local STI testing and treatment resources, especially those sensitive to the needs of HIV-infected young adults, and be ready to share this information with participants as needed.
- Since knowledge about HIV re-infection continues to grow, Facilitators should consult with reliable medical authorities prior to the start of this session to learn the latest information available about the topic.
- The Feel-Think-Do Framework is reinforced by using the Feeling Thermometer (awareness and regulation of feelings), identification of Ideal Selves (a guide for behavioral decision-making), personal problem-solving, and goal setting.
- Practice the session before implementing with participants.
- Read the script until you become comfortable with the content. Once you become comfortable with the content, you should summarize the activities and information in your own words.
- In the manual **bold** text means to read or convey the information to the participants.



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# Session Agenda

## Protecting Myself and Others

- Introduction and Check-In.
- How Do I Stay Healthy?
- What Do I Need to Know about Staying Healthy?
- How Can I Protect Myself and Others?
- Weekly Goal Setting and Conclusion.

## Summary of Activities:

### **Introduction and Check-In.** (15 minutes)

- Welcome participants and have them introduce themselves. Discuss Thanks Tokens. Review session ground rules. Review progress on weekly personal goals.

### **Activity 1: How Do I Stay Healthy?** (30 minutes)

- Participants discuss their understanding of health. Challenges to adopting and maintaining health-promoting behaviors are identified and SMART Problem-Solving Steps are applied to overcome them.

### **Activity 2: What Do I Need to Know about Staying Healthy?** (25 minutes)

- Using question cards, participants review information about HIV transmission, HIV re-infection, STI transmission, and explore attitudes about treatment optimism.

### **Activity 3: How Can I Protect Myself and Others?** (30 minutes)

- Participants increase their ability to use the Ideal Self and the SMART Problem-Solving Steps to practice harm-reduction decision-making. Role playing is the approach used.

### **Weekly Goal Setting and Conclusion.** (20 minutes)

- Set weekly personal goals. Conduct lottery and obtain session feedback.

## Required Materials for Session Five

### Handouts to be Reproduced

- Sexual Health Questions
- SMART Problem-Solving Steps
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix C

- Thanks Tokens (20 per person)

#### Appendix D

- Sexual Health Questions

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prize
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens

## Introduction and Check-In

### Time

- 15 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Laminated Cards: Thanks Tokens
- Lottery tickets
- Wall Chart: Feeling Thermometer
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

### Welcome

Welcome participants, introduce today's session, and describe prize drawing.

- **Today we are going to talk about staying healthy, and protecting ourselves and other people, too. In the last session we spent some time talking about thoughts and level of comfort associated with medical care. For people living with HIV, seeing doctors and other health care professionals is really important for staying healthy. Many other activities that promote health are personal. Working out, for example, is not something a doctor or anyone else can do for you. Protecting yourself and other people from HIV and other sexually transmitted infections is an example of something you have a great deal of personal control over.**
- **We're going to talk about some of these issues today.**
- **We will get to today's topics in a few minutes.**

## Lottery Tickets

Distribute lottery tickets and explain how they are used.

- **Again this week, there will be a prize drawing at the end of the session, and I'm going to hand out lottery tickets for that now. We do the lottery to recognize that you're doing something great by attending this session. Hold on to your ticket, and we'll have a drawing when the session is over.**

## Thanks Tokens

Describe use of Thanks Tokens and distribute 20 to each participant.



## Session Ground Rules

Review Ground Rules wall chart and ask for additions.

## Weekly Goal Review

Review participants' progress in achieving weekly goals from prior session.

Point to the Feeling Thermometer wall chart and obtain reading. Encourage sharing of discomfort levels experienced in weekly goal activity.



## Session Preview

Give a brief overview of the day's session.

- **Now let's talk about what we are going to do today.**
- ***Staying Healthy* is a module in which we will look for links between feelings, thoughts, and actions. Why feelings, thoughts and actions? Learning about these components of ourselves can help us to live long, healthy lives with HIV, and also keep other people uninfected.**
- **Over the eight sessions of *Staying Healthy*, we hope to work on increasing behaviors that promote:**
  - **Healthy living.**
  - **Dealing with the challenges of daily living.**

## Session Preview - *continued*

- Increasing positive feelings, thoughts, and actions.
- Reducing sexual and drug-related risks for HIV.
- Today we are going to think about what we currently do to stay healthy and our level of comfort with those behaviors.
- We are going to review some important information about HIV and other sexually transmitted infections or STIs. Then we are going to spend some time thinking about protecting ourselves and others from these STIs.
- Are there any questions before we continue?

Give Thanks Tokens as appropriate, if there is any more discussion.



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## Activity 1: How Do I Stay Healthy?

### Time

- 30 minutes

### Activity Materials

- Easel Paper
- Handout: SMART Problem-Solving Steps
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: SMART Problem-Solving Steps
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Participants discuss their understanding of health. Challenges to adopting and maintaining health-promoting behaviors are identified and SMART Problem-Solving Steps are applied to overcome them.

### Promoting One's Personal Health

Introduce the topic by asking participants to discuss what “health” means to them.

- **HIV requires ongoing attention to one's health.**
- **Health can be thought of in many different ways. What do you mean by health? What does it mean to be healthy?**
- **Let's brainstorm some suggestions.**

On the Easel Paper, write the things suggested by the participants. Be sure they include information from the following list as needed.

- Looking good.
- Eating right.

*Staying Healthy Module - Session Five*  
**Protecting Myself and Others**

- Avoiding drugs and alcohol.
  - Getting exercise.
  - Being careful about HIV and STI transmission.
  - Staying calm.
  - Sleeping well.
  - Taking prescribed medications.
  - Being involved in one’s medical care.
  - Having a place to live.
  - Hanging out with others who live healthy lives.
  - Believing that we can control how illness impacts our daily lives.
- **In many ways, health is related to some sort of action. Health is a process. Some people need to start with small steps. Other people can take bigger steps.**
- **Different people do different things to stay healthy. I’ll use myself as an example. One of the things I do for my health is <name and activity such as swimming, running, etc.>.**
- **Can someone share with the group what they do personally to stay healthy?**
- **I’m not going to put anyone on the spot—I’d like for someone to volunteer to start.**

Discuss participants’ current health-promoting behaviors. Identify successes and challenges and write them on sheets of Easel Paper labeled “Successes” and “Challenges.”

- **How have they been working for you?**
- **What makes it hard for you? What are the challenges?**

Reinforce efforts to stay healthy.

Give out Thanks Tokens.



## Problem-Solving

Review problem-solving.

- **You identified some challenges of doing positive things for your health.**
- **We can use SMART Problem-Solving Steps on these problems and find some helpful solutions.**
- **Out of the problems we have listed here, is there one that we can agree on to use in today's discussion?**

Circle the selected problem, and write it at the top of a new sheet of Easel Paper.

Refer to the SMART Problem-Solving Steps wall chart. Hand out individual copies.

- **To get us started, I'm going to refer to this chart that gives the steps for solving a problem. I'm also going to give you your own copy of it.**
- **Let's start working on our problem. Let's follow the SMART steps and apply them to this problem.**

Work through each of the steps, by applying them to the specific problem at hand. Use Easel Paper to make lists of issues and concerns, for example, possible actions, pros and cons, resources, and skills.

Give Thanks Tokens to participants as they contribute.

- **That was very good. I'm sure these ideas are going to help you in working on this problem.**
- **If you need more assistance, see one of us and we'll try to help.**



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## Activity 2: What Do I Need to Know about Staying Healthy?

### Time

- 25 minutes

### Activity Materials

- Handout: Sexual Health Questions
- Laminated Cards: Sexual Health Questions
- Laminated Cards: Thanks Tokens
- Wall Chart: Feeling Thermometer
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Using question cards, participants review information about HIV transmission, HIV re-infection, STI transmission, and explore attitudes associated with positive treatment outcomes. Specific local options for STI testing and treatment and other local resources should be compiled and shared with participants.

### Game: “Let’s Be Smart About Sexual Health”

Introduce the “Let’s be Smart About Sexual Health” game.

- **I want to share with you some important information. Understanding this information can help you stay healthy, protect yourself and other people, too.**
- **There are three areas we want to discuss today, HIV, STIs – that stands for sexually transmitted infections – and HIV treatment.**
- **To protect yourself and others, it is important to know something about STIs. We’re going to play a game called “Let’s be Smart About Sexual Health.”**

Have participants count off, A, B, A, B, and form into two teams.

- **Team A move to one side of the room and Team B move to the other side.**
- **First, I'll give a card with a health question on it to the first person on Team A. That person will read the question aloud and Team B will try to answer it. When Team B has come up with an answer, the person who asked the question will turn the card over and read the correct answer printed on the back. Don't turn the card over until the other team has come up with an answer.**
- **Then I'll give a card to the first person on Team B, and that person will read the question and Team A will try to answer it. After the question has been answered, the person with the card will read the answer on the back.**
- **We'll alternate this way until we've gone through all the cards.**
- **If you don't get the answer right that's OK. We'll discuss together what the correct answer is and why. This will be a chance for everybody to learn more about sexual health together.**
- **Let's give Thanks Tokens for good answers, good tries, and good support for each other.**
- **What questions do you have about the game?**

Hand out the first card to the first person in line on Team A. Make sure that the question side is facing the reader. Ask readers not to turn the card over until the other team has answered. Have Team B work together to develop an answer to the question. Keep going down the line, alternating teams, so that each person has had a chance to answer questions.

If a team gives an incorrect or incomplete answer, let the participant read the correct answer. Then take the opportunity to clarify the question even further and address participant questions and concerns. Play until all the question cards have been used up or the time allotted for this activity expires.

Give Thanks Tokens to teams as they play.



## “Let’s Be Smart About Sexual Health” - *continued*

- **That was great! Thank you.**

Distribute Sexual Health Questions handout. This has the same information from the cards.

- **That was a terrific game. Here are some copies of the questions and answers, which were on the cards.**
- **Here’s one last question. What would you do if you started to experience any symptoms of an STI or had additional questions about STI or HIV transmission?**

Guide participants to think about what to do when they experience STI symptoms. Specific local options for STI testing and treatment and other local resources should be compiled and shared with participants.

Point to the Feeling Thermometer wall chart and obtain reading.

- **If you had to talk to a health care provider about an STI where would you be on the Feeling Thermometer? Remember 100 means you feel extremely uncomfortable and zero means you do not feel at all uncomfortable.**
- **What thoughts would be going through your mind?**
- **How could you use self-talk or argue against negative thoughts in this situation?**

Encourage discussion about possible fears and disappointments related to having an STI and possible embarrassment of having to discuss an STI and HIV with a health care provider. Tie the discussion into the F-T-D Framework.

- **This was a great exchange of information. Now I have a question for the group. What would be your response to this question: “Someone infected me with HIV. Why should I worry about infecting another person?”**

Facilitate a group discussion. Try to identify what participants think about taking responsibility toward safer sex.



Point to the Feeling Thermometer wall chart and obtain reading.

- **That was a very good exercise. We reviewed some information that is really important for staying healthy.**
- **This is an excellent group. I'm glad to be a part of it.**



## Activity 3: How Can I Protect Myself and Others?

### Time

- 30 minutes

### Activity Materials

- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Feeling Thermometer
- Wall Chart: SMART Problem-Solving Steps

### Facilitators' Note

Personal responsibility is linked to the Ideal Self. Participants increase their ability to use the Ideal Self and the SMART Problem-Solving Steps when making decisions about decreasing or eliminating risky behaviors. Role playing is the approach used.

### Personal Responsibility

Introduce a discussion of personal responsibility.

- **Now it's time to take this information to a higher level.**
- **It's one thing to know information that can keep you healthy. It can be really hard sometimes to put knowledge and good intentions into action.**
- **The dilemma is: as a person living with HIV, how are you going to express yourself sexually and protect others at the same time?**
- **This issue is really important. As we heard in the last activity, there are a lot of opinions about topics like re-infection, unprotected sex between two HIV-positive individuals, and the impact of successful treatments.**

Use the questions to facilitate a discussion with participants.

- **You may have questions like:**
  - **How would I go about deciding what to do to keep myself and other people healthy?**
  - **What are my concerns as I think about ensuring that sexual situations are safe for me and my partner?**
  - **What goes into deciding whether to disclose to someone about being HIV-positive and whether to use condoms?**
  - **Is there a right thing to do?**

## Ideal Self

Introduce using your Ideal Self to protect oneself and others against STIs.

- **Your Ideal Self can help you find answers to questions like this. Thinking about your Ideal Self can help with healthy decisions about how to protect yourself and other people in sexual situations.**
- **Remember the Ideal Self is the image we have of ourselves as we would like to be at our very best.**



## Unscripted Role Play: Using Your Ideal Self

Introduce role playing.

- **I would like us to practice using your Ideal Self to protect yourselves and others against STIs. I will describe the situations in a minute.**
- **In these role plays, I'm going to ask the players to tell me some of the characteristics or traits of the Ideal Self of the person they are playing.**
- **Do you have any questions?**

Answer any questions. Put two chairs in the middle of the room. Choose the role play scenarios that are most relevant to your participants and their life experiences. If these scenarios do not meet the needs of your participants, develop an appropriate one. Describe the scenario you have chosen to the participants and request volunteers for the role play.

### Scenario 1

You have decided that at this point in your life abstaining from sex is best for you. You have developed a romantic interest in another person. You've gone on several dates and things have gone a bit farther than you would like. Your partner would like to go even further. You're conflicted about making a decision. Tonight you are having a discussion about the sexual future of this relationship. You want to resolve this dilemma and maintain your relationship.

### Scenario 2

You're doing very well on treatment and have consistently had an undetectable viral load. You've been quite open to your uninfected partner about your HIV status. Unprotected intercourse is really important to your partner, who has made this an "either or" condition for your relationship. You're conflicted about making a decision. Tonight you are having a discussion about the sexual future of this relationship. You want to resolve this dilemma and maintain your relationship.

### Scenario 3

You've met a new romantic interest at a social group for other HIV-positive young adults. You've really hit it off at the party. The evening has the potential for the two of you ending up in a sexual situation together. If the evening includes sex, you want to ensure it includes using condoms with this partner. Your partner has no problems with unprotected sex with other positive individuals. You're conflicted about making a decision. How will you resolve this dilemma?

### Scenario 4

Since you've found out you're HIV-infected you have always used condoms with your partners. You're proud of this and the fact that you usually tell them about having HIV. You've met a new person and the evening may end up in a sexual situation. You doubt that any relationship will develop. You think that since you're going to be safe there is no need to disclose your HIV status. Besides, you're not being asked about it. You find yourself questioning whether or not to disclose your status. How does the evening end up?

- **Who would like to volunteer for the first role play? I need two people.**

Identify two volunteers.

- **The rest of you will be observers. I'd like each of the observers to keep track of different aspects of the role play.**

Ask different observers each to pay attention to a specific part of the exchange.

To the observers:

- **Facial expressions of the person doing the telling: Do the facial expressions of the person doing the telling seem consistent with what is being said?**
- **Facial expressions of the person being told: What is reflected in the facial expressions of the person being told?**
- **Eye contact: Are both making direct eye contact, or does one or the other look away? Do you think this is appropriate given the situation?**
- **Gestures: Do their hand movements or body movements tell a part of the story? What can you read into their gestures?**

## Role Play - *continued*

- **Feelings expressed:** Do the feelings that are being expressed by each person seem reasonable for the situation? How can you tell what feelings are being expressed?
- **Voice:** How do the voices reinforce or contradict what is being said? Is the volume appropriate for the setting that has been described as well as what is being said?
- **Words used:** Do the words spoken help with the message or could it be said differently to get the feeling across better?
- **Conflicts and similarities between the Ideal Self and what the player actually says and does.**
- **Identify any opportunities for problem-solving.**

To everyone:

- **OK, before we start the role play I want the players to describe the traits of the Ideal Self of the person they are playing.**

Do the role play for about 4 to 5 minutes. If the main player gets stuck trying to resolve his or her dilemma, suspend the role play temporarily and use the SMART Problem-Solving Steps to come up with a possible action.

- **Thank you for a great performance!**

Give Thanks Tokens to the players.

- **Now let's get some feedback.**

Point to the Feeling Thermometer wall chart and obtain reading.

- **To main player:** Please tell us how you felt during the role play. Also tell us what one thing you did that you liked, and what one thing you would have done differently if you were to do it again.
- **To the potential sex partner:** How did you feel during the role play? What was one thing your partner did that you liked? What one thing would you have done differently if you had played his or her role?



