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Department of Health Services

Taking Charge of My Life and Health – Facilitator Training

Session III

1

Welcome Back – Day 3!



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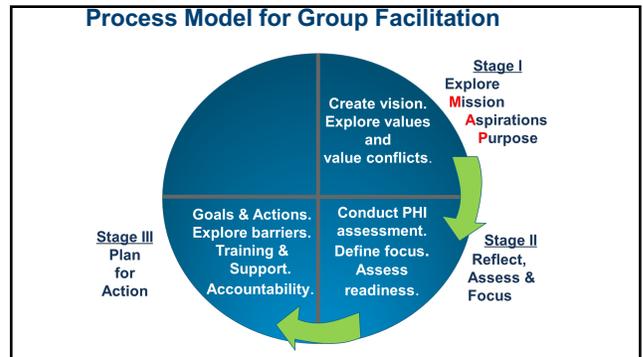
2

Module 12 – Planning for Action and Goal Setting Stage III

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3



4

Stage III - Goal Setting and Action Steps

After determining focus:

- ❑ What is the **goal**?
- ❑ What are the **action steps** to achieve that goal?
- ❑ What **challenges** or **barriers** are anticipated?
- ❑ What **support** or **education** is desired/needed?
- ❑ How/to whom will the person be **accountable**?

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5



6

Definition of Goal and Action Steps

Goal:
What the participant plans/intends to achieve in a 2-6 month period.

Action Steps:
The specific actions the participant plans/intends to achieve in the next week in order to reach their goal.

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7

"SMART" GOALS

SPECIFIC – What do you want to accomplish? Is it clear and concise?
MEASURABLE – How much? How many?
ACTION-ORIENTED – What are you "doing?"
REALISTIC – Able to reach? Do you have skills, resources needed, easily obtain them?
TIMED – Timeframe/Tracking

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Considerations with SMART goals

- ✓ Is the goal really **SMART**?
- ✓ How does the goal align with **vision, mission, and values**?

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9

Determining Action Steps

The goal is set, *now what?*

1. Break down the goal in manageable (small) steps
2. Decide actions before the next session
3. SMART the Action Steps

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10

SMART these examples and provide one SMART action step

- ❑ I want to lose weight.
- ❑ I want to exercise more.
- ❑ I want to find a new job.
- ❑ I want to reduce my stress.

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Barriers/Challenge

Barriers are anything internal or external that may get in the way of completing the action step.

- Any identified barrier should be followed by a contingency plan for dealing with the barrier when it arises.

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12

Accountability

Accountability to action: How would you like to be accountable for this step?

- To the group OR a specific support person?
- To self,
 - using a journal / tracking tool / mobile app / visual reminder?

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13

[Arthur's Transformation video](#)

14

Activity: Smart Goal and Barriers Worksheets

SMART Goal and Action Steps Worksheet:

- Turn to **page 15** in Participant Manual and complete
- Participants should be prepared to discuss in small group practices



Barriers Worksheet:

- Turn to **page 16** in Participant Manual and complete
- Participants should be prepared to discuss in small group practices

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15

Demo #3 – Stage III



- Listen for discussions about:
 - Goals setting & action steps
 - Explore barriers
 - Training & Support
 - Accountability
- Volunteers?

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30 Minute Break



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17

**Module 13 – Group Management:
Working with Difficult Group Dynamics**

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18

Principles to Consider

Design Group Guidelines before the group begins

Examples include:

- Respect one another
- Balance the time you speak with time others speak
- Bottom line
- Stay on Task
- No advice giving (without permission)

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19

Principles to Consider

- Let the Group know how you will address these issues if they come up
- Solicit from them how they would like to handle these situations

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Addressing Difficult Group Dynamics

1. Start with a broad request
2. Remind them of Community Agreements
3. Begin to refine your request if necessary
4. Make a specific request of a group member
 - Acknowledge their input and contribution
5. Consider making a request outside the group

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21

Addressing Difficult Group Dynamics

- Avoid escalation of the situation
 - Acknowledge strong feelings by simply reflecting
 - Avoid telling the person how they should be, feel
- There are no 'sure cures' to these dynamics

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Addressing Difficult Group Dynamics

What are some difficult group dynamics you have had to deal with as either a leader or group member?

- How did you deal with the situation?
- What was successful? What was not?
- How have others dealt with this dynamic?

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23

Dual Relationships

- VA Employees are generally discouraged from developing new relationships with Veterans whom they meet through work. This may become more difficult when you get to know people in a weekly group.
- You'll find common interests, goals, etc. and while it may seem harmless to create a personal contact, the boundaries are there because it often goes awry.
- Undoubtedly you know people in the community who happen to be Veterans and who get their care at your VA. Being aware of maintaining boundaries is important. Example - Checking something in their chart for them.

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24

"Clarity is kindness." Brene Brown

Remember:

- o As a group facilitator you have greater power than the group members.
- o This is true even if you are friendly, open, and collaborative.
- o Being special (think teacher's pet) feels good and may be innocent.
- o It also feels bad to other group members who don't feel chosen.
- o Group members may mistake your concern for other feelings/intentions.

General Rule:

- o Make sure your actions and speech serve the Veterans' interests.
- o As the facilitator, you are responsible for setting the boundaries.
- o What it means to you may be different than what it means to them

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25

5 MINUTE BREAK



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26

**Module 14 –
Trainee Practice Set-up**

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27

Practice Session Instructions

- Groups
- Topics to Facilitate - Selection of topics for each of the 3 practice sessions
- Timing

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28

Practice Session #1

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29

**Homework –
Action Steps Toward Goal**

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Wrap up: Q&A, Survey, Adjourn

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31