



U.S. Department
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NAME:

Whole Health Facilitated Group

Taking Charge of My Life and Health

Facilitator Guide

VETERANS HEALTH ADMINISTRATION
OFFICE OF PATIENT CENTERED CARE & CULTURAL TRANSFORMATION
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FACILITATOR GUIDE

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ABOUT THIS FACILITATOR GUIDE

INTRODUCTION

The Facilitator Guide provides instructions on how to facilitate the Taking Charge of My Life and Health (TCMLH) program. The TCMLH approach is designed to: 1) empower Veteran participants to connect with their purpose, values and goals, 2) build a personalized plan designed to improve their health and well-being, 3) take action on this plan.

In this process Veterans connect to *what matters most* as their core motivation for positive change and as a result of completing the Personal Health Inventory (PHI) and the Personalized Health Plan (PHP). Participants are encouraged to share their experiences in facilitated group activities, thus creating a supportive TCMLH experience and meaningful discussions.

As the facilitator, you will use TCMLH skills to support Veterans to connect with their own internal wisdom and knowledge to build and take action on a well-being plan. These skills, that are based on empowering the Veteran, are key to effectively delivering each session's content to build sustainable change.

GUIDE FORMAT

In this guide, there are three columns. The left column, labeled **Resources/Time**, provides materials, videos, and suggested session timeframes. When participants are required to use their **Participant Workbook**, pages are listed using the gold icon (📖 PW p. xx). When the module includes a mindful awareness activity, the blue icon (📖 Script p. xx) will identify the script. There is a divider page at the back of the Facilitator Guide for **Mindful Awareness Scripts** and the **Appendix**. There are suggestions for the facilitator show a Video (📺).

The middle column, **Facilitator Outline**, serves as a guide for your actions. It is not a strict script; instead, it offers helpful references for your next steps.

The word "**Ask**" indicates a question or multiple questions presented for your use. As you gain familiarity, you can rephrase these questions in your own words.

The provided **timeframes** are approximate and may vary based on the size of the group and their level of engagement. If one section runs overtime, it will be necessary to adjust time in another part of the session.


The right-hand column, **Detailed Notes**, contains content details and options for facilitating the module. It is not intended to be read out loud but should be reviewed *beforehand* so you can explain the concepts in your own words.

OVERVIEW OF GROUP FORMATS

This guide provides the weekly, 1.5-hour TCMLH group sessions outline for nine consecutive weeks. This format allows participants an opportunity to reflect on their responses to the Personal Health Inventory (PHI) and practice mindful awareness in the time between sessions. Some locations opted to use alternative formats for these groups, such as 6 or 1-2 week sessions, recognizing that some Veterans are not able to commit to a 9 week program. Therefore, alternate delivery schedules were created for diverse VA needs as further described in the *Optional Formats* section.

DETERMINING WHICH MODULES TO COVER

The chart on the following page provides four delivery options. A color-coded and symbol system is applied to modules to indicate the type of session for delivery options.

● **Orange:** Modules highlighted in orange with the orange circle are the required sessions for all group delivery formats. As the “foundation or core” of the program, these modules include discussing the Personal Health Inventory (PHI) by following the *Four Stage Process Model for Group Facilitation* (noted in the table with symbol: ).

★ **Blue:** After the initial mindful awareness introduction (an orange circle module 1.5), the actual practice sections will be highlighted in blue with a star symbol. The mindful awareness practices are located in the **Mindful Awareness Scripts** tab at the end of this guide. While the suggested practices are listed, the facilitator can decide which script to use for each session.

▲ **Green:** An essential element is exploring the Circle of Health (COH), including deep dives into the eight self-care areas. These modules are highlighted in green with a triangle symbol. The longer delivery formats include either all eight or six modules; the shorter versions include variable options or none. After considering the participants in the group, the facilitator will choose which self-care areas to cover.

♥ **Purple:** Modules highlighted in purple with the heart symbol represent Stage IV of the *Process Model for Group Facilitation*, a follow-up to the Goals and Action Steps created in Stage III. This section will review the actions taken to promote learning and action adjustment. The frequency of covering this ‘sharing of attempted action’ will lessen with the shorter group formats.

There are remaining modules that are not color-coded. As the facilitator, after the initial meeting with the group, you will have optional modules. You may have limited time for the welcoming, between-session assignment, and closing and can adjust accordingly. You may not need these modules if you’re meeting for only 1-2 sessions and a select number of follow-up sessions.

Preparation is key. In preparing for your TCMLH group, it is important to be familiar with the session options in order to design the most effective format based on your specific VA resources and needs. These options are outlined on the next page. The main points to consider are as follows.

- **Session format:** The number of weekly sessions needed.
- **Module content:** Determine what topics will be most beneficial for the Veterans in the group.
- **Timing:** The time needed for each session is based on availability and content to cover.

While this guide provides a structured process, you may adapt it to fit your VA resources such as time available or context needs. As a result, with preparation and planning, the group process will flow more smoothly.

OPTIONAL FORMATS FOR TAKING CHARGE OF MY LIFE AND HEALTH GROUPS

Taking Charge of My Life and Health Course Content	9 Week (13.5 hours)	6 Week (9 hours)	1-2 Sessions plus 2 follow-up sessions (5-6 hours)	1-2 Sessions plus, a variety of follow-up sessions (6-12 variable hours)
Description	9 weeks of 1.5 hour sessions	6 weeks of 1.5 hour sessions	1-2 sessions, a total of 4 hours with two group or individual follow-up sessions	1-2 sessions with a variety of follow-up strategies (individual, coaching, different support groups, online)
● Course Introduction	Yes	Yes	Yes	Yes
● Participant Introductions	Yes	Yes	Yes	Yes
● Group Guidelines	Yes	Yes	Yes	Yes
☆ Mindful Awareness Practices	9 Practices	6 Practices	4-5 Practices	4-8 Practices
● Stage I (MAP*, Values)	Yes	Yes	Yes	Yes
● Stage II (COH**Assess and Focus)	Yes	Yes	Yes	Yes
● Stage III (Goals / Action Steps)	Yes	Yes	Yes	Yes
♥ Stage IV Follow-up	6 Times	3 Times	2 Times	2-6 Times
▲ Deep Dive (Self-care areas)	All COH	6 COH	No	Variable
● Completion of PHP***	Yes	Yes	Yes	Yes