- **To main player: Were there any conflicts between the traits of your Ideal Self and what you wanted to do, or ended up doing? How did thinking about your Ideal Self help you reach the decision that you did?**
- **To the observers: What did you notice about the players during the scene? Was there anything you noted about the things you were asked to pay attention to?**
- **Were there opportunities for problem-solving? If so, what were they?**

Obtain feedback and encourage discussion.

Look for concerns about:

- Using the Ideal Self in ethical decision-making.
- Letting others know your status.
- Feelings of hopelessness.
- Not being able to deny one's status.
- Conflict between protecting oneself versus helping others.

Identify possible issues for problem-solving:

- Nervousness about talking about sex
- Conflicts between wanting to be caring and responsible, but at the same time depriving oneself and a partner of a type of enjoyable sex.

Using other scenarios, do one or two additional role plays. After each role play obtain feedback from volunteers.

Give out Thanks Tokens.

- **This was a great discussion.**



## Weekly Goal Setting and Conclusion

### Time

- 20 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Easel Paper
- Lottery prize
- Markers and masking tape
- Pens
- Wall Chart: Guidelines to Good Weekly Goals
- Weekly Goal Cards

### Review of Session Content

Review today's session.

- **Today we talked about some of the issues associated with protecting one's self and others to exposure to HIV and other STIs. We thought about some of the things that motivate us to practice healthy behaviors. We reviewed some important information about HIV and STIs. We thought about how our Ideal Self might react in various settings that could lead to HIV or STI exposure and problem-solved some situations using the SMART Problem-Solving Steps.**

### Review of Goal Guidelines

Review and discuss wall chart Guidelines for Good Weekly Goals.

## Suggestions for Weekly Goals

List examples of possible goals on Easel Paper.

- **Some examples of possible goals for this week could be to:**
  - 1. List three activities that promote health that you personally enjoy doing and commit to doing one of them in the next week.**
  - 2. Make a list of the things you are willing to do and not do to protect yourself from exposure to HIV and other STIs.**
  - 3. List all of the reasons why protecting yourself and other people from HIV and other STIs is important to you.**
  - 4. With a friend, practice stating your sexual limits (e.g., abstinence, condoms, etc.) with a romantic partner.**
  - 5. Write a story or poem about how you would like to protect your body and keep it healthy.**

## Individual Goal Setting

Distribute goal cards.

Have participants define goals and action plans and record on goal cards.

## Prize Drawing and Closing

Draw for a prize and conclude session.

**End of Session**





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## Required Materials for Session Five

### Handouts to be Reproduced

- Sexual Health Questions
- SMART Problem-Solving Steps
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards

#### Appendix C

- Thanks Tokens (20 per person)

#### Appendix D

- Sexual Health Questions

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prizes
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens



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# Sexual Health Questions

**Q: I'm already infected with HIV. Why do I need to worry about safer sex?**

A: There are several reasons why people living with HIV need to be concerned about safer sex. These reasons include:

- HIV only can be transmitted by people living with HIV.
- People living with HIV can be re-infected with another strain of HIV through unprotected sex. The long-term consequences of re-infection remain unknown.
- Unprotected sex can lead to exposure to strains of HIV that are resistant to HIV medication. Being re-infected with a drug-resistant strain of HIV may complicate treatment.
- HIV infection does not protect against other STIs. Unprotected sex can expose a person to other STIs. Individuals co-infected with HIV and an STI are more likely to transmit both than individuals who are not infected.
- If you have drug-resistant virus and infect another person, they will also have drug-resistant virus. This will complicate treating their infection.

**Q: If my partner and I already have HIV, do I need to worry about safer sex? Why?**

A: Yes. If your partner also has HIV, you still need to be concerned about having safer sex because:

- The two of you may be infected with different strains of HIV. There are cases of individuals being re-infected with a different strain of HIV.
- Your partner may have a strain of virus that is resistant to some HIV medications.
- You may become infected with a drug resistant virus. Drug resistant HIV could complicate your care and limit treatment options.
- You or your partner may have an STI. STIs can be transmitted between two HIV-positive partners who have unprotected sex.

**Q: My viral load has been undetectable for some time. If I choose to have sex, do I need to worry about transmitting HIV to another person?**

A: Yes, even with an undetectable viral load you need to be concerned with HIV transmission.

- Viral load tests are usually performed on blood samples. The genital tract and its fluids are a separate system. Semen and vaginal secretions may have a higher viral load than blood. Therefore, undetectable viral load in the blood doesn't mean the same for the genital tract.
- Having an undetectable viral load is not a guarantee that HIV transmission won't occur.

*...continued*



**Q: What are the symptoms of STIs?**

A: Each STI is a separate disease and has its own symptoms.

- A sore in the genital area, painful urination, or a strange discharge could be signs of an STI. However, some people are infected with an STI without having any symptoms. Only testing by a health care provider can diagnose an STI.
- You may be infected and not have symptoms. If you are sexually active, ask your health care provider about how frequently you should be tested for STIs.
- Being knowledgeable about STIs, talking with your health care provider about STIs, and getting tested can help lower your Feeling Thermometer.
- STIs can be prevented by abstaining from sexual activity, being faithful to a single sexual partner who is faithful, or using condoms consistently and correctly. Vaccines which prevent transmission of Hepatitis A and B are available.

**Q: Most STIs can be cured. So, what's the big deal about STIs?**

A: HIV infection can make it easier to transmit STIs, resulting in more infections.

- STIs can also make it easier to transmit HIV, resulting in more new infections, re-infections, and drug resistant virus.
- Being able to avoid STIs or being able to get tested and treated early could be very important to your overall health and well being.
- Left untreated, some STIs can have very serious consequences for your health.
- Some STIs, such as herpes, genital warts (human papilloma virus), and hepatitis B, are not curable.

**Q: For people living with HIV, what are the best methods for HIV prevention?**

A: For people living with HIV, abstinence and using condoms are the best methods for HIV prevention.

- Being faithful to another person is very important. Both partners do not have to worry about infection as a result of any other current partners outside the relationship.
- If one or both partners are living with HIV, being faithful alone will not prevent HIV infection. Condoms must be used.



# SMART

## Problem-Solving Steps

**S** = State the problem.

**M** = Make a goal.

**A** = Actions - List the actions you might take.

**R** = Reach a decision about which actions you could take.

**T** = Try it and review it.





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# Weekly Goal Cards

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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# Staying Healthy Module | Session Six

## Partnering in My Care and Treatment

(2 hours)

### Session Aims

- To learn key components of assertive behavior and communication.
- To practice assertive communication with health care providers.
- To learn and practice a relaxation technique.
- To learn rights and responsibilities of people living with HIV.
- To learn and practice additional strategies that promote a productive patient-provider relationship.

### Facilitators' Notes

- The Feel-Think-Do concept is reinforced by using the Feeling Thermometer (awareness and regulation of feelings), personal goal setting, and the use of assertive behavior and communication.
- Facilitators should have knowledge of the rights and responsibilities of people living with HIV.
- Facilitators should be familiar with aggressive, passive, and assertive communication.
- Practice the session before implementing with participants.
- Read the script until you become comfortable with the content. Once you become comfortable with the content, you should summarize the activities and information in your own words.
- In the manual **bold** text means to read or convey the information to the participants.



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# Session Agenda

## Partnering in My Care and Treatment

- Introduction and Check-In.
- How Can I Use Assertive Behavior and Communication Skills with My Health Care Provider?
- How Can I Relax?
- Rights and Responsibilities of People Living with HIV.
- How Can I Promote Productive Relationships with My Health Care Providers?
- Weekly Goal Setting and Conclusion.

## Summary of Activities:

### **Introduction and Check-In.** (15 minutes)

- Welcome participants and have them introduce themselves. Discuss Thanks Tokens. Review session ground rules. Review progress on weekly personal goals.

### **Activity 1: How Can I Use Assertive Behavior and Communication Skills with My Health Care Provider?** (40 minutes)

- Participants identify the key components of assertive behavior and communication and learn the difference between aggressive, assertive, and passive communication styles. Review guidelines for communicating assertively with health care providers and practicing the skill and the techniques used.

### **Activity 2: How Can I Relax?** (10 minutes)

- Participants do a relaxation activity to learn how to reduce stress and lower their Feeling Thermometer reading.

### **Activity 3: Rights and Responsibilities of People Living with HIV.** (15 minutes)

- Participants use guidelines to review their rights and responsibilities, as people living with HIV. In pairs and with the group, they discuss their level of comfort around their rights and responsibilities.

### **Activity 4: How Can I Promote Productive Relationships with My Health Care Providers?** (20 minutes)

- Participants increase their ability to communicate assertively with health care providers. They review guidelines for effective partnering and role play scenarios.

### **Weekly Goal Setting and Conclusion.** (20 minutes)

- Set weekly personal goals. Conduct lottery and obtain session feedback.

## Required Materials for Session Six

### Handouts to be Reproduced

- Breathing Relaxation Exercise
- Guidelines for Being a Partner in Your Medical Care
- Guidelines for Effective Assertive Behavior and Communication with Health Care Providers
- Rights and Responsibilities of People Living with HIV
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix H

- Facilitator Role Play Script: The Next Appointment

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prize
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens

## Introduction and Check-In

### Time

- 15 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Laminated Cards: Thanks Tokens
- Lottery tickets
- Wall Chart: Feeling Thermometer
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

### Welcome

Welcome participants, introduce today's session, describe prize drawing and hand out lottery tickets.

- **Today we are going to focus on ways to develop and maintain effective and productive communication with health care providers.**
- **Today we're also going to talk about a few techniques that can promote effective partnerships with them.**
- **We will get to that in a few minutes.**

## Lottery Tickets

Distribute lottery tickets and explain how they are used.

- **There will be a prize drawing at the end of the session, and I'm going to hand out lottery tickets for that now. We do the lottery to recognize that you're doing something great by attending this session. Hold on to your ticket, and we'll have a drawing when the session is over.**

## Thanks Tokens

Describe use of Thanks Tokens and distribute 20 to each participant.



## Session Ground Rules

Review Ground Rules wall chart and ask for additions.

## Weekly Goal Review

Review participants' progress in achieving weekly goals from prior session.

Point to the Feeling Thermometer wall chart and obtain reading. Encourage sharing of discomfort levels experienced in weekly goal activity.



## Session Preview

Summarize the content of today's session and answer questions.

- **Now let's talk about what we are going to do today.**
- ***Staying Healthy* is a module in which we will look for links between feelings, thoughts, and actions. Why feelings, thoughts and actions? Learning about these components of ourselves can help us to live long, healthy lives with HIV, and also keep other people uninfected.**
- **Over the eight sessions of *Staying Healthy*, we hope to work on increasing behaviors that promote:**
  - **Healthy living.**
  - **Dealing with the challenges of daily living.**

## Session Preview - *continued*

- Increasing positive feelings, thoughts, and actions.
- Reducing sexual and drug-related risks for HIV.
- Today we're going to focus on establishing and maintaining productive relationships with health care providers. First we're going to reflect on different communication styles. Then we're going to focus on using assertive behavior and communication to help articulate our needs and obtain the desired results.
- All of us are patients at some point in our lives. As patients, we have rights and responsibilities. We're going to spend a little time reflecting on what those rights and responsibilities are for people with HIV.
- We're also going to focus on other ways to build strong working relationships with your health care providers.
- In addition, we will spend some time learning and practicing another brief relaxation technique.
- After today's group ends, you will have some practical skills that will keep you communicating effectively with your health care providers.
- Are there any questions?

Give Thanks Tokens as appropriate, if there is any more discussion.



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## Activity 1: How Can I Use Assertive Behavior and Communication Skills with My Health Care Provider?

### Time

- 40 minutes

### Activity Materials

- Easel Paper
- Handout: Guidelines for Effective Assertive Behavior and Communication with Health Care Providers
- Laminated Card: Facilitator Role Play Script: The Next Appointment
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Participants identify the key components of assertive behavior and communication and learn the difference between aggressive, assertive, and passive communication styles. After reviewing guidelines about how to communicate assertively with health care providers, they practice the skill.

### Different Communication Styles

Introduce different communication styles.

- **We want to begin discussing communication styles.**
- **Sometimes we have communication with people that does not go well. Can you think of a recent example of trying to communicate with another person that did not go well? It can be communication with your parent, a friend, at work or school, the clinic, or anywhere. What we're looking for is a conversation or situation that really didn't go as you would**

**have liked it to go. On the Feeling Thermometer, this would be a situation that put you at a 60 or above.**

- **Is there someone who would like to volunteer?**

Ask the volunteer to describe the situation. Ask participants to identify a situation that happened in the last 60 days. Ask questions to clarify as needed.

Point to the Feeling Thermometer wall chart and obtain reading.

- **What was your Feeling Thermometer reading during this situation? Remember, 100 means you felt extremely uncomfortable, and zero means you did not feel uncomfortable at all.)**

Ask questions of the participant who volunteered the example:

- **What was the tone of voice by the parties involved? Did their voices get louder or softer?**
- **What posture(s) did the parties involved assume during the incident?**
- **What was your breathing like?**
- **Was your heart beating fast?**
- **Was eye contact maintained?**
- **How did the rest of your body feel during the incident?**
- **Were there other non-verbal signals communicated?**
- **How did you feel when it was over?**
- **Did the interaction get you what you wanted?**

Give out Thanks Tokens to those who participate in the discussion.

If the example did not illustrate components of aggressive communication, then ask for one or two additional examples and repeat the above questions.

Post three sheets of Easel Paper. Write Aggressive, Assertive, and Passive—one on each sheet of Easel Paper.

- **Communication can be one of three types: aggressive, assertive, or passive.**
- **First, let's talk about aggressive and passive communication.**



## Aggressive Communication

Choose an example given that illustrates aggressive communication. Define aggressive communication.

- **Think about the example(s) just volunteered by <name of participant(s)>. What type of communication was that?**
- **Aggressive communication involves hostile, unfriendly, or destructive words.**
- **Who else has had experiences of communication that was aggressive?**
- **Where do you think your Feeling Thermometer reading was during aggressive communication?**



Give Thanks Tokens.

List characteristics of aggressive communication.

- **What are some of the characteristics of aggressive communication.**

On the Easel Paper labeled Aggressive, record characteristics of aggressive communication generated by the group.

Give Thanks Tokens.

- **Let's discuss passive communication.**

## Passive Communication

Define passive communication

- **Passive communication is responding meekly without objection or resistance.**
- **Can anyone share an experience you've had with passive communication?**

Give Thanks Tokens.



Ask the following series of questions of the participant volunteers. On the Easel Paper labeled Passive, record characteristics of passive communication generated by the group.

- **When using passive communication,**
  - **Where were you on the Feeling Thermometer?**
  - **What tone of voice did you use?**
  - **How was the volume?**
  - **What posture did you have?**
  - **What was your breathing like?**
  - **Did you make eye contact?**
  - **What was your pulse like?**
  - **Were there other non-verbal signals during the communication?**
  - **How did the rest of your body feel?**
  - **What was your Feeling Thermometer reading when it was over?**
- **Thanks for sharing.**

Give out Thanks Tokens.

If the example did not illustrate components of passive communication, then ask for one or two additional examples and repeat the above questions.

Make the point that very low or very high readings on the Feeling Thermometer may lead to passive behavior and communication.



## Illustrating the Differences Between Passive and Aggressive Communication

Use the sentence “I want you to stop that.” to illustrate the difference between assertive and passive communication.

- **When you’re using passive communication, what would the sentence “I want you to stop that.” sound like? Would someone please volunteer to say “I want you to stop that.” in a passive tone? Remember that passive means being meek.**

Assist participants in using a passive tone to say “I want you to stop that.”

Give Thanks Tokens.

- **How does “I want you to stop that.” sound when it’s communicated aggressively? Will someone please volunteer to say “I want you to stop that.” in an aggressive way? Remember that aggressive means being hostile.**

Guide participants to shouting out a strong, aggressive sound.

Give Thanks Tokens.

- **Great! Do you all see the difference?**
- **Aggressive and passive communication are not the most effective styles of communicating. However, there are times when they are appropriate.**

## Appropriate Aggressive and Passive Communication

Ask participants to identify when aggressive and passive communication is appropriate.

- **Are there situations when aggressive communication is appropriate?**
- **Are there situations when passive communication is appropriate?**

Engage the participants in a discussion. Give out Thanks Tokens.



## Assertive Communication

Introduce assertive communication.