*MAP – mission, aspiration or purpose

**COH – Circle of Health

***PHP – Personalized Health Plan

Common Abbreviations

COH: Circle of Health

MAP: Mission, Aspiration or Purpose

PHI: Personal Health Inventory

PHP: Personalized Health Plan

FG: TCMLH Facilitator Guide

PW: TCMLH Participant Workbook


TCMLH: Taking Charge of My Life and Health



WH: Whole Health




SESSION 1


Resources / Time	Facilitator Outline	Detailed Notes
5 min	MODULE 1.1 WELCOME AND AGENDA	
	1. Welcome participants to Session 1.	
	2. Today’s agenda: <ul style="list-style-type: none"> • TCMLH Introduction • Participant Introductions and Group Guidelines • Introduce Mindful Awareness / <i>Awareness of Breath Practice</i> • Explore mission, aspiration or purpose (MAP) 	1.1.2 Inform participants of: <ul style="list-style-type: none"> • Today’s agenda. • Logistics and any information needed for sessions including dates and session numbers. • For example, “We will meet for x sessions on these dates. Please bring your TCMLH Participant Workbook to each session.”
10 min	● MODULE 1.2 INTRODUCTION TO TAKING CHARGE OF MY LIFE AND HEALTH	1.2 Reflect on how you want to be as a facilitator. <ul style="list-style-type: none"> • Think about the attitudes of nonjudgment, beginner’s mind, curiosity and others, and utilizing the TCMLH facilitation skills, <i>see Appendix.</i> • Remember, your ‘being present’ creates this space for participants to show up authentically and connect to what matters most.
	1. Introduce yourself.	1.2.1 When introducing yourself: <ul style="list-style-type: none"> • Be concise and share similar information to what the participants will share. This sets an example for the group.



Resources / Time	Facilitator Outline	Detailed Notes
	<p>2. Introduce what the course is about.</p>	<p>1.2.2 Introduce the purpose of the group. Key points:</p> <ul style="list-style-type: none"> • Taking Charge of My Life and Health is for Veterans to reflect on what matters to them and what they want their health for. • Veterans are encouraged to choose an area of their life they would like to enhance, creating a plan to implement their goals through a process that aligns with their values and purpose. • In this process, the TCMLH group provides support for attaining those goals. <p>Explain your role as a facilitator. Key points:</p> <ul style="list-style-type: none"> • My role as a facilitator is to help you self-reflect and find your own answers to develop your health and well-being plan. • While I will guide the discussions and activities, I will not provide medical advice (or any advice) or tell you (participants) what to do.
<p>15 min</p>	<p>● MODULE 1.3 PARTICIPANT INTRODUCTIONS</p> <ul style="list-style-type: none"> a) Your name and what you want to be called b) Your branch of service c) What’s a fun fact about you? OR d) What would you like us to know about you? 	<p>1.3 Provide these questions to participants to introduce themselves.</p>


Resources / Time	Facilitator Outline	Detailed Notes
10 min	<ul style="list-style-type: none"> ● MODULE 1.4 GROUP GUIDELINES AND AGREEMENTS 	
 PW p.5	<p>1. Have participants read the <i>Group Guidelines and Agreements</i> in the Participant Workbook (PW).</p>	<p>1.4.1 It is important to review each of the <i>Group Guidelines/Agreements</i>. You can read each or invite the participants to read them out loud if you choose.</p> <p>Key points:</p> <ul style="list-style-type: none"> • "Respectful listening," is key to being in this group, as TCMLH is not about providing advice but rather supporting others to find their own answers through self-exploration. • Each of you will have the opportunity to share what matters most, and this requires a safe space and a supportive community.
	<p>2. Ask:</p> <p>a) Do you have any additional guidelines to add?</p> <p>b) Do you all agree with the complete <i>Group Guidelines and Agreements</i>?</p>	<p>1.4.2 Confirm and agree on guidelines.</p> <ul style="list-style-type: none"> • Ask if participants have other guidelines to add. • Then, ask if all agree with the full guidelines. • As the facilitator, it is your responsibility to remind the group of the guidelines periodically, and the group can also remind each other, if necessary.

Resources / Time	Facilitator Outline	Detailed Notes
20 min	<ul style="list-style-type: none"> ● MODULE 1.5 INTRODUCTION TO MINDFUL AWARENESS 	
	<p>1. Introduce the concept of Mindful Awareness.</p>	<p>1.5.1 Explain mindful awareness. Key points:</p> <ul style="list-style-type: none"> • It is paying attention, on purpose, to what is happening in the present moment without judgment. • You can probably think of a time when you were fully present—feeling a breeze, hearing a passing car, or a ticking clock. • Mindful awareness can also be noticing what is happening inside us and starting to be aware of our internal response to certain events in the day. • Mindful awareness requires practice, and benefits come over time.
 <p>PW pp.6-8</p>	<p>2. Review <i>Mindful Moments</i> and the <i>Nine Attitudes of Mindfulness</i></p> <ul style="list-style-type: none"> - Have participants review the first <i>Mindful Moment</i> example (p.6). <ul style="list-style-type: none"> a) Optional to ask: “What stands out to you in shifting to mindful awareness?” - Next, review the <i>Nine Attitudes of Mindfulness</i> (p.8). 	<p>1.5.2 Review mindful sections.</p> <ul style="list-style-type: none"> • Review the first <i>Mindful Moment</i> example. Can read out loud or have participants quietly read. • Based on time, can assign the rest for homework. • In review of the <i>Nine Attitudes of Mindfulness</i> explain that they will use these attitudes to support one’s ‘being’ in this group and the TCMLH process.
 <p>PW pp.9-10</p>	<p>3. Review the <i>Circle of Health</i>.</p> <ul style="list-style-type: none"> - Have participants turn to the Circle of Health (COH) (p.9). Explain the Me and Mindful Awareness circles. - Review the definitions on p.10. Explain that you will review each self-care area in a later session. 	<p>1.5.3 Review the <i>Circle of Health</i> diagram. Key points:</p> <ul style="list-style-type: none"> • The COH’s center represents ME. <i>You</i> are in charge of your decisions about your own well-being. • It’s important to stay mindful and nonjudgmental as you consider your priorities and decide where to focus your attention.

Resources / Time	Facilitator Outline	Detailed Notes
 Script p.72	4. Lead the <i>Awareness of Breath</i> practice using the script in the <u>Mindful Awareness Scripts</u> section of this Facilitator Guide.	1.5.4 <i>Awareness of Breath</i> practice. <ul style="list-style-type: none"> • To set up this activity, it is important to give the option to participate or not. Explain: “TCMLH is about having a choice in how we care for ourselves, including the option to participate.” • Be aware of your audience and adapt the practice to fit the group’s needs. Consider mental, emotional or physical conditions that may impact their experience and adjust accordingly. • A reminder— pause often while reading the script.
	5. After the practice, ask for participant experiences using the following questions: <ol style="list-style-type: none"> a) What did you notice during the experience? b) What did you like about it? c) What did you find challenging? 	1.5.5 Explore participant experiences of the practice. <ul style="list-style-type: none"> • These follow-up questions allow participants to reflect on their experience and provide you with a sense of their comfortability with these practices. • Use facilitation skills such as reflections and inquiry to respond to participant answers. For example, can say “Tell me more” to help participants dive deeper into their awareness and learning.
25 min Stage I 	● MODULE 1.6 EXPLORING MISSION, ASPIRATION OR PURPOSE (MAP)	
 PW p.12	1. Have participants turn to the <i>Personal Health Inventory (PHI)</i> to questions #1 and 2.	1.6.1 The next few activities will be introducing the MAP and related questions. At the end of this section, then you will have participants write the answers to these questions.


Resources / Time	Facilitator Outline	Detailed Notes
	<p>2. Explain the questions by introducing this section on MAP (mission, aspiration or purpose) and its relationship to health.</p>	<p>1.6.2 Refer back to the <i>Circle of Health</i> diagram in the Participant Workbook on p.9. Explain as follows:</p> <ul style="list-style-type: none"> • The innermost circle ‘ME’ represents each of us and who we are as unique individuals. • We start in the middle saying, “I am the expert on my life, values, goals, and priorities. Only I can know why I want my health. Only I can know what really matters to me. And this knowledge needs to be what drives my health and health care. • We refer to this as one’s Mission, Aspiration and Purpose (MAP). The MAP represents our values and priorities and serves as the driving force for any transformation, the core motivator for change. • You can also ask yourself: what brings you joy or happiness or what matters most? • For example, a person may have high cholesterol, but that alone is not motivating enough to change their lifestyle. What matters to that person is having the energy to play with their grandkids. To have that energy, they <i>are motivated</i> to make lifestyle changes to lower their cholesterol. • Often, one’s motivation is connected to what brings them joy or has purpose for them, unique to each individual.
 Video	<p>3. Show the Video: <i>Dream Rangers</i>. https://www.youtube.com/watch?v=3ojSqSIh9gY</p>	<p>1.6.3 Provide a brief introduction to the video.</p> <ul style="list-style-type: none"> • This video illustrates the importance of living according to one’s values and what matters most. • The language in the video is Mandarin Chinese, and there are English subtitles. • Encourage participants to pay attention to what they notice as they watch it.


Resources / Time	Facilitator Outline	Detailed Notes
	<p>4. Ask for responses to <i>Dream Rangers</i>.</p> <p>a) What stood out to you in this video?</p> <p>b) How does this story relate to the MAP?</p>	<p>1.6.4 Ask about participant insights and experience in viewing the video.</p>
<p> PW p.11</p>	<p>5. Optional Activity – Time Permitting</p> <p>- Drawing Activity Instructions: Now that you’ve watched this video, turn to p.11 or take out a piece of paper. Use markers, crayons, or pen and write, draw, or make a list about:</p> <p>a) What is important to you? What do you need and want your health for? (5-10 minutes)</p> <p>b) After the activity, Ask: Who would like to share their image or list?</p>	<p>1.6.5 Depending on time, this is an optional activity.</p> <ul style="list-style-type: none"> • Participants draw or list what is important to them and what they want their health for using provided paper, pens, and crayons. • This activity can aid in brainstorming on one’s MAP through drawing before writing a statement. • You can debrief after the activity with the questions presented.
<p> PW p.12</p>	<p>6. Ask participants to complete questions #1, 2 and 3 of the <i>PHI</i> that include:</p> <ol style="list-style-type: none"> 1. What is your mission, aspiration or purpose (MAP) in life? <ul style="list-style-type: none"> - What matters most to you in your life right now? 2. What brings you a sense of joy and happiness? 3. Rate where you feel you are on the scales below from 1-5, with 1 being <i>not so good</i> and 5 being <i>great</i>. 	<p>1.6.6 Participants answer the MAP questions.</p> <p>Key points:</p> <ul style="list-style-type: none"> • Now, you will complete the MAP questions. • This is a free-flowing activity where you can jot down words or form sentences. • You can answer all or any one of the questions. <p>There is flexibility in using this document to meet the participants where they are at as follows:</p> <ul style="list-style-type: none"> • Sometimes, focusing first on one’s values in the next section provides building blocks for the MAP. • This approach can make it easier to return to and complete the MAP questions if you see someone needs support in answering these questions.


Resources / Time	Facilitator Outline	Detailed Notes
	<p>7. Invite participants to share their responses after completing the questions. Questions to consider asking:</p> <ul style="list-style-type: none"> a) What stands out for you after reflecting on these questions? b) What is your mission, aspiration or purpose (MAP)? c) What matters most to you in your life right now? d) What brings you a sense of joy and happiness? <p>Additional questions:</p> <ul style="list-style-type: none"> e) What do you want and need your health for? f) How does your health relate to what is important to you? 	<p>1.6.7 Use TCMLH facilitation skills:</p> <ul style="list-style-type: none"> • Dive deeper into self-discovery, by using open-ended inquiry, reflections, pause, and other-focused listening. • Examples include: <i>“Tell me more, You value..., What’s important about __?”</i> <p>Explain that identifying a MAP is a process.</p> <ul style="list-style-type: none"> • Your MAP statement may unfold throughout this process and these sessions. We will revisit it often to adjust as needed in order to align with one’s values, goals, and action steps. It serves as one’s core motivation. <p>As time permits, ask about responses to question #3 in PHI, p.12.</p>
5 min	<p>MODULE 1.7 WRAP UP & BETWEEN SESSION PRACTICE</p>	<p>1.7 Suggestions for participants to do between sessions.</p>
	<p>Invite participants to:</p>	
 PW pp.6-7	<p>1. Review the <i>Mindful Moments</i> section again and notice mindful moments in the coming week.</p>	<p>1.7.1 Remind participants:</p> <ul style="list-style-type: none"> • Being mindful takes practice. • You will ask about their mindful moment experience at the start of the next session.
	<p>2. Reflect on your MAP in the coming week and make any changes needed.</p>	
	<p>3. Ask: “What is one thing you are taking away from our session today?”</p>	<p>1.7.3 This is a learning and self-discovery moment.</p>
	<p>Close: Thank you for your attendance and participation.</p>	