- **Now, we will discuss the third type of communication, assertive communication. This is the type of communication that is generally most effective. We hope you will use it daily.**
- **We will start by giving you a simple definition of assertiveness.**

On the Easel Paper labeled Assertive, write out the definition as you give it.

- **Assertiveness means standing up for your own needs while also being concerned and respectful about the needs of the other person.**
- **What makes assertive communication an especially effective means of relating with another person? Standing up for your own needs in a clear and respectful way will:**
  - 1. Increase the chance that you will get what you want.**
  - 2. Boost the chance you will stay safe and reach your life goals.**
- **<Name of Co-Facilitator> and I would like to give you an example of a person with HIV making a doctor's appointment. Please listen and evaluate if this is assertive communication or not. Does the patient stand up for his or her own needs while also being concerned and respectful about the needs of the other person?**

The two Facilitators read the script of The Next Appointment role play.

## Scripted Facilitator Role Play: The Next Appointment

### The Next Appointment

Receptionist: Your next appointment will be on Friday at 8:30 am.

Patient: *I can't come at that time. I need a Wednesday appointment in the afternoon.*

Receptionist: Look, we are trying to squeeze you in.



### The Next Appointment - *continued*

*Patient: I appreciate that. Wednesday is the best day for me.*

Receptionist: The doctor isn't here then. He's always off on Wednesday afternoon.

*Patient: OK, so, he's off on Wednesdays. I'm sure he needs a rest. Well, Monday is the next best day for me - mornings.*

Receptionist: I'd have to check on that. A lot of people who have problems over the weekend want to come in on Monday mornings.

*Patient: I feel frustrated not being able to get a time that is good for both of us.*

Receptionist: Well, all right. We'll make it on Monday the 22nd at 9 in the morning.

*Patient: Thank you. I feel better. That's good. I'll see you on Monday the 22nd.*

The End

### Group Discussion of Role Play

Have the group discuss the role play.

- **Was this an example of assertive communication?**
- **What made it so?**

Throughout the discussion, acknowledge and give Thanks Tokens to participants as they contribute and share.



## Being Assertive with Health Care Providers

Distribute the Guidelines for Effective Assertive Behavior and Communication with Health Care Providers handout. Review its content with participants and answer questions.

- **Where do you need to be on the Feeling Thermometer to be assertive?**
- **What type of communication best expresses your ideal Self?**
- **These are some essential components to assertive communication. I am going to distribute a handout on the Guidelines for Effective Assertive Behavior and Communication with Health Care Providers. This handout summarizes our discussion of assertive communication. This is for your future reference.**
- **Do you have any questions about assertive communication?**

Answer questions. Give Thanks Tokens.

## Use Role Plays to Practice Assertive Communication

### Facilitators' Choice

If the group is large enough, divide the group in two. One Facilitator goes with each half. In each group, identify a pair of participants to do the role play. The pair role plays the scene while the other participants are observers. A second role play is included if there is time for both.

- **I'd like two volunteers to act out a role play practicing assertive communication.**

Identify a pair of participants to do the role play. One participant plays the patient; the other plays the nurse.



## Use Role Plays to Practice Assertive Communication - *continued*

Provide the following scenario to your volunteers.



### Role Play #1: At the Doctor's Office

To the Patient:

- **You have been sitting in the waiting room for an hour.**
- **Your appointment was for 2:45 and it is now 3:45.**
- **You are bored and restless.**
- **It seems to you that patients who came after you have been taken ahead of you.**
- **Also you have been getting more colds recently and think the doctor needs to know. You are worried this could indicate an increase in your viral load.**
- **Your goal is to get in and see the doctor as soon as possible.**

To the Nurse:

- **It has been a very busy day.**
- **The doctor is running late.**
- **He told you he was late starting because he had an emergency at the hospital.**
- **Your policy is to stay with the appointment schedule.**
- **Your goal is to balance the patients' and the doctors' needs.**

To the Observers:

- **The rest of you will be observers. I'd like each observer to keep track of a different aspect of the role play.**

Ask observers to pay attention to a specific part of the exchange.

To the observers:

- **Facial expressions of the person waiting to see the doctor: Do the facial expressions of the person waiting seem consistent with what is being said?**
- **Facial expressions of the nurse: What is reflected in the facial expressions of the nurse?**
- **Eye contact: Are both making direct eye contact, or does one or the other look away? Do you think this is appropriate given the situation?**
- **Gestures: Do their hand movements or body movements tell a part of the story? What can you read into their gestures?**
- **Feelings expressed: Do the feelings that are being expressed by each person seem reasonable for the situation? How can you tell what feelings are being expressed?**
- **How do the voices reinforce or contradict what is being said? Is the volume appropriate for the setting that has been described as well as what is being said?**
- **Words used: Do the words spoken help with the message or could it be said differently to get the feeling across better?**
- **OK, go ahead and start the first role play.**

Allow a few minutes for the role play. When it is finished, obtain feedback.

- **Now I would like some feedback for the person playing the patient.**

Point to the Feeling Thermometer and obtain a reading.

To the Patient:

- **What was your reading on the Feeling Thermometer? Remember, 100 means you felt extremely uncomfortable, and zero means you did not feel uncomfortable at all. What was one thing that you did that you liked and one thing that you would do differently?**

Point to the Feeling Thermometer and obtain a reading.



## Use Role Plays to Practice Assertive Communication - *continued*

To the Nurse:

- **What was your reading on the Feeling Thermometer? Remember, 100 means you felt extremely uncomfortable, and zero means you did not feel uncomfortable at all. What was one thing that the patient did that you liked and one thing that you would have done differently if you had been the patient?**

Obtain feedback from the observers.

To the Observers:

- **What did you notice about the players during the scene? Was there anything you noted about the things you were asked to pay attention to? What was one thing that the patient did that you liked and one thing that you would have done differently if you had been the patient?**

Give Thanks Tokens.



### Role Play #2: In the Waiting Room

- **Now let's have a second pair do another role play. Are there any volunteers to play the patient and the nurse?**

Give instructions to the players.

- **Here are the instructions to the patient.**

To the Patient:

- **You are at the doctor's office and were told to take off your clothes and put on this little paper gown, which is open up the back.**
- **You are sitting there alone in this little examining room, and you begin to feel cold.**
- **It is chilly in there.**
- **Your goal is to get warmer.**

Here are the instructions to the nurse.

To the Nurse:

- **Sometimes patients complain of being cold while sitting undressed in their paper gowns which are open at the back.**
- **You don't control the heat in the building and cannot turn it up.**
- **You have no blankets.**
- **You feel sorry for the patients.**
- **Your goal is to make sure that the cold is not seen as your fault.**

Here are the instructions to the Observers.

To the Observers:

- **Each observer will focus on something different.**
- **You watch facial expressions, watch eyes, watch posture, listen to the voice, listen to the words, and watch gestures.**
- **Let's do the role play.**

Allow a few minutes for the role play. When it is finished, obtain feedback.

- **Now I would like some feedback for the person playing the patient.**

Point to the Feeling Thermometer and obtain a reading.

To the Patient:

- **What was your reading on the Feeling Thermometer? What was one thing that you did that you liked and one thing that you would do differently?**

Point to the Feeling Thermometer and obtain a reading.

To the Nurse:

- **What was your reading on the Feeling Thermometer? What was one thing that the patient did that you liked and one thing that you would have done differently if you had been the patient?**



## Use Role Plays to Practice Assertive Communication - *continued*

Obtain feedback from the observers.

To the Observers:

- **What did you notice about the players during the scene? Was there anything you noted about the things you were asked to pay attention to? What was one thing that the patient did that you liked and one thing that you would have done differently if you had been the patient?**

Give out Thanks Tokens.

Bring the groups back together.

- **This was a wonderful activity. This is a very impressive group!**



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## Activity 2: How Can I Relax?

### Time

- 10 minutes

### Activity Materials

- Handout: Breathing Relaxation Exercise

### Facilitators' Note

Participants do a relaxation activity to learn how to reduce stress and feel more relaxed.

A participant who feels relaxed and comfortable may have a lower Feeling Thermometer reading and may have more helpful thoughts and actions.

### Breathing Relaxation Technique

Introduce the Breathing Relaxation Exercise.

- **We worked hard practicing assertive communication.**
- **Now we'll use a relaxation activity to help reduce stress and feel more comfortable. A person who feels relaxed and comfortable may have a lower Feeling Thermometer reading and more helpful thoughts and actions. They may make better disclosure decisions about working with their health care providers as a team.**
- **Let's take about ten minutes to learn and practice a relaxation technique.**
- **Learning how to relax and doing it on a regular basis is a really important strategy for staying healthy.**
- **The relaxation technique I'm going to describe involves controlling your breathing. It's a little different from the other techniques that use muscle groups or imagination that we focused on in previous sessions.**

- **One of these may work better for you than the other two. Try using these on your own to determine which one relaxes you best.**
- **So let's focus on this and begin.**

Pause for 30 seconds of peace and calm.

Begin the relaxation exercise by having participants assume a comfortable position in their chairs.

## Breathing Relaxation Exercise

**Get in a comfortable position.**

**Begin by watching your breath. PAUSE.**

**Just let it come and go naturally. PAUSE.**

**In—Pause—and out. PAUSE.**

**In—Pause—and out. PAUSE.**

**Continue to breathe slowly in and out, while you listen to me.**

**Your abdomen is the balloon where your breath is stored.**

**Put your hand right below your belly button and feel it move up as you take in air.**

**Feel your hand rise. PAUSE.**

**Feel your hand go down as you let the air out. PAUSE.**

**In—Pause—and out. PAUSE.**

**In—Pause—and out. PAUSE.**

(Participants will only feel the following if they are breathing properly and using their entire diaphragm.)

**With your thumb still centered near your belly button, lift the rest of your hand in the air and feel it swing back and forth like a gate as you breathe.**

**In and out. PAUSE.**

**In and out. PAUSE.**



## **Breathing Relaxation Exercise - *continued***

**Lay your hand back down on your abdomen. Now, I want you to start counting your breath.**

**Out on one. *PAUSE.***

**In on two. *PAUSE.***

**Out on three. *PAUSE.***

**In on four. *PAUSE.***

**Out on five. *PAUSE.***

**In on six. *PAUSE.***

**Out on seven. *PAUSE.***

**In on eight. *PAUSE.***

**Out on nine. *PAUSE.***

**And in on ten. *PAUSE.* Back to one.**

**Out on one.**

**Keep it going.**

**If a thought gets you off count, go back to one.**

**If thoughts enter your head, that's ok.**

**Don't try to stop them. *PAUSE.***

**Hear them and let them go. *PAUSE.***

**Don't talk with them. *PAUSE.***

**Just keep breathing and counting. *PAUSE.***

**Do it on your own. *LONG PAUSE (about 45 seconds)***

**Yawn and stretch.**

- **That was very good.**

Point to the Feeling Thermometer and obtain a reading.

- **How do you feel now?**

Distribute a copy of the Breathing Relaxation Exercise.

- **Here is a copy of the Breathing Relaxation Exercise. Please try practicing it during the coming week.**
- **If it did not work for you and you did not find it helpful, we will try other activities in future sessions.**
- **Many people find this type of activity really helpful when they need to relax.**
- **Let's try to keep this relaxed feeling as we explore the rights and responsibilities of people living with HIV.**



## Activity 3: Rights and Responsibilities of People Living with HIV

### Time

- 15 minutes

### Activity Materials

- Handout: Rights and Responsibilities of People Living with HIV
- Laminated Cards: Thanks Tokens
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Participants use guidelines to review their rights and responsibilities as people living with HIV who are in medical care.

## Rights and Responsibilities of Being a Patient

Use a fact sheet to review the rights and responsibilities of being a patient.

- **People living with HIV and in medical care have particular rights and responsibilities. I'd like to go over a handout that lists many of them for you.**

Distribute Rights and Responsibilities of People Living with HIV handout. Do not read this to participants.

## Rights and Responsibilities of People Living with HIV

Have different participants take turns reading the individual points out loud. Briefly comment on each point, and clarify or answer questions as necessary.

- **You have certain rights as a patient. I'd like each of you to read one of the rights listed on the handout you just received.**
  - You have the right to the best medical treatment possible. You have the right not to be discriminated against based on your gender, sexual orientation, religion, ethnic or national origin, source of payment, or history of drug use or of incarceration.

- You have the right to know about your medications, what they do and their side effects. Ask your health care provider or pharmacist about side effects.
  - You have the right to choose a health care provider who works with you on your terms.
  - You have a right to answers in words you understand.
  - You have the right to refuse treatment or tests at any time.
  - You have the right to disagree with your health care provider or to get a second opinion.
  - You have the right to be treated with respect.
  - You have the right to take anyone with you when you talk with your health care provider.
  - You have the right to complete confidentiality.
  - You have the right to choose the best medical care for you.
  - You have the right to change medical providers.
- **You also have certain responsibilities as a patient:**
- You have the responsibility to be completely honest with your health care provider. Tell your provider about all medications, alternative treatments, and vitamins you're taking. Tell your provider about any allergies you have, and any alcohol or recreational or party drugs you use. Professionals have an ethical obligation to keep confidential information confidential.
  - You have the responsibility to listen to what your health care provider says.
  - You have the responsibility to treat your health care provider with respect.
  - You have the responsibility to tell your health care provider when you aren't doing or taking something that was prescribed. You should tell your provider why.
  - You have the responsibility to ask questions until you understand.

## Rights and Responsibilities of Being a Patient

*- continued*

- **Are there any questions or comments?**

Answer any questions. Process all comments. Give out Thanks Tokens.

Have participants divide into pairs.

- **I'd like you to divide up into pairs. Please choose a partner that you don't know well.**

Guide participants into a discussion.

- **Now that you have formed into pairs, I would like you to discuss the following three questions:**

- 1. What bullet point are you most comfortable with?**
- 2. What bullet point are you most uncomfortable with?**
- 3. How can you increase your level of comfort?**

After two or three minutes, bring the participants back into the group. Have them share their views.

- **Would a pair like to share with the group the things that they were most comfortable with?**
- **Would another pair like to share the things they were most uncomfortable with?**
- **What things do you think could be done to increase your level of comfort?**

Discuss and give out Thanks Tokens.

- **I'd like you to keep a copy of this handout and take it home for future reference.**



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## Activity 4: How Can I Promote Productive Relationships with My Health Care Providers?

### Time

- 20 minutes

### Activity Materials

- Easel Paper
- Handout: Guidelines for Being a Partner in Your Medical Care
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Feeling Thermometer
- Wall Chart: SMART Problem-Solving Steps
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Participants increase their ability to communicate assertively with health care providers. They review guidelines for effective partnering and role play scenarios.

## Strategies to Promote Productive Partnerships with Health Care Providers

Introduce strategies to promote productive partnerships with health care providers.

- **We've spent some time talking about assertive communication. Let's brainstorm some additional strategies that will promote productive relationships with health care providers.**

## Facilitators' Note

In this activity, Facilitators have a choice of sharing a personal example, if they feel it will advance the group discussion.

- **What are some ideas you have about developing productive relationships with your providers? Who would like to share them with the group?**

Write the examples that participants volunteer on Easel Paper.

- **Those were very helpful comments.**

Give out Thanks Tokens.

Distribute the Guidelines for Being A Partner in Your Medical Care handout and use it to summarize the discussion.

- **Here are some suggested guidelines for being a partner in your medical care. They are for you to take home and to refer to in the future.**

## Unscripted Role Play: Being A Productive Partner in One's Health Care

Introduce the role play. Identify one participant to play the role of patient. Obtain a volunteer.

- **Now let's take some time to practice how you can be a partner in your health care. Let's do a role play. Who would like to help me with the role play? I need one volunteer.**
- **The goal of the patient you are playing is to get his (or her) question(s) answered or to get his (or her) point across.**
- **The goal of the health-care provider that I am playing is to give the patient whatever information he (or she) thinks the patient can handle.**
- **The rest of you will be observers.**



## Unscripted Role Play - *continued*

The following is a list of possible issues, questions, or concerns that the patient may bring to the health-care provider:

- Getting information about a new medication the doctor wishes to prescribe.
- Making a second request to a receptionist for a copy of the patient's medical records.
- Stopping medications because the side effects seem too harsh.
- Following up on a viral load test result with a nurse who is too busy to check the patient's chart.

Choose one of these situations, describe it to the participant playing the role of the patient, and do the role play for about four minutes.

Help participants use an assertive communication style (e.g., "I" statements, be respectful, and say why it is important).

Assess whether the patient modeled the guidelines of assertive communication by asking the observers:

- **Did the patient ask questions?**
- **Did the patient clarify?**
- **Did the patient stick with it?**
- **Did the patient stay firm?**
- **Did the patient make it clear that she or he wanted to be a partner in making decisions?**

Point to the Feeling Thermometer and obtain a reading.

To the Patient:

- **When you played an assertive patient, where were you on the Feeling Thermometer?**

To the Observers:

- **How did you feel during the role plays, and what was your reaction to watching an assertive patient?**



- **Do you think you would have had the same reaction watching an aggressive patient?**

Give out Thanks Tokens.

If time permits, do another role play using another situation.

- **This was a great discussion. There is a lot of wisdom in this group!**



## Weekly Goal Setting and Conclusion

### Time

- 20 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Easel Paper
- Lottery prize
- Markers and masking tape
- Pens
- Wall Chart: Guidelines to Good Weekly Goals
- Weekly Goal Cards

### Review of Session Content

Review today's session.

- **Today we talked about different communication strategies that promote effective partnerships with health care providers. We spent some time practicing assertive communication with health care providers.**
- **We also talked about rights and responsibilities of people living with HIV who are in medical care. Since we worked so hard, we practiced a relaxation technique.**

### Review of Goal Guidelines

Review and discuss wall chart Guidelines for Good Weekly Goals.

## Suggestions for Weekly Goals

List examples of possible goals on Easel Paper.

- **Some examples of possible goals for this week could be to:**
  - 1. Think about your last medical appointment and identify the communication style you employed during it. Make a list of things you could do differently next time to improve your assertiveness.**
  - 2. Make a list of things you would like to communicate to your health care provider on your next visit. The list may include symptoms, questions, concerns, or compliments.**
  - 3. With a friend, role play a conversation you would like to have with your health care provider and have avoided up to this point because of concerns about how it would turn out.**
  - 4. Make a list of situations when you have used aggressive, assertive, and passive communication.**
  - 5. Practice the breathing relaxation technique several times during the coming week.**
  - 6. Use a friend to practice assertive communication related to discussing abstinence or safer sex with someone else.**

## Individual Goal Setting

Distribute goal cards.

Have participants define goals and action plans and record on goal cards.

## Prize Drawing and Closing

Draw for a prize and conclude session.

**End of Session**





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## Required Materials for Session Six

### Handouts to be Reproduced

- Breathing Relaxation Exercise
- Guidelines for Being a Partner in Your Medical Care
- Guidelines for Effective Assertive Behavior and Communication with Health Care Providers
- Rights and Responsibilities of People Living with HIV
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards

#### Appendix H

- Facilitator Role Play Script: The Next Appointment

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prizes
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens



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# Breathing Relaxation Exercise

**Get yourself in a comfortable position.**

**Begin by watching your breath. *PAUSE.***

**Just let it come and go naturally. *PAUSE.***

**In—*PAUSE.*—and out. *PAUSE.***

**In—*PAUSE.*—and out. *PAUSE.***

**Continue to breathe slowly in and out.**

**Your abdomen is the balloon where your breath is stored.**

**Put your hand right below your belly button and feel it move up as you take in air.**

**Feel your hand rise. *PAUSE.***

**Feel your hand go down as you let the air out. *PAUSE.***

**In—*PAUSE.*—and out. *PAUSE.***

**In—*PAUSE.*—and out. *PAUSE.***

**With your thumb still centered near your belly button, lift the rest of your hand in the air and feel it swing back and forth like a gate as you breathe.**

**In and out. *PAUSE.***

**In and out. *PAUSE.***

**Lay your hand back down on your abdomen. Start counting your breath.**

**Out on one. *PAUSE.***

**In on two. *PAUSE.***

**Out on three. *PAUSE.***

**In on four. *PAUSE.***

**Out on five. *PAUSE.***

***...continued***



**In on six. PAUSE.**

**Out on seven. PAUSE.**

**In on eight. PAUSE.**

**Out on nine. PAUSE.**

**And in on ten. PAUSE. Back to one.**

**Out on one.**

**Keep it going.**

**If a thought gets you off count, go back to one.**

**If thoughts enter your head, that's OK.**

**Don't try to stop them. PAUSE.**

**Hear them and let them go. PAUSE.**

**Don't talk with them. PAUSE.**

**Just keep breathing and counting. PAUSE.**

**Do it on your own. LONG PAUSE (about 45 seconds)**

**Yawn and stretch.**

**END**



# Guidelines for Being a Partner in Your Medical Care

## Believe in yourself.

- Your medical care is all about you, and you are worth it. Believe in yourself and your capacity to get what you need.

## Make a plan to succeed.

- The purpose of *Staying Healthy* is making sure that everyone in the group has the skills to make a health plan and to succeed.

## Follow your plan.

- Inform your provider.
  - Tell your health care provider what you think about your situation, e.g., history, symptoms (be specific), allergies, previous illness.
- Question your provider.
  - Make a list of questions.
  - Ask the questions.
- Clarify with your provider.
  - Have the physician explain the situation so that you can understand it.
- Be persistent.
  - Keep asking until you understand, or get what you reasonably want. Be assertive
  - Make it clear you want to be included when important decisions are being made about your care.
- Be cautious.
  - Don't sign consent forms unless you know what they mean.
- Follow-up.
  - Health care providers often say they will do things and then don't carry them out. It may be that they are too busy or the system doesn't work right to help them. It is critical to follow-up and continue requesting that they do what they agreed to.

If at first you don't succeed, try, try again.





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# Guidelines for Effective Assertive Behavior and Communication with Health Care Providers

1. The first component of assertive communication is “What to Say.”
  - Use “I” statement.
    - Put your comments in terms of “I want” or “I need.”
    - DO NOT use “you should.”
    - Let the other person know what you want them to do.
  - State what you do not want.
    - Avoid misunderstandings.
    - Don’t assume another person can read your mind.
2. The second component of assertive communication is “How to Say It.”
  - Say something positive.
    - It puts people in a better frame of mind.
    - They won’t be defensive.
  - Listen to the other person and show you understand.
    - It helps when others think you can put yourself in their shoes.
    - It changes your own point of view.
  - Provide information they need to know.
    - You may know more about what is important than they do.
    - Tell them what you think is important and give them the information they want.
  - State non-hostile feelings. “I feel frustrated because you don’t seem to be listening to me.”
    - If a conversation is not going well with another person, name the feeling, communicate it, and explain it.
    - Anger usually comes after other feelings such as frustration, hurt, rejection, fear, and anxiety.
    - Anger typically leads to attacking the other person and giving a blaming message.
    - It can be more helpful to communicate the feeling that comes first rather than the anger which came later.





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# Rights and Responsibilities of People Living with HIV

## You have rights as a patient:

- You have the right to the best medical treatment possible.
- You have the right not to be discriminated against based on your sex, sexual orientation, religion, ethnic or national origin, source of payment, or history of drug use or of incarceration.
- You have the right to choose a health care provider who works with you on your terms.
- You have a right to answers in words you understand.
- You have the right to refuse treatment or tests at any time.
- You have the right to disagree with your health care provider or to get a second opinion.
- You have the right to be treated with respect.
- You have the right to take anyone with you when you talk with your health care provider.
- You have the right to complete confidentiality.
- You have the right to choose the best medical care for you.
- You have the right to change medical providers.

## You have certain responsibilities as a patient:

- You have the responsibility to be completely honest with your health care provider. Tell your provider about all medications, alternative treatments, and vitamins you're taking. Tell your provider about any allergies you have and any alcohol or recreational or party drugs you use. Professionals have an ethical obligation to keep confidential information confidential.
- You have the responsibility to listen to what your health care provider says.
- You have the responsibility to treat your health care provider with respect.
- You have the responsibility to tell your health care provider when you aren't doing or taking something that was prescribed. You should tell your provider why.
- You have the responsibility to ask questions until you understand.





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# Weekly Goal Cards

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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## Medications and Adherence

(2 hours)

### Session Aims

- To explore participants' thoughts and values about taking medications.
- To provide basic practical information on antiretroviral therapy.
- To demonstrate and rehearse strategies for discussing medications with health care providers.
- To practice SMART Problem-Solving Steps related to overcoming barriers to medication adherence.

### Facilitators' Notes

- Prior to the start of this session, Facilitators should learn about local HIV care and treatment resources for young people living with HIV. The AIDS Drug Assistance Program (ADAP) is very different from state to state and eligibility rules change frequently.
- Identify local and national resources (e.g., treatment advocates, adherence nurses, or counselors) that may answer participants' treatment questions or address challenges around following their health care providers' treatment recommendations.
- Facilitators should remind participants that they should not stop any prescribed medication without consulting with their health care provider.
- The Feel-Think-Do concept is reinforced by using the Feeling Thermometer (awareness and regulation of feelings) and problem-solving.
- Practice the session before implementing with participants.
- Read the script until you become comfortable with the content. Once you become comfortable with the content, you should summarize the activities and information in your own words.
- In the manual **bold** text means to read or convey the information to the participants.



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# Session Agenda

## Medications and Adherence

- Introduction and Check-In.
- How Do I Feel about Taking HIV Medications?
- How Should I Talk to My Health Care Provider about HIV Medication?
- How Can I Maintain Good Adherence to My Medications?
- Weekly Goal Setting and Conclusion.

## Summary of Activities:

### **Introduction and Check-In.** (15 minutes)

- Welcome participants and have them introduce themselves. Discuss Thanks Tokens. Review session ground rules. Review progress on weekly personal goals.

### **Activity 1: How Do I Feel about Taking HIV Medications?** (20 minutes)

- Participants use the Feeling Thermometer to identify their level of comfort with taking HIV medications. Thoughts and actions that encourage or discourage adherence are identified.

### **Activity 2: How Should I Talk to My Health Care Provider about HIV Medication?** (45 minutes)

- Participants develop competence in dealing with a health care provider around medication issues. Guidelines and role plays are used.

### **Activity 3: How Can I Maintain Good Adherence to My Medications?** (20 minutes)

- Participants identify potential people, places, situations, feelings and emotions that may be barriers to following their health care providers' instructions regarding their HIV medications. The group problem-solves potential solutions.

### **Weekly Goal Setting and Conclusion.** (20 minutes)

- Set personal goals. Conduct lottery and obtain session feedback.

## Required Materials for Session Seven

### Handouts to be Reproduced

- Guidelines for Discussing Medication with Your Health Care Provider
- SMART Problem-Solving Steps
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prize
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens

## Introduction and Check-In

### Time

- 15 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Laminated Cards: Thanks Tokens
- Lottery tickets
- Wall Chart: Feeling Thermometer
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

### Welcome

Welcome participants, introduce today's session, describe prize drawing and hand out lottery tickets.

- **Today we are going to talk about taking HIV medications.**
- **Some of you may be taking them now. Others may not have started taking them. It seems clear that to enjoy a healthy life, most people with HIV eventually will need to be on some type of antiretroviral therapy.**
- **Today we want to talk about what it's like to take medications, and how we feel about it. We're also going to spend some time thinking about how to use assertive communication to talk to our health care providers about the medications they prescribe for us.**
- **Finally, we're going to spend some time problem-solving how to consistently follow the directions around taking the medications that have been prescribed for us.**
- **We will get to that in a few minutes.**

## Lottery Tickets

Distribute lottery tickets and explain how they are used.

- **Again this week there will be a prize drawing at the end of the session, and I'm going to hand out lottery tickets for that now. We do the lottery to recognize that you're doing something great by attending this session. Hold on to your ticket, and we'll have a drawing when the session is over.**

## Thanks Tokens

Describe use of Thanks Tokens and distribute 20 to each participant.



## Session Ground Rules

Review Ground Rules wall chart and ask for additions.

## Weekly Goal Review

Review participants' progress in achieving weekly goals from prior session.

Point to the Feeling Thermometer wall chart and obtain reading. Encourage sharing of discomfort levels experienced in weekly goal activity.



## Session Preview

Give a brief introduction to the day's session.

- **Now let's talk about what we are going to do today.**
- ***Staying Healthy* is a module in which we will look for links between feelings, thoughts, and actions. Why feelings, thoughts and actions? Learning about these components of ourselves can help us to live long, healthy lives with HIV, and also keep other people uninfected.**
- **Over the eight sessions of *Staying Healthy*, we hope to work on increasing behaviors that promote:**
  - **Healthy living.**
  - **Dealing with the challenges of daily living.**

## Session Preview - *continued*

- **Increasing positive feeling, thoughts, and actions.**
- **Reducing sexual and drug-related risks for HIV.**
- **As I said earlier, today we are going to spend some time talking about HIV medications.**
- **Medication can help one live a long life with HIV. However, medications only work if people take them as prescribed. People living with HIV may not take their medications because feelings, thoughts, and actions associated with the drugs may be barriers to taking them as prescribed.**
- **We also want to use the assertive communication and the SMART Problem-Solving Steps we've learned to think about how to talk with health care providers about medications, and how to overcome personal barriers to taking our medications.**
- **Are there any questions before we continue?**

Give Thanks Tokens as appropriate, if there is any more discussion.



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## Activity 1: How Do I Feel About Taking HIV Medications?

### Time

- 20 minutes

### Activity Materials

- Easel Paper
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Feeling Thermometer
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Participants use the Feeling Thermometer to identify their level of comfort with taking HIV medications. Thoughts and actions that encourage or discourage adherence are identified.

### HIV Medications

Introduce a discussion of HIV medications.

- **Some of you may be taking HIV medications. Others may not. A few people may have started once and, on the advice of their health care provider, stopped.**
- **Talking about HIV medications in *Staying Healthy* is important because, eventually, almost everyone with HIV will need to be on medications.**
- **People with HIV take medications to fight the virus. These drugs are called antiretrovirals.**
- **Not everyone with HIV disease needs to be on treatment immediately. However, most people eventually will need it. Only**

a trained health care provider can determine if and when treatment should begin.

- **Antiretroviral drugs are not a cure for HIV or AIDS. They stop or slow the virus down.**
- **To be effective, they must be taken exactly as prescribed by a health care provider.**
- **They must be taken until a health care provider gives instructions to stop them.**
- **Unsafe behaviors can still transmit HIV even if a person is taking antiretroviral medication.**
- **Some people with HIV take antiretroviral drugs and other medications to prevent diseases that can develop when one's immune system becomes compromised.**
- **Only a patient and health care provider working as a team can determine if medications are appropriate, which ones to take, and how often to take them.**
- **Specific medical questions should be addressed to a health care provider. *Staying Healthy* teaches skills to make this discussion easier.**
- **For those not on medications today, imagine what it would be like to take medications. If you're on them already, just draw upon your daily experience.**
- **It may be difficult to take medications every day for the remainder of your life.**
- **For example, the side effects of HIV medications may cause physical discomfort. This discomfort may set off negative or stressful thoughts or feelings, which may lead to actions such as not taking medications or engaging in other unhealthy behaviors. *Staying Healthy* is about exploring and understanding the relationship between your feelings, thoughts, and actions.**

## Assessing Level of Comfort with HIV Medications

Assess the participants' level of comfort with taking HIV medications.

- **My question for you today is, “How comfortable are you with the idea of taking HIV medications?”**

Point to the Feeling Thermometer wall chart and obtain reading.

- **Let's use the Feeling Thermometer to get a read on taking HIV medications.**
- **Remember that 100 is extremely uncomfortable and zero is not at all uncomfortable.**
- **The situation is taking HIV medications. We want to get a Feeling Thermometer reading, a body reaction, thoughts and actions.**

Post Easel Paper with the F-T-D grid below:

Situation	Feeling Thermometer Reading	Body Reaction	Thoughts	Action

- **Do you have any questions?**

Answer any questions.

- **Who would like to go first—telling us how they feel about taking HIV medications?**

Use a few examples from participants to demonstrate and complete the grid. If the first few experiences are similar and positive, ask participants to describe situations when they forgot to take their medications, took them in front of family or friends, or at school or work. Use the Feeling Thermometer and probe for body reactions, thoughts, and actions.

Give out Thanks Tokens.



## Linking F-T-D to HIV Medications

Review potential links between feelings, thoughts, and actions related to taking HIV medications.