SESSION 2




Resources / Time	Facilitator Outline	Detailed Notes
10 min	MODULE 2.1 WELCOME AND AGENDA	
	1. Welcome participants back to Session 2.	
	2. Today’s agenda: <ul style="list-style-type: none"> • Practice <i>Awareness of Breath</i> • Identify Values and explore Values Conflict • Complete the Personal Health Inventory (PHI) self-assessment to prioritize one’s focus area • Review of mission, aspiration or purpose (MAP) 	2.1.2 Inform participants of: <ul style="list-style-type: none"> • Today’s agenda. • Logistics and any information needed for sessions. <ul style="list-style-type: none"> - Confirm that participants have their TCMLH Participant Workbook. - Consider creating copies of this section (in case anyone forgets to bring their workbook).
	3. Ask about moments when they were mindful this last week: <ol style="list-style-type: none"> a) When did you experience daily mindful moments? b) What did you like about these mindful moments? c) What was challenging? d) How did these mindful moments affect how you experienced your task or your day? e) What benefit might you imagine a regular practice of mindful awareness would provide you? 	2.1.3 Explain: <ul style="list-style-type: none"> • This is an opportunity to help build awareness in everyday life of mindful moments. • Integrating mindful awareness into one’s life takes practice. • Encourage group conversation using your reflection and inquiry skills.


Resources / Time	Facilitator Outline	Detailed Notes
10 min	<p>★ MODULE 2.2 AWARENESS OF BREATH PRACTICE</p>	<p>2.2. Prior to the practice:</p> <ul style="list-style-type: none"> • Invite participants to participate or not. • Continue to create a nonjudgmental space to allow participants to do what is comfortable.
 Script p.73	<p>1. Lead the <i>Awareness of Breath</i> practice called <i>Finger Breath</i>.</p>	<p>2.2.1. <i>Finger Breath</i> practice.</p> <ul style="list-style-type: none"> • This is a variation of the <i>Awareness of Breath</i> script and is another approach to this mindful awareness activity. • You have the option to choose which script from pp.72-74 you prefer to do.
	<p>2. After the practice, ask for participants' experience using the following questions:</p> <ol style="list-style-type: none"> What did you notice during the experience? What did you like about it? What did you find challenging? 	<p>2.2.2. Explore participant experiences of the practice.</p> <ul style="list-style-type: none"> • After every mindful awareness practice, ask for participant experiences and feedback. • This allows for the participants to reflect on what they notice and brings awareness to their experiences. • In addition, it allows you, as the facilitator, to know if there is any discomfort or modification that needs to happen for a participant.

<p>30 min</p>	<p>● MODULE 2.3 IDENTIFYING VALUES</p>	<p>2.3 Reminder to utilize the TCMLH facilitation skills and <i>Nine Attitudes of Mindfulness</i> listed in the <i>Appendix</i>.</p>
<p> PW p.18</p>	<p>1. Have participants turn to the <i>Values</i> worksheet.</p> <p>Ask participants to list their values and to describe how their values relate to their MAP by completing the worksheet.</p>	<p>2.3.1 Invite a participant to read the values definition out loud or have the group quietly read to themselves.</p> <p>Explain the definition of values as follows:</p> <ul style="list-style-type: none"> • Values are anything important to us. • Another way to think about ‘values’ are those things on which we spend time, money, energy, and other resources. • Values can change over time. • Values include relationships, health, exercise, clutter-free surroundings, nature, joy, rest/sleep, spirituality, and other examples listed in the workbook (PW). • Values are the foundational components of the MAP as they create the core motivation for ‘why’ one wants to change or improve one’s health and well-being. • Understanding values can clarify the MAP even further.
	<p>2. After completion of the worksheet, Ask:</p> <p>a) (<i>Who would like to share...</i>) What values did you choose?</p> <p>b) How do your values connect to your mission, aspiration or purpose (MAP)?</p>	<p>2.3.2 Explore participant values.</p> <ul style="list-style-type: none"> • Use skills to explore these values to promote self-reflection. An exploratory question is: <i>“What’s important about x value?”</i> • Feel free to offer time to return and adjust their MAP based on learnings today of one’s values (or as homework).



 <p>PW pp.19-20</p>	<p>3. Review the <i>Values Conflict</i> worksheet.</p>	<p>2.3.3 Review the <i>Values Conflict</i> worksheet. Key points:</p> <ul style="list-style-type: none"> • It is helpful to start building awareness of how we make decisions. • Decisions are often based on prioritizing values that lead to behavior patterns. • Have you ever experienced a values conflict? It is where you value two opposing actions. • For example, I may value spending time with my family, but I stay late at work in order to keep my job and remain financially stable, which is also one of my values. This conflict arises when a decision or action aligns with one value but contradicts another. • By bringing a value conflict into awareness, we can better strategize on how to address this conflict. • It is helpful to be nonjudgmental of oneself as there is usually a ‘gain’ to each value.
	<p>4. Discuss the examples listed in the PW to help build understanding of how to identify one’s own values conflict.</p> <p>a) Ask: What is a values conflict that you may have and are willing to share?</p>	<p>2.3.4a After discussing the values conflict examples, ask for participant examples.</p> <ul style="list-style-type: none"> • Use the double-sided reflection skill when you hear conflicting values. For example, “On the one hand, you value time spent at your job for financial stability, and on the other hand you value having time to connect with your family.” • Remember not to judge but rather reflect conflicting values as a statement. • This is helpful for participants to see values that may conflict and to assess those values when deciding on their future actions.


	<p>b) Ask: How do you approach your values conflict?</p>	<p>2.3.4b Allow participants to reflect on this question. Explain possible ways they may approach values conflict:</p> <ul style="list-style-type: none"> • Choose one value over the other. • Compromise between the two values. • Live with the values conflict, in one of these ways: <ul style="list-style-type: none"> - in a stressful way <ul style="list-style-type: none"> Example: “I am doing this action and I feel bad about it.” - by simply observing the values conflict without judgment <ul style="list-style-type: none"> Example: “I am making this choice, and it is okay.” - wait to make a future decision or address this conflict at another time <ul style="list-style-type: none"> Example: “I am seeking out further services and resources for change but choose not to address it at this time.”
	<p>c) Ask: How does being mindful help with values conflict?</p>	<p>2.3.4c You may want to provide an example if the group members have difficulty answering the question, as follows.</p> <ul style="list-style-type: none"> • Mindful awareness helps one step back from automatic decision-making to become aware of one’s thoughts, motivations and choices. It allows you to pause and start to see one’s choices and where competing values may exist. Ultimately, it helps you be empowered in your decision-making process.