- **Let's review the links between our feelings, thoughts, and actions when it comes to taking HIV medications.**
- **For example, “You felt uncomfortable about needing to take medications, thought you were a failure, didn't take the medications, then ate a bag of potato chips and felt even worse afterwards.”**
- **In this example, there is a connection between feelings, thoughts, and actions. Your medications make you uncomfortable and you don't take them. Missing the medications causes more disappointment. The bag of potato chips seems like a way of dealing with the personal pain. Eating the chips makes you feel even worse about yourself.**
- **When discomfort is high, it is sometimes more difficult to make good decisions or take appropriate actions. For example, when your discomfort is high, it is easy to over-react, exaggerate, or not think as clearly as usual.**
- **It can be very helpful to reduce discomfort and manage your feelings before making decisions or taking actions.**

Encourage participants to share their own experiences. Give out Thanks Tokens.

- **This was a great discussion. It is a privilege for me to be part of this group.**



## Activity 2: How Should I Talk to My Health Care Provider About HIV Medication?

### Time

- 45 minutes

### Activity Materials

- Easel Paper
- Handout: Guidelines on Discussing Medication with Your Health Care Provider
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Participants develop competence in dealing with a health care provider around medication issues. Guidelines and role plays are used.

The role play in this activity requires that one of the Facilitators plays the role of a provider prescribing antiviral medications to a patient. Before the session begins Facilitators should consult the NIH Guidelines for the Use of Antiretroviral Agents in HIV-1-infected Adults and Adolescents found at <http://aidsinfo.nih.gov>. Chose a treatment regimen currently recommended for use in the role play. Research possible side effects of the medications, the number of pills, and how often they are taken.

## Discussing HIV Medications with a Health Care Provider

Introduce discussing HIV medications with a health care provider.

- **Now that we have explored our thoughts, feelings, and actions as they relate to taking HIV medications, let's talk about how to deal with your health care provider when he or she is discussing medication with you.**

## Guidelines for Discussing Medications with a Health Care Provider

Write the four actions on Easel Paper and read them aloud.

- **There are four basic things to do when discussing medication with a health care provider.**
  1. **Listen carefully.**
  2. **Give information.**
  3. **Ask questions.**
  4. **Double check by stating your understanding of what the health care provider said.**

Discuss any additional items participants add to the list.

- **Does anyone have anything to add to this list? Are there any questions about this?**

Introduce guidelines on how to discuss medication with your health care provider.

- **Here are some guidelines on what you need to tell your health care provider and what he or she should tell you about your perscriptions. Remember, communication about HIV medication is a two-way street.**

## Guidelines for Discussing Medications with a Health Care Provider - *continued*

Distribute the Guidelines on Discussing Medications with Your Health Care Provider handout and review them with participants. Facilitators should use the handout to direct a discussion about why these guidelines are important. Get feedback from the group and invite them to share their experiences.

- **Here's something important you should note. You may not have questions about your medications until after you've seen your provider.**
- **A good source of information about the drugs you are taking can be your pharmacy. Pharmacists are often more accessible than other health care providers. They have special training that allows them to give you reliable information about medications and their side effects.**
- **Pharmacists who work with a large number of HIV patients will be the most knowledgeable and sensitive about your special needs. Please consider using pharmacists as a resource. Ask your health care provider for referrals to knowledgeable pharmacists.**

Identify and describe local and national resources (e.g., treatment advocates, adherence nurses, or counselors) that participants may access to find answers to treatment questions or to discuss challenges they are having with following their health care providers' medication instructions.

- **Are there any questions?**

Answer questions and clarify any issues. Find out from the participants which conversation points on the guidelines they find easiest to address with their health care provider.

- **I have a question for you. When you look at the list of things to tell your health care provider when you are being prescribed medication, which of the six points would be the most comfortable for you to talk about?**

Point to the Feeling Thermometer wall chart and obtain reading.

- **Where would you be on the Feeling Thermometer?**



- **Which of the points would be the most uncomfortable for you to talk about?**

Point to the Feeling Thermometer and obtain reading.

- **Where would you be on the Feeling Thermometer?**
- **What are some things that would make talking about that point easier?**

Engage the group in a discussion. Give out Thanks Tokens.

## Unscripted Participant Role Play: Talking with a Health Care Provider

Have participants practice talking to their health care provider.

- **Now I want us to practice talking with a physician about taking medication. We are going to do some role plays.**
- **Remember the strategies for assertive communication we talked about in the last session?**
- **Assertiveness means standing up for your own needs while also being concerned and respectful about the needs of the other person.**
- **We talked about using assertive communication to state what you need or don't want. We talked about saying positive things, listening to show understanding, providing helpful information, and stating feelings in a non-hostile way.**
- **The role plays we are going to do will be a great opportunity to practice those skills today.**

If the group is large enough, divide it in half. A Facilitator goes with each small group. In each group, ask for a volunteer to do the role play, explain the process, and give instructions to the participant doing the role play and to the others who are observers.

- **I need a volunteer to play the patient. I will play the health care provider.**

State goals of the role play.



## Unscripted Participant Role Play: Talking with a Health Care Provider - *continued*

To the patient:

- **Your goals are to find out why the doctor wants to give you the medicine, what it will do to you, and then decide if you are willing to take it.**

The Facilitator assumes the role of the provider. Your goal is to prescribe combination therapy to the patient. Do not make the role play too easy or too difficult.

Since recommendations about HIV treatment change often, please consult <http://aidsinfo.nih.gov> to determine an appropriate example of combination therapy to use in the role play.

- **My goal, as the health care provider, is to prescribe combination drug therapy to this patient.**
- **The rest of you will be observers. I'd like the observers to keep track of different aspects of the role play.**

Ask different observers each to pay attention to a specific part of the exchange.

To the observers:

- **Facial expressions of the patient: Do the facial expressions of the patient seem consistent with what is being said?**
- **Facial expressions of the provider: What is reflected in the facial expressions of the health care provider?**
- **Eye contact: Are both making direct eye contact, or does one or the other look away? Do you think this is appropriate given the situation?**
- **Gestures: Do their hand movements or body movements tell a part of the story? What can you read into their gestures?**
- **Feelings expressed: Do the feelings that are being expressed by each person seem reasonable for the situation? How can you tell what feelings are being expressed?**

- **How do the voices reinforce or contradict what is being said? Is the volume appropriate for the setting that has been described as well as what is being said?**
- **Words used: Do the words spoken help with the message or could it be said differently to get the feeling across better?**
- **After the role play, we will give the patient feedback.**

Place two chairs in the middle of the group for the role play.

- **OK, let's start the role play.**

Role play for a few minutes. Then obtain feedback.

- **That was very good.**

Give Thanks Tokens.

## Obtaining Participants' Feedback

Get feedback from volunteers.

- **Now, let's give feedback.**
- **We will start with the patient.**

Point to the Feeling Thermometer wall chart and obtain reading.

- **Where were you on the Feeling Thermometer during the role play? Remember, 100 means you felt extremely uncomfortable, and zero means you did not feel uncomfortable at all.**
- **What one thing did you do that you liked and what one thing would you have done differently?**

Then address the observers.

- **What did you notice about the players during the scene? Was there anything you noted about the things you were asked to pay attention to? What was one thing that the patient did to impress you? What one thing would you have done differently, if you had been the patient?**
- **Did the patient follow the guidelines about discussing HIV medications with a health care provider we discussed earlier?**





## Obtaining Participants' Feedback - *continued*

- **Did the patient use assertive behavior and communication?**

Obtain feedback from the observers. Give Thanks Tokens. (If the group split into two parts, bring it back together again.)

- **I'd like the group to respond to a question.**
- **Did you learn a new way of dealing with your health care provider?**

Encourage discussion of ways to communicate with health care providers around medication.

Give Thanks Tokens.

- **That was a great discussion. Thank you!**

## How to Deal with Unpleasant Side Effects of HIV Medications

Introduce a discussion of how to deal with unpleasant side effects of HIV medications.

- **If you have unpleasant side effects with HIV medication, one important step to take is telling your health care provider about them as soon as possible. This is important for two reasons:**
  - 1. In a few cases, they may be signs of serious problems that need immediate medical attention.**
  - 2. In most cases, once they are brought up, solutions can be found to relieve the discomfort.**



## Unscripted Participant Role Play: Discussing Side Effects of Medication

Facilitate unscripted role play for discussing unpleasant side effects of medication.

- **Let's do a role play discussing the unpleasant side effects of HIV medications with a health care provider.**
- **I need two volunteers, one to play the patient and one to play the health care provider.**

State goals of the role play.

To the patient:

- **You started taking a new regimen of HIV medications two weeks ago. Since then, you have had consistent headaches and an upset stomach. You have also had trouble sleeping. You are worried and feel poorly. Your goal is to raise this issue with your health care provider.**

To the provider:

- **You listen to the patient and do not hear signs of anything you consider serious. You want the patient to stick with the drugs and not worry because “it will get better with time.”**
- **The rest of you will be observers.**

Ask different observers to pay attention to a specific part of the exchange: facial expressions of the players, eye contact, gestures, feelings expressed, words used.

- **Ok, let's start the role play.**

Role play for a few minutes.

- **That was very good.**

Give Thanks Tokens.



## Obtaining Participants' Feedback

Get feedback from volunteers.

- **Now, let's give feedback.**
- **We will start with the patient.**

Point to the Feeling Thermometer wall chart and obtain reading.

- **Where were you on the Feeling Thermometer during the role play?**
- **What one thing did you do that you liked and what one thing would you have done differently?**

Question the volunteer playing the health care provider.

- **What was one thing that the patient did that you liked and one thing you would have done differently?**

Then address the observers.

- **What did you notice about the players during the scene? Was there anything you noted about the things you were asked to pay attention to? What was one thing that the patient did to impress you? What one thing would you have done differently, if you had been the patient?**
- **Did the patient follow the guidelines about discussing HIV medications with a health care provider we discussed earlier?**
- **Did the patient use assertive behavior and communication?**

Encourage discussion of ways to communicate with health care providers around medication.

Give Thanks Tokens.

- **That was a great discussion. Thank you!**



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## Activity 3: How Can I Maintain Good Adherence to My Medications?

### Time

- 20 minutes

### Activity Materials

- Easel Paper
- Handout: SMART Problem-Solving Steps
- Laminated Cards: Thanks Tokens
- Markers and masking tape
- Wall Chart: SMART Problem-Solving Steps
- Wall Chart: Using Thanks Tokens

### Facilitators' Note

Participants identify potential people, places, situations, feelings, and thoughts that may be barriers to following their health care providers' instructions regarding their HIV medications. The group problem-solves potential barriers.

## Adherence to Medications

Introduce the topic of adherence to medications.

- **HIV medications only work if people take them.**
- **Taking medications exactly as prescribed is called being adherent. One of the biggest obstacles to adherence is simply remembering to take the drugs.**

Point to the Feeling Thermometer wall chart and obtain reading.

- **Does anyone who takes medications want to volunteer where they are on the Feeling Thermometer when they are not adherent?**



Get as many responses as possible.

- **Let's brainstorm some things one could do to help them to remember to take their HIV medications exactly as prescribed?**

Write suggestions on Easel Paper. Give out Thanks Tokens.

- **Does anyone here use any of these strategies?**

Facilitate a discussion of what strategies are most effective for the participants who are taking antiretroviral medication.

- **What places, feelings, thoughts, situations, and people might make adherence difficult?**

Write the barriers on Easel Paper as participants suggest them. The list of possible places, feelings, thoughts, situations, or people that might be barriers to adherence could include:

- Being on vacation.
- Traveling.
- Being at work or in school.
- Feeling depressed.
- Being with a new romantic interest who doesn't know you have HIV.
- Partying using recreational drugs.
- Being at a club.
- Being with family members who don't know you have HIV.
- Having a guest in your apartment or home.

Give out Thanks Tokens.



## Problem-Solving

Review problem-solving.

- **You identified some challenges to taking your medications exactly as prescribed.**
- **We can apply SMART Problem-Solving Steps to these challenges and find some helpful solutions.**
- **Out of the problems we have listed here, is there one that we can agree to use in today's discussion?**

Circle the selected problem, and write it at the top of a new sheet of Easel Paper.

Refer to the SMART Problem-Solving Steps wall chart. Hand out individual copies.

- **To get us started, I'm going to refer to this chart that gives the steps for solving a problem. I'm also going to give you your own copy of it.**
- **Let's start working on our problem. Let's follow the SMART steps and apply them to this problem.**

Work through each of the steps, applying the questions above to the specific problem at hand. Use Easel Paper to make lists of issues and concerns, for example, possible actions, pros and cons, resources, and skills.

Give Thanks Tokens to participants as they contribute.

- **That was very good. I'm sure these ideas are going to help you in working on this problem.**
- **If you need more assistance, see one of us and we'll try to help.**

Repeat the SMART Problem-Solving Steps with as many barriers as time allows.



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## Weekly Goal Setting and Conclusion

### Time

- 20 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Easel Paper
- Lottery prize
- Markers and masking tape
- Pens
- Wall Chart: Guidelines to Good Weekly Goals
- Weekly Goal Cards

### Review of Session Content

Review today's session.

- **Today we talked about some of the feelings associated with taking HIV medications. We reviewed some practical information about them and discussed some tips on talking to health care providers about HIV drugs. We used the SMART Problem-Solving Steps to think about ways to achieve better adherence with taking medications.**

### Review of Goal Guidelines

Review and discuss wall chart Guidelines for Good Weekly Goals.

## Suggestions for Weekly Goals

List examples of possible goals on Easel Paper.

- **Some examples of possible goals for this week could be to:**
  - 1. Make up a list of all of the medications you take and of the health care providers who treat you, and start carrying it with you.**
  - 2. With a friend playing your health care provider, practice talking to the provider about you HIV medications.**
  - 3. Make a list of the last week and all the days you took your medications exactly as prescribed. If you missed any doses, try to see if there was a pattern. Write down what you could do to remember to take your medications in a similar situation.**
  - 4. Make a list of the medications you take and find out what their brand and generic names are.**
  - 5. Write a story or poem about what it is like for you to have HIV and take medications on a daily basis.**

## Individual Goal Setting

Distribute goal cards.

Have participants define goals and action plans and record on goal cards.

## Prize Drawing and Closing

Draw for a prize and conclude session.

**End of Session**





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## Required Materials for Session Seven

### Handouts to be Reproduced

- Guidelines for Discussing Medication with Your Health Care Provider
- SMART Problem-Solving Steps
- Weekly Goal Cards

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens

### Laminated Cards

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prizes
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens



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# Guidelines for Discussing Medication with your Health Care Provider

What should you tell your health care provider when you are being prescribed a medication?

1. Tell your provider any concerns or reservations you have about taking the medication.
2. Tell your provider all the medications you are taking, including alcohol, over-the-counter drugs, recreational or party drugs, vitamins, and other complementary therapies.
3. If you use alcohol, or recreational or party drugs, it is essential that your health care provider know this. HIV medications can have fatal or extremely serious interactions with these substances.
4. Tell your provider if you have had any bad reactions to medications in the past.
5. Tell your provider if you have had any significant allergies or illnesses.
6. Tell your provider if you are pregnant, plan to become pregnant, or are breast feeding.

What should your doctor tell you when you are being prescribed a medication?

1. Your doctor should tell you the name of the medication.
2. Medications have both a generic name and a brand name. Many HIV medications also have a popular name. For example, the antiretroviral lamivudine (generic name) is known both as Epivir® (its brand name) and 3TC (its popular name).
3. Your doctor should tell you why he or she is prescribing the medication--you should know what benefits you may receive and when.
4. Your doctor should tell you how to take the medication, that is, how much, how often, with what, for how long, and what to do if you miss a dose.
5. Your doctor should tell you about possible side effects to your medication and how to recognize and deal with them.
6. In a few rare cases, side effects can be extremely dangerous and need immediate medical attention. Your provider should inform you of this. If you have questions, ask them!
7. Your doctor should tell you if there are any precautions you should follow (that is, if there are any foods, beverages, activities, other medications, or recreational or party drugs to avoid while on medication).





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# SMART

## Problem-Solving Steps

**S** = State the problem.

**M** = Make a goal.

**A** = Actions - List the actions you might take.

**R** = Reach a decision about which actions you could take.

**T** = Try it and review it.





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# Weekly Goal Cards

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MY GOAL FOR NEXT WEEK

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan and Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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## Living with Others: Coping with Stigma

(2 hours)

### Session Aims

- To build participants' self-esteem by helping them identify the characteristics and traits that make them proud.
- To help participants become aware of their feelings about stigma and what it means to be stigmatized.
- To examine the relationship between HIV-related stigma and stigma related to racism, homophobia, or class.
- To practice self-talk and arguing against shaming statements as strategies to reduce stigma.
- To practice problem-solving as a means of dealing with stigma.