<p>35 min Stage II </p>	<p>● MODULE 2.4 ASSESSING THE CIRCLE OF HEALTH ON THE PERSONAL HEALTH INVENTORY (PHI)</p>	
<p> PW p.13</p>	<p>1. Have participants turn to the Personal Health Inventory (PHI) self-assessment called, <i>Where Are You and Where Would You Like to Be?</i></p>	<p>2.4.1 Participants will use this comprehensive approach to assess one’s health and well-being (in self-care areas) and identify a focus area.</p>
	<p>2. Review the instructions in the PW (top of p.13). Then, briefly review the eight self-care areas (p.13-16).</p>	<p>2.4.2 To review the self-care areas, you can either read a brief description of each area listed or ask the participants to read out loud or quietly to themselves.</p>
<p> PW pp.13-16</p>	<p>3. Have participants complete the <i>Where Are You and Where Would You Like to Be?</i> section.</p>	<p>2.4.3 Provide ample time to complete this self-assessment; assign it for in between sessions if it is not completed in this session.</p>
	<p>4. Ask:</p> <p>a) What is an area you are satisfied with? <i>(possibly scored higher)</i></p> <ul style="list-style-type: none"> - What score did you give yourself, and what does that score mean to you? 	<p>2.4.4 Explore participant answers.</p> <ul style="list-style-type: none"> • This area may be where participants have scored higher, <i>but not always.</i> • Based on time, this part may be done quickly to save time to explore the next questions <i>on areas they want to enhance</i> before leaving this session.
	<p>5. Ask:</p> <p>a) What is an area you want to enhance or make some changes? <i>(possibly scored lower)</i></p> <ul style="list-style-type: none"> - What score did you give yourself, and what does that score mean? <p>b) Where would you like to be in terms of your number?</p> <ul style="list-style-type: none"> - What are some things you may have to do to get to that number? 	<p>2.4.5 Explore participant answers.</p> <ul style="list-style-type: none"> • You may not be able to hear from all participants on all the questions. One approach is to invite a few participants to answer the first question and then invite other participants to respond to the next question. • Utilize the skills of reflection and open-ended inquiry for self-exploration of the meaning of the numbers. • For instance, if someone rates themselves a 2, you can ask, "What makes it a two and not a 1?" This approach can help highlight their strengths.


 PW p.17	6. Have participants complete the <i>Reflections</i> section of the PHI (and the Professional Care section.) You will not discuss the Professional Care section until later in the sessions.	2.4.6 This section should encourage participants to reflect on the area they want to enhance and how they'd like to start. You will ask about their answers at the next session.
5 min	MODULE 2.5 WRAP UP AND SUGGESTIONS FOR BETWEEN SESSION PRACTICE	2.5 Suggestions for participants to do between sessions.
	Invite participants to:	
	1. Notice mindful moments in the coming week.	2.5.1 Remind participants that being mindful takes practice over time.
	2. Reflect on your MAP in the coming week and make any changes needed.	
	3. Ask, “What is one thing you are taking away from our session today?”	2.5.3 This is a learning and self-discovery moment.
	Close: <i>Thank you for your attendance and participation.</i>	

SESSION 3



Resources / Time	Facilitator Outline	Detailed Notes
10 min	MODULE 3.1 WELCOME AND AGENDA	
	1. Welcome participants back to Session 3.	
	2. Today’s agenda: <ul style="list-style-type: none"> • Review of <i>Mindful Moments</i> and <i>Reflections</i> section • Practice <i>Awareness of Breath</i> • Set Goals and Action Steps • Explore Accountability and Barriers 	3.1.2 Inform participants of: <ul style="list-style-type: none"> • Today’s agenda. • Logistics and any information needed for sessions. <ul style="list-style-type: none"> - Confirm that participants have their TCMLH Participant Workbook. - Consider creating copies of this workbook section if needed.
 PW pp.6-7	3. Have participants turn to the <i>Mindful Moments</i> section to review. Ask: <ol style="list-style-type: none"> a) What did you notice about being more mindful this last week? 	3.1.3 Explore participant answers on <i>Mindful Moments</i> . <ul style="list-style-type: none"> • Use your skills of reflection and open-ended questions to let the participants know you’ve heard them and to dive deeper into the meaning of their responses.
 PW p.17	4. Have participants turn to the <i>Reflections</i> section in the PHI and review their answers. <p>Ask:</p> <ol style="list-style-type: none"> a) Who would like to share their answers? b) Maybe you’ve thought further about the area of health you may want to enhance. What area do you want to enhance or improve upon? 	3.1.4 Explore participant answers on <i>Reflections</i> . <ul style="list-style-type: none"> • Some participants will keep the same area they identified the previous week, while others may change areas due to further consideration. • When participants share their Reflections, ask exploring questions such as “<i>What values are you honoring?</i>” to tie back to core motivations.



Resources / Time	Facilitator Outline	Detailed Notes
10 min	★ MODULE 3.2 AWARENESS OF BREATH PRACTICE	<p>3.2 Prior to the practice:</p> <ul style="list-style-type: none"> • Invite participants to participate or not. • Continue to create a nonjudgmental space to allow participants to do what is comfortable.
 <p>Script p.73</p>	<p>1. Lead the <i>Awareness of Breath</i> practice called <i>Drop-In Breath</i>.</p>	<p>3.2.1 <i>Drop-In Breath</i> practice.</p> <ul style="list-style-type: none"> • This is a variation of the <i>Awareness of Breath</i> script. • This practice is another approach to this mindful awareness activity. You have the option to choose which script from pp.72-74 you prefer to do. • Remind participants that this is a skill or muscle that takes repetition to learn. • It is also a welcoming approach to bringing one’s group together at the start of each session, <i>to be here now</i>.
	<p>2. After the practice, Ask:</p> <ol style="list-style-type: none"> a) How was this experience? b) Now that we have done a mindful awareness practice three times, what have you noticed? <ul style="list-style-type: none"> - How has the experience changed? - How has it remained the same? 	<p>3.2.2 Explore participant experiences of the practice.</p> <ul style="list-style-type: none"> • Use reflection skills for participant responses. • Make sure to acknowledge or ask for a variety of experiences in this nonjudgmental space.


Resources / Time	Facilitator Outline	Detailed Notes
<p>40 min</p> <p>Stage III </p>	<p>● MODULE 3.3 GOAL SETTING AND ACTION STEPS</p>	
	<p>1. Inform participants that they will set goals and plan action steps for their selected focus area.</p>	<p>3.3.1 Explain that you will watch a video before creating their goals and action steps.</p>
<p> Video</p>	<p>2. Show <i>Arthur’s Transformation</i> video.</p> <p>https://www.youtube.com/watch?v=qX9FSZju448</p>	<p>3.3.2 Provide a brief introduction to the video:</p> <ul style="list-style-type: none"> • This video is an introduction to goal setting and action steps. • It is also about what may be realistic for one person may not be realistic for another.
	<p>3. After the video, Ask:</p> <p>a) What stood out to you about this video?</p>	<p>3.3.3 Ask about participant insights and experience of the video.</p> <ul style="list-style-type: none"> • Explain that small, consistent action steps are important to building a new behavior.
<p> PW p.21</p>	<p>4. Have participants turn to the <i>SMART Goal and Action Steps</i> worksheet.</p> <p>First ask them to write their MAP and focus/self-care area at the top of the worksheet.</p> <p>- If needed, have participants turn to p.12 of the <i>PHI</i> section and review their MAP answers to complete this section.</p>	<p>3.3.4 Explain the goal section. Key points:</p> <ul style="list-style-type: none"> • Your goals and action steps should be aligned with: <ul style="list-style-type: none"> - your MAP - your core motivation, - your values or what’s important to you, - and your chosen priority self-care area or your primary focus first. • Reviewing these areas is key to setting a logical goal to connect with these core motivations. • Consider how your MAP might help inform the goal you will be setting today. • Your MAP may have changed from Session 1; you can update it here (in the first box on p.21). • Then, review your self-care focus area from the PHI self-assessment and write in that area in the next space (in next box on p.21).

Resources / Time	Facilitator Outline	Detailed Notes
 <p>PW p.21</p>	<p>5. Next, review the SMART criteria for goal setting in the worksheet.</p>	<p>3.3.5 Explain SMART goal setting.</p> <p>A goal should generally be set for 2–6 months from now (they choose the timeframe).</p> <p>SMART stands for:</p> <p><u>Specific</u>: A goal should be clear and concise. It is hard to know when action toward a goal has been started and when it has been completed if it is not specific.</p> <p><u>Measurable</u>: A goal should be measurable so that you can track your progress. When taking action on a goal, there should be clear criteria for progress and completion. Keeping tabs on progress can be inspiring and motivate you.</p> <p><u>Action-Oriented</u>: A goal should include action. You should be in direct control of the action.</p> <p><u>Realistic</u>: You should be able to reach your goal within your chosen timeframe. This does not mean it will be easy, but attaining the goal within the timeline you designate should feel realistic. This means working on small, doable lifestyle changes. Try to avoid the pitfall of seeing only the big picture and not the small steps.</p> <p><u>Timed</u>: A goal should be tied to a timetable for completing specific, measurable, and realistic action.</p>

Resources / Time	Facilitator Outline	Detailed Notes
	<p>6. Provide participants with an example or two from the list on the right. Have them help create a SMART goal for each example.</p> <p><u>Optional: Visual display</u></p> <p>A visual display can make it easier for participants to assess and change the goal statements.</p> <ul style="list-style-type: none"> - If possible, write the goal statements on a large sheet of paper beforehand to display to participants at the front of the room. - Then, proceed as follows: <ul style="list-style-type: none"> ▪ ask if the statements are SMART, and ▪ how to make each ‘smarter’, and ▪ write the new statement. 	<p>3.3.6 Conduct SMART goal setting activity.</p> <ul style="list-style-type: none"> • I will exercise more. <ul style="list-style-type: none"> ○ Not SMART. <i>This goal</i> is not specific, measurable, or timed. ○ SMART: For the next three months, I will walk for 30 min three times per week. • I will practice mindful awareness exercises each day for the next six months. <ul style="list-style-type: none"> ○ Not SMART. Not specific, measurable and timed, and might be unrealistic for most people. ○ SMART: For the next six months, I will practice <i>awareness of breath</i> for 10 minutes 4-5 days per week. • I will spend more time with my family. <ul style="list-style-type: none"> ○ Not SMART. Not specific, measurable and timed. ○ SMART: For the next three months, I will plan a family activity to spend time together every two weeks. • I will try to relax more. <ul style="list-style-type: none"> ○ Not SMART. Not specific, measurable, timed, or action oriented. ○ SMART: For the next three months, I will take an hour out of every other day to relax and read a book or watch my favorite television show. • I will have a night out with my significant other once every two weeks for the next three months. <ul style="list-style-type: none"> ○ SMART. This goal is realistic, measurable, timed, action-oriented, and specific.


Resources / Time	Facilitator Outline	Detailed Notes
 <p>PW p.21</p>	<p>7. Have participants write their SMART goal on the SMART Goal section of the worksheet.</p>	
	<p>8. Ask:</p> <ul style="list-style-type: none"> a) Who would like to share their goal with the group? b) Who needs assistance making their goal SMARTer? 	<p>3.3.8 Ask the SMART criteria questions from the PW, if any goals need adjustment:</p> <ul style="list-style-type: none"> • <u>Specific</u>: What do you want to accomplish (do)? • <u>Measurable</u>: What is the best way to track progress? How often (<i>daily, weekly, monthly</i>)? • <u>Action-oriented</u>: What is the action you are taking? (<i>Example: walk, practice</i>) • <u>Realistic</u>: Is this realistic for you in your life, at this time? • <u>Timed</u>: When will you start? For how long? What is your target date of accomplishment?
 <p>PW p.22</p>	<p>9. Have participants turn to the SMART Action Steps section and discuss and describe SMART action steps.</p> <p>Have participants complete their action steps 1, 2, and/or 3.</p>	<p>3.3.9 Explain that action steps:</p> <ul style="list-style-type: none"> • Are behaviors or specific actions you will do in the next week (or before the group meets again) in order to reach your goal. • Consist of small, consistent, incremental steps. You may want to start more slowly in the first week. • Should follow the same SMART criteria as goal setting.
	<p>10. Ask:</p> <ul style="list-style-type: none"> a) Who would like to share their action step for the next week? b) Who needs assistance to make their action step SMARTer? 	<p>3.3.10 Discuss action steps and ask how they relate to the goal. Ask the SMART criteria questions from the PW:</p> <ul style="list-style-type: none"> • <u>Specific</u>: What do you want to accomplish (do)? • <u>Measurable</u>: What is the best way to track progress? How often (<i>daily, weekly, monthly</i>)? • <u>Action-oriented</u>: What is the action you are taking? • <u>Realistic</u>: Is this realistic for you in your life, at this time? • <u>Timed</u>: When will you start? For how long? What is your target date of accomplishment?