### Facilitators' Notes

- When this session was field tested, several participants had strong negative reactions to the stigmatizing language they were asked to argue against in the activities. This discomfort illustrates the power of stigma and prejudice. Facilitators should help participants use tools like the Feeling Thermometer, a relaxation technique, and the Feel-Think-Do (F-T-D) Framework to help participants recognize and regulate their emotional responses to stigma.
- Facilitators should monitor their own reactions to the examples of stigma and discrimination in the Session and not allow a strong negative personal response to limit their ability to monitor the group.
- F-T-D is reinforced by using the Feeling Thermometer (awareness and regulation of feelings).
- Practice the session before implementing with participants.
- Read the script until you become comfortable with the content. Once you become comfortable with the content, you should summarize the activities and information in your own words.
- In the manual **bold** text means to read or convey the information to the participants.



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# Session Agenda

## Living with Others: Coping with Stigma

- Introduction and Check-In.
- Who Am I?
- How Do I Feel about Stigma?
- How Can I Use Self-Talk?
- How Can I Handle Stigma?
- How Can I Relax After All That?
- Session Conclusion and Module Wrap-Up.

## Summary of Activities:

### **Introduction and Check-In.** (15 minutes)

- Welcome participants and have them introduce themselves. Discuss Thanks Tokens. Review session ground rules. Review progress on weekly personal goals.

### **Activity 1: Who Am I?** (15 minutes)

- Participants build self-esteem by identifying personal characteristics and traits that make them proud.

### **Activity 2: How Do I Feel about Stigma?** (15 minutes)

- Participants become aware of their feelings about stigma and what it means to be stigmatized. Using the Feeling Thermometer and exploring meaning are used to achieve that end.

### **Activity 3: How Can I Use Self-Talk?** (30 minutes)

- Participants learn to cope with stigma by using self-talk to argue against shaming statements.

### **Activity 4: How Can I Handle Stigma?** (20 minutes)

- Participants use role play to increase their ability to handle stigma situations.

### **Activity 5: How Can I Relax After All That?** (5 minutes)

- Participants do a relaxation activity to learn how to reduce stress and lower their Feeling Thermometer reading.

### **Session Conclusion and Module Wrap-Up.** (20 minutes)

- Review module content in terms of take-home skills and benefits to participants. Obtain participant feedback on impact and relevance of the *Staying Healthy* module in their lives.

## Required Materials for Session Eight

### Handouts to be Reproduced

- Feeling Thermometer Rating Form on Stigma
- Pride Worksheets
- Relaxation Technique
- Self-Talk Scenarios

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Using Thanks Tokens

### Laminated Cards and Additional Items

#### Appendix I

- Facilitator Role Play Script: Patient and Receptionist

#### Appendix J

- Self-Talk Scenarios

#### Appendix K

- Stigma Cards (12 total cards)

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prize
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens

## Introduction and Check-In

### Time

- 15 minutes

See *Staying Healthy* Module Standard Opening and Closing for full script.

### Activity Materials

- Laminated Cards: Thanks Tokens
- Lottery tickets
- Wall Chart: Feeling Thermometer
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

### Welcome

Welcome participants, introduce today's session, describe prize drawing.

- **Today we are going to talk about stigma and discrimination. Sadly, some people use negative labels for people living with HIV simply because they are infected with the virus. In some cases, HIV stigma may be related to or even increase stigma related to racism, homophobia, or class.**
- **Sometimes, people living with HIV may feel similar negative attitudes about themselves because of their infection. We call this self-stigma or internalized stigma.**
- **Today we are going to learn and practice some skills to help deal with stigma and discrimination.**
- **Since this is the last session of *Staying Healthy*, we're going to wrap up the discussion we've had over the past eight weeks about staying healthy in our daily lives.**
- **We will get to that in a few minutes.**

## Lottery Tickets

Distribute lottery tickets and explain how they are used.

- **Again this week there will be a prize drawing at the end of the session, and I'm going to hand out lottery tickets for that now. We do the lottery to recognize that you're doing something great by attending this session. Hold on to your ticket, and we'll have a drawing when the session is over.**

## Thanks Tokens

Describe use of Thanks Tokens and distribute 20 to each participant.



## Session Ground Rules

Review Ground Rules wall chart and ask for additions.

## Weekly Goal Review

Review participants' progress in achieving weekly goals from prior session.

Point to the Feeling Thermometer wall chart and obtain reading. Encourage sharing of discomfort levels experienced in weekly goal activity.



## Session Preview

Summarize the content of today's session and answer questions.

- **Now let's talk about what we are going to do today.**
- **In *Staying Healthy* we have looked for links between feelings, thoughts, and actions. We will do this again today. Why feelings, thoughts, and actions? Learning about these components of ourselves can help us to live long, healthy lives with HIV, and also keep other people uninfected.**

## Session Preview - *continued*

- **Over the eight sessions of *Staying Healthy*, we hope that you have worked on increasing behaviors that promote:**
  - **Healthy living.**
  - **Dealing with the challenges of daily living.**
  - **Increasing positive feeling, thoughts, and actions.**
  - **Reducing sexual and drug-related risks for HIV.**
- **As I said earlier, today we are going to spend some time thinking about the stigma and discrimination people living with HIV may experience in their lives. If this hasn't been your experience, then you are fortunate. Many people with HIV aren't as lucky. There are still many people who do not understand HIV and AIDS. There is also still a great deal of fear and prejudice about the disease.**
- **Sometimes, stigma and discrimination aren't rooted just in feelings about HIV. They can be based on negative feelings about race or ethnicity, sexual orientation, or drug use.**
- **It's not easy to change the attitudes of other people. *Staying Healthy* focuses on understanding and controlling one's own feelings, thoughts, and actions. These are things about yourself that you can change. By focusing on them, you can be healthier, improve the quality of your life, and have less stress.**
- **Today we are going to look at feelings, thoughts, and actions caused by stigma and discrimination. We are going to practice some practical skills to help you deal with stigma and discrimination when you encounter them.**
- **At the end of the session, we are going to talk about how you can use the skills you've practiced during this module to stay healthy in the future. We'll have some time to end the group formally and to share some feedback on how participation in *Staying Healthy* was for each of you.**
- **Are there any questions before we continue?**

Give Thanks Tokens as appropriate, if there is any more discussion.



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## Activity 1: Who Am I?

### Time

- 15 minutes

### Activity Materials

- Handout: Pride Worksheets
- Laminated Cards: Thanks Tokens
- Pencils
- Wall Chart: Feeling Thermometer
- Wall Chart: Ground Rules
- Wall Chart: Using Thanks Tokens

### Facilitators' Notes

Participants build self-esteem by identifying personal characteristics and traits that make them proud.

### Individual Uniqueness Exercise

Discuss participants' individual uniqueness.

- **We're all in this group because we share a common concern about living with HIV. But there is much more to each of us than HIV.**
- **Each one of us is different. Each person represents a unique story. I would like us to spend some time thinking about who and what we are as individuals.**
- **We're going to think about our own uniqueness: our traits and the decisions that have made us who we are. Also, think about your Ideal Self and the parts of that Ideal Self that you have already achieved.**

Group the participants into pairs. Hand out pencils and Pride Worksheets.

Have participants make a list of positive self-traits.

- **Divide up into pairs. If there's anyone you don't know too well, try to match up with that person.**
- **Here are some pencils and Pride Worksheets. Working as a team, help each other make individual lists of all of the things about yourself that you are proud of.**
- **To do this, you're going to have to stop for a moment and think. Your partner may need to ask you some questions to help you along. Sometimes we can be shy talking about ourselves and the things that we are proud of. Please try not to be too shy or modest today!**

Give an example yourself.

- **Let me give you an example of some of the things about myself that I am proud of:**

List several things about yourself that you are proud of. Some that may be used include:

- I am proud of .....
- Family name.
- Ethnic/racial heritage.
- Gender.
- Sexual Orientation.
- Belief system.
- Occupation.
- Education.
- Roles in life (e.g., son, daughter, aunt, uncle, etc.).
- Relationships.
- Things you are good at.
- Awards you have won.

## Individual Uniqueness Exercise - *continued*

- Organizations to which you belong.
  - Goals that you have set and achieved.
  - Problems that you have solved.
  - Other achievements.
- **These are some of the things about myself I'm proud of.**
- **Does anyone have any questions?**

Answer all questions. Have the pairs of participants began completing the worksheet.

Allow a few minutes for each pair to talk and to fill out the form. Walk around and answer questions or offer help to those who seem to be having difficulties.

When the forms have been completed, bring the pairs of participants together and reform the group. Discuss the exercise.

- **Who would like to describe one of the things about yourself that you're proud of.**

Point to the Feeling Thermometer wall chart and obtain reading.

- **Let's do a quick read on the Feeling Thermometer. What is your reading right now? Remember, 100 means you feel extremely uncomfortable and zero means you do not feel at all uncomfortable.**

Give everyone in the group the opportunity to contribute and complete several rounds so that each participant is able to mention numerous things about themselves they are proud of.

Point out common points. Encourage sharing. Give out Thanks Tokens.

Point to the Ground Rules wall chart.

- **Just as a reminder, don't forget our ground rule about confidentiality and not talking outside of this room about what people say here.**
- **You have shared some impressive things about yourselves.**



Obtain feedback.

- **I want to conclude this activity by pointing out one important fact: No matter how hard they try, no one can ever take from you the things about yourself that you are proud of.**

## Activity 2: How Do I Feel About Stigma?

### Time

- 15 minutes

### Activity Materials

- Handout: Feeling Thermometer Rating Form on Stigma
- Laminated Cards: Thanks Tokens
- Pens
- Wall Chart: Feeling Thermometer
- Wall Chart: Using Thanks Tokens

### Facilitators' Notes

Participants become aware of their feelings about stigma and what it means to be stigmatized. Using the Feeling Thermometer and exploring meaning are used to achieve that end.

### Stigma Exercise

Introduce stigma.

- **Today's session is about stigma.**
- **Stigma means being rejected and devalued because of a label that people put on you.**
- **How would you feel if people reacted with prejudice against you because you were HIV positive?**

Distribute the Feeling Thermometer Rating Form on Stigma.

- **To find out about your feelings I want you to rate the situations I will tell you about on the Feeling Thermometer.**
- **Remember, 100 indicates extreme discomfort—as uncomfortable about something as you can imagine being. The zero indicates no discomfort at all—absolutely not uncomfortable in any way.**



- **I am going to distribute a handout we call the “Feeling Thermometer Rating Form on Stigma.” There are brief descriptions of five different situations on it. Read the situations and write down your reading on the Feeling Thermometer for each of them.**
- **Are there any questions?**
- **The five situations are:**
  - 1. You have developed a romantic interest in a person you met online. You have chatted on line and by phone. In the course of a conversation you disclosed that you are living with HIV. Your new friend never takes your calls anymore.**
  - 2. You are waiting for the bus at the stop near your HIV clinic. You overheard two people sitting there talking about all the “minorities and druggies with AIDS who don’t work and the free HIV services they get.”**
  - 3. You hear someone on talk radio commenting that “AIDS is nature’s way of dealing with people who should have known better.”**
  - 4. A co-worker announces that she has cancer and begins to receive tremendous support from co-workers and management. You have not told anyone that you are living with HIV.**
  - 5. Your parents are very loving and supportive of you. However, they have asked you not to let your cousins know that you are living with HIV because “they’re afraid of how their reaction will impact the family.”**

Allow a few minutes for participants to fill out the form. Walk around and answer questions or offer help to those who seem to be having difficulties.

- **What were your Feeling Thermometer readings?**

Go through each scenario and encourage sharing of Feeling Thermometer readings. Give out Thanks Tokens. Look for similarities.

- **Are there other situations where you personally experienced stigma or discrimination? What was your discomfort level?**





## Stigma Exercise - *continued*

Point to the Feeling Thermometer and obtain reading.

- **Was it based on your HIV infection or other personal characteristics of who you are, or both?**

Point out that HIV stigma may be related to, or magnify stigma related to racism, homophobia, or class. Compare readings from the first activity dealing with pride.

- **Now that we are almost at the end of *Staying Healthy*, what are some of the things you can do to lower the discomfort you feel because of stigma and discrimination?**
- **How could the list of things about yourself that you're proud of from the first activity help you to reframe stigma?**

Give out Thanks Tokens.

- **This was a great discussion. Thank you.**



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## Activity 3: How Can I Use Self-Talk?

### Time

- 30 minutes

### Activity Materials

- Easel Paper
- Laminated card: Facilitator Role Play Script: Patient and Receptionist
- Laminated Card: Self-Talk Scenarios
- Laminated Cards: Stigma Cards
- Markers and masking tape

### Facilitators' Notes

Participants learn how self-talk can be used with situations in which stigma is present.

### Shame

Introduce the experience of shame.

- **Let me take a minute and make a few points about stigma, so that you can see how it works.**
- **Stigma means being rejected and devalued because of a label that people put on you.**
- **If you are that person, you lose status.**
- **Some people carry multiple labels: HIV positive, gay, minority, poor, junkie. These labels may bring shame.**

## Self-Talk as a Way of Dealing with Stigma

Introduce using self-talk as a way of dealing with stigma.

- **Self-talk can be very helpful in dealing with the discomfort that stigma can produce and handling situations where labeling and discrimination are present.**
- **Remember, you can use self-talk as you are getting ready for an uncomfortable situation, during the situation, if you start to feel like you are losing control during the rough times in the situation, and afterwards—to look at how you did.**

On Easel Paper, write “Self-Talk” and then write “Before,” “During” and “Afterwards.”

## Facilitator Scripted Role Play: Patient and Receptionist

Perform role play with Co-Facilitator.

- **Let me show you a brief scene of how self-talk might work as the two people start talking to each other.**
- **<Name of Co-Facilitator> is going to play the receptionist at the clinic where I receive my health care.**
- **I am the patient. I am going to speak out loud the self-talk I am going to use to get through this situation.**
- **This receptionist is always singling me out and asking me about my health.**

The Facilitators read the script or role play the scenario themselves.



## Self-Talk Model: Patient and Receptionist

Receptionist: Come over here!

*Patient: (MAKE AN ASIDE TO THE GROUP) “Don’t let this receptionist annoy me. Just stay cool. Take a deep breath. Smile. Get out of here as fast as possible.”*

*What is it?*

Receptionist: How is your health these days?

*Patient: (MAKE AN ASIDE TO THE GROUP) “Stay focused on giving him or her quick and easy answers. Ignore the sarcasm. Don’t let this get to me. Stay cool.”*

*Fine.*

Receptionist: Are you really fine?

*Patient: (MAKE AN ASIDE TO THE GROUP) “Easy does it. I can handle this. Don’t give a smart answer.”*

*Yes. I am doing fine.*

Receptionist: Really? Your health is holding up

*Patient: (MAKE AN ASIDE TO THE GROUP) “Ignore the way she (he) says that. Don’t let her (him) provoke me. Take another deep breath. Tell him or her I have to go. Stay cool.”*

*Yes, my health is OK. I’m sorry, but I have to run. I’m late.*

Receptionist: You can go. Take care of your health and don’t pass anything around.

*Patient: (MAKE AN ASIDE TO THE GROUP) “I did pretty well. I stayed cool and stuck to my plan. I didn’t let it get to me.”*

*Thank you. I will.*

The End

Obtain feedback from participants.

- **How did the patient I played use self-talk to deal with this situation? Could it be an effective strategy for you?**
- **Let's talk about how we would handle different situations and what self-talk you would use.**

## Practicing Self-Talk Using Stigma Cards

Hand out laminated Stigma Cards.

- **I am going to hand out to each person a "Stigma Card."**
- **When you receive the card, read the statement on it out loud. Then use self-talk to argue against this negative thought.**
- **I will demonstrate this for you. My card says, "I am ashamed because I may have given HIV to other people." What could I say to argue against that?**
  - **Well, I might say, "I'm not sure that I ever did this! If I did, it wasn't intentional. I'm not the kind of person who would intentionally hurt someone else."**
- **If you get stuck, the back of the card has some suggested self-talk you could use to argue against the stigmatizing statement. Try to use the back of the card only if you get stuck. We'll all try to help you out, too.**
- **Have you got the idea?**
- **Okay, let's get started.**

Coach the participants and call upon the group to assist with arguments as needed. Give out Thanks Tokens.

Point to the Feeling Thermometer wall chart and obtain reading.