Resources / Time	Facilitator Outline	Detailed Notes
 <p>PW p.22</p>	<p>11. Have participants complete the <i>identifying strengths</i> question:</p> <p>What strengths do I bring to achieving the action steps?</p>	<p>3.3.11 Explain that identifying strengths:</p> <ul style="list-style-type: none"> • Can often build one’s confidence and awareness of past successes to contribute to one’s motivation towards achieving their action steps. • <i>Depending on time, can ask what strengths they identified.</i>
<p>10 min</p>	<p>● MODULE 3.4 ESTABLISHING ACCOUNTABILITY</p>	
	<p>1. Explain what is meant by <i>Accountability</i>.</p> <p>Have participants complete the <i>accountability</i> question (at the bottom):</p> <p>Who or what will support me in completing my action steps? What support systems do I need in place?</p>	<p>3.4.1 Explain accountability. Key points:</p> <ul style="list-style-type: none"> • Setting up a system to be accountable for one’s actions can be motivating and helpful to some. • You can be held accountable to someone or to a tracking system. For example, you can let someone in the TCMLH group, a friend, relative or co-worker know about your plan and have regular check-ins. • If a tracking system is chosen, this could be a calendar, phone, timers, apps, etc. Both approaches can help keep one on track.
 <p>PW p.22</p>	<p>2. In review of participant responses, Ask:</p> <ol style="list-style-type: none"> Who or what will help keep you accountable? How will you set it up, and what does this process look like? If accountable to yourself, how will you do that? (Example, calendar, journal, etc.) How will you know you are successful (indicators)? 	<p>3.4.2 Explore participant answers.</p> <ul style="list-style-type: none"> • Some may prefer to be accountable to themselves. If a person wants to be accountable only to themselves, you may want to ask how they will do it. <i>Keep a record? Post their progress somewhere?</i> • Identifying indicators of success is also important to think about. • For example, an indicator may be marking down one’s completed action step on the calendar.


Resources / Time	Facilitator Outline	Detailed Notes
15 min	<ul style="list-style-type: none"> ● MODULE 3.5 IDENTIFYING POTENTIAL BARRIERS TO COMPLETING ACTION STEPS 	
 <p>PW p.23</p>	<p>1. Have participants turn to the <i>Barriers</i> worksheet. Explain what barriers are and lead a discussion.</p> <p>a) Ask: What stands out to you as we read these barrier descriptions?</p>	<p>3.5.1 Explain barriers as follows:</p> <ul style="list-style-type: none"> • Barriers are anything that may get in the way of accomplishing action steps including: <ul style="list-style-type: none"> - Those things I say, do, or think that get in my way. <i>Internal/Myself</i> - My responsibilities to other people in my life may impact my ability to complete my action steps. <i>Interpersonal/Relationships</i> - Those things that I perceive to be outside my control. <i>External</i> • For example, let’s say one’s goal is to walk 2x/per week in the mornings for 30 minutes. An internal barrier may be lack of motivation to walk when first wake up. An interpersonal barrier may be needing to take one’s kids to daycare some mornings. An external barrier may be rain.
	<p>2. Have participants complete the Barriers worksheet.</p>	
	<p>3. Ask: <i>(You may need to ask first to state the goal/action step and then the barrier.)</i></p> <p>a) Who would be willing to share one of your barriers?</p> <p>b) What do you plan to do when facing this barrier?</p> <p>c) What support or help might you need when faced with this barrier?</p>	<p>3.5.3 Explore participant barriers.</p> <ul style="list-style-type: none"> • You may not have time to hear from everybody on these questions. • Explain that identifying the barrier is the first step. • Then, it is helpful to have a plan of how to address this challenge. • Provide examples of contingency plans or Plan B, workarounds, whichever term works best for participants.


Resources / Time	Facilitator Outline	Detailed Notes
5 min	MODULE 3.6 WRAP UP AND SUGGESTIONS FOR BETWEEN SESSION PRACTICE	3.6 Suggestions for participants to do between sessions.
	Invite participants to:	
	<p>1. Start action steps this next week and reflect on the following:</p> <p>a) Be mindfully aware of actions they are doing or not doing.</p> <p>b) Notice and maintain a sense of nonjudgment towards oneself, regardless of actions taken.</p>	<p>3.6.1 Ask participants to observe their experience when attempting their action steps and to be prepared to discuss their learnings next week. Can explain as follows:</p> <ul style="list-style-type: none"> • In the upcoming sessions, we will ask about your experience attempting the action steps. • We are moving into the learning phase, meaning some steps may need to be adjusted. Reviewing what went well and what needs to be changed is important. • Please pay attention to your actions and any barriers that may arise. Remember, adjusting is normal, and this is a learning process. • Be kind to yourself and act as an observer rather than a judge. Consider journaling what you do well and what you have learned.
	2. Reflect on your MAP in the coming week and make any changes needed.	
	3. Ask, “What is one thing you are taking away from our session today?”	3.6.3 This is a learning and self-discovery moment.
	Close: Thank you for your attendance and participation.	

SESSION 4

Resources / Time	Facilitator Outline	Detailed Notes
5 min	MODULE 4.1 WELCOME AND AGENDA	
	1. Welcome participants to Session 4.	
	2. Today’s agenda: <ul style="list-style-type: none"> • Practice <i>Awareness of Breath</i> • Share experience with attempted action steps • Revisit mission, aspiration or purpose (MAP) • Deep dive into <i>Moving the Body</i> • Deep dive into <i>Recharge</i> 	4.1.2 Inform participants of: <ul style="list-style-type: none"> • Today’s agenda. • Logistics and any information needed for sessions. <ul style="list-style-type: none"> - Confirm that participants have their TCMLH Participant Workbook. - Consider creating copies of this workbook section if needed.
15 min	★ MODULE 4.2 AWARENESS OF BREATH PRACTICE	4.2. Prior to the practice: <ul style="list-style-type: none"> • Invite participants to participate or not. • Continue to create a nonjudgmental space to allow participants to do what is comfortable.
 Script p.72	1. Lead the <i>Awareness of Breath</i> practice. If choose, can have participants listen as they walk around the room or play soft music in the background.	4.2.1 <i>Awareness of Breath</i> practice. <ul style="list-style-type: none"> • This is another variation to delivering the script and often playing soft music or adding a walk allows for a different experience. Know your audience and plan accordingly.
	2. After the practice, ask: <ol style="list-style-type: none"> a) How was your experience of this practice? b) How might you use this in your daily life? c) What did you like? What was challenging? 	4.2.2 Explore participant experiences of the practice. <ul style="list-style-type: none"> • Use your reflection skills to build the participants’ internal awareness of their experiences. • After participant responses, utilize exploratory questions such as “<i>Tell me more..</i>” or reflections for further exploration.