- **Where are you on the Feeling Thermometer? Remember, 100 means you felt extremely uncomfortable, and zero means you did not feel uncomfortable at all.**
- **It's easy for uncomfortable or negative thoughts to come into our heads.**



## Practicing Self-Talk Using Stigma Cards - *continued*

- **Do you see how you could use this technique in your daily life to help deal with these thoughts?**
- **Arguing against stigma is a great skill to have.**

## Applying Self Talk to Typical Scenarios

Describe to participants a scene from the laminated Self-Talk Scenarios card. Get volunteers to offer examples of appropriate self-talk that responds to the situation. Have the group identify if the self-talk is in preparation for, during or after the difficult situation. Coach as needed. Give out Thanks Tokens. Do as many scenes as time allows.

- **Now I am going to describe several scenarios where self-talk could be helpful.**
- **Some situations are in preparation for a difficult situation, some in the middle of a confrontation, one is around panicking, and the others are after the scene is over.**
- **I'd like a volunteer to suggest some possible self-talk.**

Identify if the self-talk is in preparation for, during or after the difficult situation.

### Self-Talk Scenarios

1. You are going to meet a new romantic interest with whom you've shared a few enjoyable dates. You sense that this may be the last date, however, because the pressure of dating someone living with HIV seems too great for your new friend. What self-talk would you use in this situation?
2. Your health care provider has just told you that your viral load has increased dramatically and your medications are not working. Your provider thinks you are skipping your medications because you have a reputation for being a heavy partier. She says you're "just like most treatment failures." What self-talk would you use in this situation?
3. You are losing your composure with the clerk in the pharmacy. It's Saturday, you have only one day's supply of medications left, and the clinic forgot to call in your prescription renewal. The clerk says you're like other HIV patients, "demanding, pushy, and unprepared." What self-talk would you use in this situation?

4. You are in a class on AIDS. The teacher asks who's impacted by HIV. A classmate says "promiscuous people who are irresponsible and slackers who would rather get HIV than work." What self-talk would you use in this situation?
5. You've started spending some time volunteering and have met a lot of great people. As you get to know them better, you are worried about if and how to tell them you have HIV and what their reaction will be. What self-talk would you use in this situation?
6. A new teacher has convened a fun group of young adults who like on-line gaming. After several meetings, you're alone with the teacher and disclose your HIV status. After your disclosure, there is a very long pause. What self-talk would you use in this situation?
  - **That was very good.**
  - **I hope you have the idea of how to use self-talk to help you.**

Point to the Feeling Thermometer and obtain reading. Discuss the participant responses.

Give out Thanks Tokens.



## Activity 4: How Can I Handle Stigma?

### Time

- 20 minutes

### Activity Materials

- Laminated Cards: Thanks Tokens
- Wall Chart: Using Thanks Tokens

### Facilitators' Notes

Participants increase their ability to handle stigma situations by using role playing to apply problem-solving.

## Unscripted Role Play: Dealing with Stigma

Introduce techniques for dealing with stigma.

- **Now we want you to use what you know in dealing with situations in which stigma or discrimination comes up.**
- **Would anyone like to share an experience that you know of, or some situation from your own life where stigma and discrimination have come up? This can be a great time to practice dealing with similar situations.**

Generate a list of potential scenarios from the group and choose an engaging one to role play. Chose the scenario that is most relevant to the lives of the participants.

If participants are initially hesitant to share an example, use the following scenario:

### Role Play

A young adult living with HIV is visiting his (or her) parents who live in a small town. The young person's mother works as a nurse in the town's only emergency room. The young person is starting to feel ill and asks the mother if he (or she) should go to the emergency room. The mother replies no because she does not want her co-workers to know she is the parent of a person living with HIV. "After all, you're only visiting, and I have to live and work here."



Ask for volunteers.

- **Are there two people who would like to volunteer to role play this scenario?**
- **Assign one volunteer to be the person experiencing stigma and the other to be the mother who causes the stigma.**
- **The rest of you will be observers.**

Spend about three minutes with the role play. When the role play is finished, give the volunteers Thanks Tokens.

## Obtaining Participants' Feedback

Obtain feedback from them.

To the person acting as the young adult:

- **Where were you on the Feeling Thermometer? Remember, 100 means you felt extremely uncomfortable, and zero means you did not feel uncomfortable at all. What was one thing you did that you liked or one thing you would have done differently?**

Point to the Feeling Thermometer and obtain reading.

To the person acting as the mother:

- **Where were you on the Feeling Thermometer? Tell us one thing the young adult did that you liked or one thing you would have done differently if you had been playing that role.**

Point to the Feeling Thermometer and obtain reading.

To the observers:

- **What one thing did the young adult do that you liked and one thing you would have done differently?**

Discuss the role play and point out any additional ways the stigma or discrimination could have been addressed.





## Obtaining Participants' Feedback - *continued*

Do one or two additional role plays as time allows.

- **How confident are you about your ability to handle stigma or discrimination?**

Discuss the answers. Give out Thanks Tokens.

- **Those were excellent role plays and a great discussion. Thank you very much.**

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## Activity 5: How Can I Relax After All That?

### Time

- 5 minutes

### Activity Materials

- Handout: Relaxation Technique
- Laminated Cards: Thanks Tokens
- Wall Chart: Using Thanks Tokens

### Facilitators' Notes

Participants do a relaxation activity to learn how to reduce stress and lower their Feeling Thermometer reading. A participant who feels relaxed and comfortable may have a lower Feeling Thermometer reading and may have more helpful thoughts and actions.



### Relaxation Technique

Introduce the relaxation technique.

- **Now we'll use a relaxation activity to help reduce stress and feel more comfortable. A person who feels relaxed and comfortable may have a lower Feeling Thermometer reading and more helpful thoughts and actions. They may be better able to deal with stigma.**
- **I will take you through a relaxation sequence.**
- **Dealing with stigma can make your Feeling Thermometer go up. Negative thoughts can challenge your Ideal Self.**
- **Being able to relax can make you more comfortable.**

Relaxation Protocol:

**Get comfortable in your chairs.**

**Close your eyes if you wish.**

**Observe your breath. *PAUSE.***

**Let your breath flow in and out easily. *PAUSE.***

**Just let your breath come naturally. *PAUSE.***

**Take a deep breath in, *PAUSE* and let it out slowly. *PAUSE.***

**Take another deep breath. *PAUSE.***

**And let it out slowly. *PAUSE.***

**Breathe in deeply, *PAUSE* and let it out very slowly. *PAUSE.***

**Now let your head fall forward and slowly rotate your neck around and around and around.**

**Now touch your shoulders to your ears and hold it. *PAUSE.***

**Let your shoulders droop down.**

**Straighten your legs out and point your toes back up toward your knees.**

**Hold them pointed there. *PAUSE.***

**And release.**

**In your mind's eye see a giant flower all closed up. *PAUSE.***

**Watch the flower begin to open slowly.**

**See the beautiful colors begin to unfold - your favorite colors.**

**See it open a little more. *PAUSE* and more colors appear. *PAUSE.***

**Feel the openness within your self. *PAUSE.***

**See the beauty within your self. *PAUSE.***

**Feel the colors spread within you.**

**The flower is fully open. *PAUSE.***

## Relaxation Technique - *continued*

Can you feel the warmth flowing throughout your body?

Can you feel the soft warm peace within you? *PAUSE.*

Whenever you want a sense of peace, let that beautiful flower unfold within you.

Now yawn and stretch.

Yawn and stretch.

Open your eyes slowly.

➤ **How do you feel now?**

Distribute a copy of the relaxation technique.

➤ **Here is a copy of the relaxation technique we just practiced. Please take it home and try using it.**

Give out Thanks Tokens to everyone in the group.



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## Conclusion and Module Wrap-Up

### Time

- 20 minutes

### Activity Materials

- None

### Facilitators' Note

This is the final session so closure is important. Make sure that each participant is recognized for a specific contribution to the group and that each participant has a chance to say what was valuable about the *Staying Healthy* module of TLC for them personally.

- **This is the final session of the *Staying Healthy* program.**

### Mutual Appreciation

Introduce sharing of mutual appreciation.

- **We value the experiences and the relationships that we have had together over the past eight sessions.**
- **We hope that it has been a worthwhile experience for you.**
- **Let's acknowledge one another for the good things we have done and said during our time together, and the positive contributions we have made as individuals to the success of the program.**
- **Who will start? Who do you appreciate, and what do you appreciate about that person?**

Give everybody an opportunity to participate in offering appreciation to individual group members. Join in, with your Co-Facilitator, so that between the two of you, you recognize every member of the group in terms of a specific contribution that person has made.

## Module Summary

Summarize the skills taught in TLC.

- **We have covered a lot of ground during the past eight sessions.**
- **We hope you have gained some tangible benefits from attending these groups.**
- **We have tried to provide you with some knowledge and specific skills that will help you live your life for a long time to come.**
- **Two very important skills you now have are:**
  1. **How to go about solving the general life problems that we all have (e.g., the SMART Problem-Solving Steps, self-talk, arguing against shame.).**
  2. **How to set goals and develop plans for achieving those goals.**

Briefly summarize the components of the program, with an emphasis on the tangible benefits provided to participants.

## Module Feedback

- **I would like to go around the room now and ask each one of you to talk about the program on a personal level for just a minute.**
- **For you personally, what was the most valuable part of the program?**
- **What was the least valuable for you?**
- **How would you change the program to make it better?**
- **Who will start?**

Obtain feedback from all participants.

## Prize Drawing

Conduct final prize drawing.

**End of Session**



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## Required Materials for Session Eight

### Handouts to be Reproduced

- Feeling Thermometer Rating Form on Stigma
- Pride Worksheets
- Relaxation Technique
- Self-Talk Scenarios

### Wall Charts

#### Appendix B

- Feeling Thermometer
- Ground Rules
- Using Thanks Tokens

### Laminated Cards

#### Appendix I

- Facilitator Role Play Script: Patient and Receptionist

#### Appendix J

- Self-Talk Scenarios

#### Appendix K

- Stigma Cards (12 total cards)

#### Appendix C

- Thanks Tokens (20 per person)

### Materials Needed in Every Session

- Easel
- Easel Paper
- Lottery prizes
- Lottery tickets
- Markers and masking tape
- Pencils
- Pens



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# Feeling Thermometer Rating Form on Stigma

What's your read on the Feeling Thermometer?

1. You have developed a romantic interest in a person you met on line. You have chatted on line and by phone. In the course of a conversation you disclosed that you are living with HIV. Your new friend never takes your calls anymore.

Feeling Thermometer Read: \_\_\_\_\_

2. You are waiting for the bus at the stop near your HIV clinic. You overhear two people talking about all the “minorities and druggies with AIDS who don’t work and get free HIV services.”

Feeling Thermometer Read: \_\_\_\_\_

3. You hear someone on talk radio commenting that “AIDS is nature’s way of dealing with people who should have known better.”

Feeling Thermometer Read: \_\_\_\_\_

4. A co-worker announces that she has cancer and begins to receive tremendous support from co-workers and management. You have not told anyone that you are living with HIV.

Feeling Thermometer Read: \_\_\_\_\_

5. You parents are very loving and supportive of you. However, they have asked you not to let your cousins know that you are living with HIV because “they’re afraid of how their reaction will impact the family.”

Feeling Thermometer Read: \_\_\_\_\_





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# Relaxation Technique

**Get comfortable in your chairs.**

**Close your eyes if you wish.**

**Observe your breath. *PAUSE.***

**Let your breath flow in and out easily. *PAUSE.***

**Just let your breath come naturally. *PAUSE.***

**Take a deep breath in, *PAUSE* and let it out slowly. *PAUSE.***

**Take another deep breath. *PAUSE.***

**And let it out slowly. *PAUSE.***

**Breathe in deeply, *PAUSE* and let it out very slowly. *PAUSE.***

**Now let your head fall forward and slowly rotate your neck around and around and around.**

**Now touch your shoulders to your ears and hold it. *PAUSE.***

**Let your shoulders droop down.**

**Straighten your legs out and point your toes back up toward your knees.**

**Hold them pointed there. *PAUSE.***

**And release.**

**In your mind's eye see a giant flower all closed up. *PAUSE.***

**Watch the flower begin to open slowly.**

**See the beautiful colors begin to unfold - your favorite colors.**

**See it open a little more. *PAUSE* and more colors appear. *PAUSE.***

**Feel the openness within your self. *PAUSE.***

**See the beauty within your self. *PAUSE.***

**Feel the colors spread within you.**

***...continued***



**The flower is fully open. *PAUSE.***

**Can you feel the warmth flowing throughout your body?**

**Can you feel the soft warm peace within you? *PAUSE.***

**Whenever you want a sense of peace, let that beautiful flower unfold within you.**

**Now yawn and stretch.**

**Yawn and stretch.**

**Open your eyes slowly.**



# Self-Talk Scenarios

1. You are going to meet a new romantic interest with whom you've shared a few enjoyable dates. You sense that this may be the last date, however, because the pressure of dating someone living with HIV seems too great for your new friend. What self-talk would you use in this situation?
2. Your health care provider has just told you that your viral load has increased dramatically and your medications are not working. Your provider thinks you are skipping your medications because you have a reputation for being a heavy partier. She says you're "just like most treatment failures." What self-talk would you use in this situation?
3. You are losing your composure with the clerk in the pharmacy. It's Saturday, you have only one day's supply of medications left, and the clinic forgot to call in your prescription renewal. The clerk says you're like other HIV patients, "demanding, pushy, and unprepared." What self-talk would you use in this situation?
4. You are in a class on AIDS. The teacher asks who's impacted by HIV. A classmate says "promiscuous people who are irresponsible and slackers who would rather get HIV than work." What self-talk would you use in this situation?
5. You've started spending some time volunteering and have met a lot of great people. As you get to know them better, you are worried about if and how to tell them you have HIV and what their reaction will be. What self-talk would you use in this situation?
6. A new teacher has convened a fun group of young adults who like on-line gaming. After several meetings, you're alone with the teacher and disclose your HIV status. After your disclosure, there is a very long pause. What self-talk would you use in this situation?





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## Appendix A

# Complete List of Materials Needed for Implementing *Staying Healthy*



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# Complete List of Materials Needed for Implementing *Staying Healthy*

- Assortment of magazines, scissors and glue (optional)
- Easel Paper
- Handouts
  - Handout (optional): HIV Disclosure Law (to be developed locally)
  - Handout: Example of Self-Talk
  - Handout: Feeling Thermometer Rating Form on Stigma
  - Handout: Guidelines for Being a Partner in Your Medical Care
  - Handout: Guidelines for Disclosing that You Are HIV Positive
  - Handout: Guidelines for Effective Assertive Behavior and Communication with Health Care Providers
  - Handout: Guidelines on Discussing Medication With Your Health Care Provider
  - Handout: HIV Disclosure Pros and Cons Form
  - Handout: Life Goals: What Is Important To Me
  - Handout: On the Beach
  - Handout: Pride Worksheets
  - Handout: Relaxation Technique
  - Handout: Breathing Relaxation Exercise
  - Handout: Rights and Responsibilities of People Living with HIV
  - Handout: Sexual Health Questions
  - Handout: SMART Problem-Solving Steps
- Laminated Cards
  - Laminated Card: Facilitator Role Play Script: Patient and Receptionist (Self-Talk model)
  - Laminated Card: Facilitator Role Play Script: The Next Appointment
  - Laminated Cards: Negative Thoughts Cards
  - Laminated Card: Self-Talk Scenarios
  - Laminated Card: Sexual Health Questions

# Complete List of Materials Needed for Implementing *Staying Healthy* - *continued*

- Laminated Card: Stigma Cards
- Laminated Cards: Negative Thoughts Cards
- Laminated Cards: Self –Talk
- Laminated Cards: Thanks Tokens
- Lottery prize
- Lottery tickets
- Markers and masking tape
- Paper
- Pencils
- Pens
- Wall Charts
  - Wall Chart: Feeling Thermometer
  - Wall Chart: SMART Problem-Solving Steps
  - Wall Chart: Ground Rules
  - Wall Chart: Guidelines for Good Goals
  - Wall Chart: Using Thanks Tokens
- Weekly Goal Cards



## Appendix B

# Session Wall Charts

(to be enlarged and laminated by implementing agency)

## Session Wall Charts

- Feeling Thermometer
- Ground Rules
- Guidelines for Good Weekly Goals
- SMART Problem-Solving Steps
- Using Thanks Tokens



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# Feeling Thermometer





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# GROUND RULES

- Keep Confidentiality.
- Express Your Feelings.
- Ask Questions.
- Participate Actively.
- Accept Other Group Members As They Are.
- Keep An Open Mind.
- Come Sober.
- Use Cell Phones And Pagers Only During Breaks.
- Have Fun.





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# GUIDELINES FOR GOOD WEEKLY GOALS

- Important to you, and you are committed to it.
- Realistic. Not too hard or not too easy.
- Brief, specific and clearly stated.
- Easy to tell when you have accomplished it.





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# SMART

## Problem-Solving Steps

**S** = State the problem.

**M** = Make a goal.

**A** = Actions - List the actions you might take.

**R** = Reach a decision about which actions you could take.

**T** = Try it and review it.





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# USING THANKS TOKENS

- Give tokens to other group members to show you appreciate what they have said or done.
- Hand the token directly to the person you appreciate.
- Tell the person what they did that you appreciate.
- Give away all of your tokens by the end of the session.





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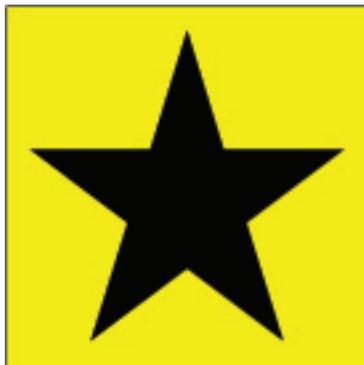
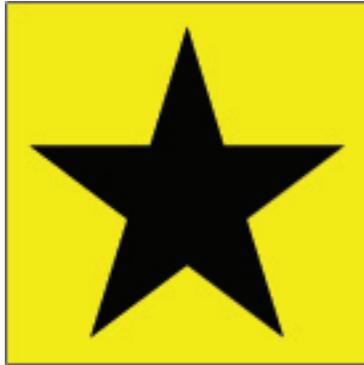
## Appendix C

# Laminated Card: Thanks Tokens

(to be photocopied and laminated by implementing agency)



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## Appendix D

# Laminated Cards Sexual Health Questions

(to be photocopied, cut, folded, and laminated by implementing agency; 4 total pieces)



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### CARD 1: SIDE 1

**Question:**

I'm already infected with HIV. Why do I need to worry about safer sex?

### SIDE 2

**Answer:**

There are several reasons why people living with HIV need to be concerned about safer sex. These reasons include:

- HIV only can be transmitted by people living with HIV.
- People living with HIV can be re-infected with another strain of HIV through unprotected sex. The long-term consequences of re-infection remain unknown.
- Unprotected sex can lead to exposure to strains of HIV that are resistant to HIV medication. Being re-infected with a drug-resistant strain of HIV may complicate treatment.
- HIV infection does not protect against other STIs. Unprotected sex can expose a person to other STIs. Individuals co-infected with HIV and an STI are more likely to transmit both than individuals who are not infected.
- If you have drug-resistant virus and infect another person, they will also have drug-resistant virus. This will complicate treating their infection.



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## CARD 2: SIDE 1

### Question:

If my partner and I already have HIV, do I need to worry about safer sex? Why?

## SIDE 2

### Answer:

Yes. If your partner also has HIV, you still need to be concerned about having safer sex because:

- The two of you may be infected with different strains of HIV. There are cases of individuals being re-infected with a different strain of HIV.
- Your partner may have a strain of virus that is resistant to some HIV medications.
- You may become infected with a drug resistant virus. Drug resistant HIV could complicate your care and limit treatment options.
- You or your partner may have an STI. STIs can be transmitted between two HIV-positive partners who have unprotected sex.



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### **CARD 3: SIDE 1**

#### **Question:**

My viral load has been undetectable for some time. If I choose to have sex, do I need to worry about transmitting HIV to another person?

### **SIDE 2**

#### **Answer:**

Yes, even with an undetectable viral load you need to be concerned with HIV transmission.

- Viral load tests are usually performed on blood samples. The genital tract and its fluids are a separate system. Semen and vaginal secretions may have a higher viral load than blood. Therefore, undetectable viral load in the blood doesn't mean the same for the genital tract.
- Having an undetectable viral load is not a guarantee that HIV transmission won't occur.



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### CARD 4: SIDE 1

**Question:**

What are the symptoms of STIs?

### SIDE 2

**Answer:**

Each STI is a separate disease and has its own symptoms.

- A sore in the genital area, painful urination, or a strange discharge could be signs of an STI. However, some people are infected with an STI without having any symptoms. Only testing by a health care provider can diagnose an STI.
- You may be infected and not have symptoms. If you are sexually active, ask your health care provider about how frequently you should be tested for STIs.
- Being knowledgeable about STIs, talking with your health care provider about STIs, and getting tested can help lower your Feeling Thermometer.
- STIs can be prevented by abstaining from sexual activity, being faithful to a single sexual partner who is faithful, or using condoms consistently and correctly. Vaccines which prevent transmission of Hepatitis A and B are available.



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## CARD 5: SIDE 1

### Question:

Most STIs can be cured. So, what's the big deal about STIs?

## SIDE 2

### Answer:

HIV infection can make it easier to transmit STIs, resulting in more infections.

- STIs can also make it easier to transmit HIV, resulting in more new infections, re-infections, and drug resistant virus.
- Being able to avoid STIs or being able to get tested and treated early could be very important to your overall health and well being.
- Left untreated, some STIs can have very serious consequences for your health.
- Some STIs, such as herpes, genital warts (human papilloma virus), and hepatitis B, are not curable.



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### **CARD 6: SIDE 1**

#### **Question:**

For people living with HIV, what are the best methods for HIV prevention?

### **SIDE 2**

#### **Answer:**

For people living with HIV, abstinence and using condoms are the best methods for HIV prevention.

- Being faithful to another person is very important. Both partners do not have to worry about infection as a result of any other current partners outside the relationship.
- If one or both partners are living with HIV, being faithful alone will not prevent HIV infection. Condoms must be used.



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## Appendix E

# Laminated Card Facilitator Role Play Script: Yin and Yang

(to be photocopied and laminated by implementing agency)



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# Facilitator Role Play Script: Yin and Yang

Yin: I hate having HIV.

Yang: *HIV is the best thing that ever happened to my life.*

Yin: HIV makes me angry because it's so much work.

Yang: *HIV makes me calm because it focuses me within.*

Yin: HIV makes me feel alone and isolated.

Yang: *HIV makes me feel connected to people throughout the world.*

Yin: HIV makes me feel hopeless about the future.

Yang: *HIV makes me feel hopeful about the future.*

Yin: HIV makes me tense.

Yang: *HIV causes me to pause, relax, and smell the flowers.*

Yin: HIV is unfair.

Yang: *HIV is an equal opportunity infection.*

Yin: HIV makes me confused when I think about my future.

Yang: *HIV helps me clarify my future.*

Yin: HIV makes me afraid.

Yang: *HIV makes me feel brave, just like a warrior.*

Yin: HIV is evil.

Yang: *HIV can be good.*

Yin: It can't get any worse!

Yang: *It could be worse!*

Yin: What planet are you from?

Yang: *What planet are you from?*

**End**



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## Appendix F

# Laminated Cards: Self-Talk Cards

(to be photocopied, cut, and laminated by implementing agency; 7 total pieces)



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### 1. Self-talk

You plan to tell your sister that you are HIV-Positive because ultimately she will be a source of tremendous support. You know she will start screaming at you and criticizing you. You care about her and feel it is time she knows.

What self-talk would you use to get ready for telling your sister?

### 2. Self-talk

Your partner turns to you and says, “Come on. Smoke some weed. It will loosen you up. Sex is much better when you get high. Don’t let me down now. I’m serious. Let’s get it on.” You don’t want to mix drugs and sex, and you want to practice safer sex.

What self-talk would you use during this discussion with your partner?



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### 3. Self-talk

You had a big fight with your partner. It made you real nervous. You insisted that your partner cut down on getting drunk. Your partner screamed and cried. Your partner said you didn't love him/her anymore and that it was impossible to live with you without getting drunk. It was tough, but you stuck to your position and got through it. You did call your partner a few names and you wish you hadn't.

What self-talk would you use in thinking about how you did?

### 4. Self-talk

All week long you have been looking forward to tonight. You plan to have red hot sex with your partner. You want to be turned on during sex, but you also want to practice safer sex. You are afraid that you'll get so carried away you won't care about using a condom at the last moment.

What self-talk would you use to prepare yourself for tonight?



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5. Self-talk

You just told your partner that you want to see other people and not be tied down anymore. Your partner starts calling you names and saying you are unfaithful. Your partner cries and cries, acting very hurt.

What self-talk would you use during this face to face situation?

6. Self-talk

You need to make an appointment with your doctor. The receptionist who makes appointments is not being helpful. You find yourself speaking louder and louder. The receptionist places you on hold. You have been waiting for over five minutes. The receptionist now comes back on the line.

What self-talk would you use during this face to face situation?



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## 7. Self-talk

You have decided that abstaining from sex is the right thing for you at this point in your life. Your partner, however, talked you into a sexual situation that you now regret. You feel guilty and upset with yourself for not honoring your boundaries.

What self-talk would you use in thinking about how you did?



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## Appendix G

# Laminated Cards: Negative Thoughts Cards

(to be photocopied, cut, and laminated by implementing agency; 8 total pieces)



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**“I don’t feel at home here because none of the doctors have the same cultural background as I do.” (Example Card)**

**“If I go to the clinic, people will know I am HIV+.”**



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**“The clinic is such a hassle and I feel fine. I don’t think I am really sick. I really don’t need to go because I don’t see what good they’re doing me.”**

**“They treat me like a child. I hate taking orders from doctors.”**



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**“There must be a better way to practice medicine. The wait is no longer worth it to me.”**

**“I can’t afford to take the time off from work.”**



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**“I never took good care of myself before, and I can’t start doing it now.”**

**“The clinic is in a poor location. There are too many drug dealers around.”**



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## Appendix H

# Laminated Card Facilitator Role Play Script: The Next Appointment

(to be photocopied and laminated by implementing agency)



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# Facilitator Role Play Script: The Next Appointment

Receptionist: Your next appointment will be on Friday at 8:30 a.m.

*Patient: I can't come at that time. I need a Wednesday appointment in the afternoon.*

Receptionist: Look, we are trying to squeeze you in.

*Patient: I appreciate that. Wednesday is the best day for me.*

Receptionist: The doctor isn't here then. He's always off on Wednesday afternoon.

*Patient: OK, so, he's off on Wednesdays. I'm sure he needs a rest. Well, Monday is the next best day for me—mornings.*

Receptionist: I'd have to check on that. A lot of people who have problems over the weekend want to come in on Monday mornings.

*Patient: I feel frustrated not being able to get a time that is good for both of us.*

Receptionist: Well, all right. We'll make it on Monday the 22nd at 9:00 a.m.

*Patient: Thank you. I feel better. That's good. I'll see you on Monday the 22nd.*

**End**



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## Appendix I

# Laminated Card Facilitator Role Play Script: Patient and Receptionist

(to be photocopied and laminated by implementing agency)



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# Facilitator Role Play Script: Patient and Receptionist

## (Self-Talk Model)

Receptionist: Come over here!

*Patient: (MAKE AN ASIDE TO THE GROUP) “Don’t let this receptionist annoy me. Just stay cool. Take a deep breath. Smile. Get out of here as fast as possible.”*

*What is it?*

Receptionist: How is your health these days?

*Patient: (MAKE AN ASIDE TO THE GROUP) “Stay focused on giving him or her quick and easy answers. Ignore the sarcasm. Don’t let this get to me. Stay cool.”*

*Fine.*

Receptionist: Are you really fine?

*Patient: (MAKE AN ASIDE TO THE GROUP) “easy does it. I can handle this. Don’t give a smart answer.”*

*Yes. I am doing fine.*

Receptionist: Really? Your health is holding up?

*Patient: (MAKE AN ASIDE TO THE GROUP) “Ignore the way she (he) says that. Don’t let her (him) provoke me. Take another deep breath. Tell him or her I have to go. Stay cool.”*

*Yes, my health is OK. I’m sorry, but I have to run. I’m late.*

Receptionist: You can go. Take care of your health and don’t pass anything around.

*Patient: (MAKE AN ASIDE TO THE GROUP) “I did pretty well. I stayed cool and stuck to my plan. I didn’t let it get to me.”*

*Thank you. I will.*

**End**



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## Appendix J

# Laminated Card Self-Talk Scenarios

(to be photocopied and laminated by implementing agency)



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# Self-Talk Scenarios

1. You are going to meet a new romantic interest with whom you've shared a few enjoyable dates. You sense that this may be the last date, however, because the pressure of dating someone living with HIV seems too great for your new friend. What self-talk would you use in this situation?
2. Your health care provider has just told you that your viral load has increased dramatically and your medications are not working. Your provider thinks you are skipping your medications because you have a reputation for being a heavy partier. She says you're "just like most treatment failures." What self-talk would you use in this situation?
3. You are losing your composure with the clerk in the pharmacy. It's Saturday, you have only one day's supply of medications left, and the clinic forgot to call in your prescription renewal. The clerk says you're like other HIV patients, "demanding, pushy, and unprepared." What self-talk would you use in this situation?
4. You are in a class on AIDS. The teacher asks who's impacted by HIV. A classmate says "promiscuous people who are irresponsible and slackers who would rather get HIV than work." What self-talk would you use in this situation?
5. You've started spending some time volunteering and have met a lot of great people. As you get to know them better, you are worried about if and how to tell them you have HIV and what their reaction will be. What self-talk would you use in this situation?
6. A new teacher has convened a fun group of young adults who like on-line gaming. After several meetings, you're alone with the teacher and disclose your HIV status. After your disclosure, there is a very long pause. What self-talk would you use in this situation?



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## Appendix K

# Laminated Cards: Stigma Cards

(to be photocopied, cut, and laminated by implementing agency; 12 total pieces)



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# Stigma Cards (12 total cards)

## 1. Facilitator Sample Card

Statement: I am ashamed because I may have given HIV to other people.

Self-talk: I'm not sure that I ever did this! If I did, it wasn't intentional. I'm not the kind of person who would intentionally hurt someone else.

## 2.

Statement: I stopped going to church a long time ago. I guess getting HIV is God's way of punishing me.

Self-talk: Diseases are caused by germs. I didn't ask for HIV. I can have a good life living with it.



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3.

Statement: If I weren't sexually attracted to other men, I wouldn't be HIV positive.

Self-talk: Viruses don't get transmitted by attraction. Most of the people in the world with HIV are attracted to members of the opposite sex. Attraction has nothing to do with it.

4.

Statement: I'm so ashamed that I'm HIV positive, I can't face anybody.

Self-talk: I am ashamed if I am rude or inconsiderate, but not because I have a disease. I am a person with value and worth. I can never be ashamed of myself.



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5.

Statement: I've been partying hard for years. Now that I have HIV, I guess it's all finally catching up with me.

Self-talk: Partying doesn't cause HIV. If it did, many more people would have HIV. What's catching up with me is a new understanding of how my feelings, thoughts, and actions are related.

6.

Statement: I was always the best boy/girl in the world. I never did anything bad. I don't deserve to have HIV.

Self-talk: No one deserves to have HIV. It's not a punishment for being.



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7.

Statement: I promised myself I'd abstain from sex. I broke my promise and got HIV. I'm a loser.

Self-talk: I am a person of value and worth. HIV is not a punishment for breaking a promise.

8.

Statement: I used to have sex with anyone. It's my fault that I am HIV positive. I'm so stupid.

Self-talk: I am not stupid, I am a person of value and worth. HIV has taught me more about life and living than most people my age.



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9.

Statement: Having HIV brands me for life. The best thing for me to do is to crawl into a hole and disappear.

Self-talk: HIV makes me different, it doesn't make me bad. The only people who know this about me are the ones I choose to tell and who need to know. I want to live a rich and meaningful life. I don't want to disappear.

10.

Statement: I did a lot of terrible things. I'm not a good person. So, I deserve getting the infection.

Self-talk: No one deserves getting HIV. I am a person of value and worth. Both good and bad people get HIV.



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11.

Statement: HIV is just one more mistake I made in my life.

Self-talk: HIV is a disease, not a mistake. I have made as many mistakes in my life as most people. I am more determined to learn from them than most, too.

12.

Statement: Treating HIV is so expensive and I don't always take all of pills. I'm not worth the expense.

Self-talk: My life is priceless. I've learned a way to do better with the pills and clinic visits.



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