Resources / Time	Facilitator Outline	Detailed Notes
<p>25 min</p> <p>Stage IV </p>	<p> MODULE 4.3 SHARING OF ATTEMPTED ACTION STEPS</p>	<p>4.3 Review of action steps taken. Key points:</p> <ul style="list-style-type: none"> • Reflect on the action steps you have taken. • This section is based on ‘learnings’ of what works and what needs to be modified in taking action already. • Remember that it is important to practice nonjudgment as one examines barriers and solutions as this is the learning phase.
<p> PW pp.21-23</p>	<p>1. Have participants turn to their completed <i>SMART Goal and Action Steps</i> worksheet to review their action steps.</p> <p>Questions to consider asking:</p> <ol style="list-style-type: none"> How was your experience in attempting your action steps last week? What went well? What did you learn about yourself? What barriers did you encounter? What is your strategy/backup plan for those barriers? Review your goals and action steps. What adjustments, if any, are needed for next week? Is there any other self-care area you think you should work on instead? How are your goals and action steps supporting your MAP and values? 	<p>4.3.1 Explore participant experience since the last session.</p> <ul style="list-style-type: none"> • Create a discussion with participants on their attempted action steps. (“Questions to consider” are optional and you do not need to ask all.) • Use your skills of reflection and inquiry to help the participants explore their experiences. • This is not a time to provide advice unless the participant asks for ideas. • Some possible open-ended questions to bring awareness to “what went well” include: <p><i>“What are you most proud of that you did?”</i></p> <p><i>“You still ..(walked 2x’s a week). What made that possible?”</i></p> <p><i>“What strengths did you learn you have?”</i></p> <ul style="list-style-type: none"> • If a participant wants to change their goal, action step, or self-care focus, encourage them to complete a new <i>Goal and Action Steps</i> worksheet (PW, pp.25-27).


Resources / Time	Facilitator Outline	Detailed Notes
20 min	<p>▲ MODULE 4.4 DEEP DIVE INTO MOVING THE BODY</p>	
 PW p.33	<p>1. Have participants turn to and review the <i>Deep Dive into Moving the Body</i> worksheet.</p>	<p>4.4.1 Options of how you can do this review:</p> <ul style="list-style-type: none"> • Provide participants with several minutes to review the entire page and then ask the questions listed in #2 in the Facilitator Outline column. • Ask different participants to read the page out loud. • Review each topic on the page and ask related questions.
	<p>2. Questions to consider asking:</p> <ol style="list-style-type: none"> What does <i>Moving the Body</i> mean to you? What stands out as you review this page? <ul style="list-style-type: none"> - What benefits of <i>Moving the Body</i> appeal to you? - What barriers have you encountered? - What strategies have you tried? How does this self-care area support your goal? What additional information or support do you need? What is the role of <i>Moving the Body</i> in your mission, aspiration or purpose (MAP)? 	<p>4.4.2 Explore <i>Moving the Body</i> self-care area.</p> <ul style="list-style-type: none"> • If participants are interested in additional information or support, provide resources available in the VA and the community. Ask other participants what they know about additional information and resources. • Optional: You can ask participants to review their scores and responses to this self-care area in the PHI (in PW) to answer some of these questions.


Resources / Time	Facilitator Outline	Detailed Notes
20 min	▲ MODULE 4.5 DEEP DIVE INTO RECHARGE	
 PW p.34	1. Have participants turn to and review the <i>Deep Dive into Recharge</i> worksheet.	4.5.1 Options of how you can do this review: <ul style="list-style-type: none"> • Provide participants with several minutes to review the entire page and then ask the questions listed in #2 in the Facilitator Outline column. • Ask different participants to read the page out loud. • Review each topic on the page and ask related questions.
	2. Questions to consider asking: <ol style="list-style-type: none"> a) What does <i>Recharge</i> mean to you? b) What stands out as you review this page? <ul style="list-style-type: none"> - What strategies stand out to you? Any others to add? - What factors make you feel recharged? (<i>This could be circumstances/places/people, etc.</i>) - If sleep is an issue, what strategies have you tried? c) How does this self-care area support your goal? d) What additional information or support do you need? e) What is the role of <i>Recharge</i> in your mission, aspiration or purpose (MAP)? 	4.5.2 Explore <i>Recharge</i> self-care area. <ul style="list-style-type: none"> • If participants are interested in additional information or support, provide resources available in the VA and the community. Ask other participants what they know about additional information and resources. • Optional: You can ask participants to review their scores and responses to this self-care area in the PHI (in PW) to answer some of these questions.


Resources / Time	Facilitator Outline	Detailed Notes
	<p>Optional questions:</p> <p>f) What values conflict come into play when you consider adding more ‘recharge’ to your life?</p> <p>g) How do you think changing this area of health would affect other areas of your health and wellness?</p>	
5 min	<p>MODULE 4.6 WRAP UP AND SUGGESTIONS FOR BETWEEN SESSION PRACTICE</p>	4.6 Suggestions for participants to do between sessions.
	<p>Invite participants to:</p>	
	<p>1. Reflect on <i>Moving the Body and Recharge</i> and how these self-care areas may impact your life.</p>	
	<p>2. Practice mindful awareness in everyday life.</p>	
	<p>3. Review your MAP, goals and action steps, and adjust as needed.</p>	
	<p>4. Ask, “What is one thing you are taking away from our session today?”</p>	4.6.4 This is a learning and self-discovery moment.
	<p>Close: <i>Thank you for your attendance and participation.</i></p>	


SESSION 5

Resources / Time	Facilitator Outline	Detailed Notes
10 min	MODULE 5.1 WELCOME AND AGENDA	
	1. Welcome participants back to Session 5.	
	2. Ask: We've covered many topics in the first four sessions. What area has been the most helpful to you?	5.1.2 Continue to use your skills of listening, reflections, and open-ended questions when participants respond.
	3. Today's agenda: <ul style="list-style-type: none"> • Practice <i>Awareness of Breath</i> • Share experience with attempted action steps • Deep dive into <i>Food and Drink</i> • Deep dive into <i>Personal Development</i> 	5.1.3 Inform participants of: <ul style="list-style-type: none"> • Today's agenda. • Logistics and any information needed for sessions. <ul style="list-style-type: none"> - Confirm that participants have their TCMLH Participant Workbook. - Consider creating copies of this workbook section if needed.

Resources / Time	Facilitator Outline	Detailed Notes
10 min	<p>★ MODULE 5.2 AWARENESS OF BREATH PRACTICE</p>	<p>5.2. Prior to the practice:</p> <ul style="list-style-type: none"> • Invite participants to participate or not. • Continue to create a nonjudgmental space to allow participants to do what is comfortable. • Be aware of the participant group and modify this script as needed.
 Script p.74	<p>1. Lead the <i>Awareness of Breath</i> practice called <i>Inhale to 2, Exhale to 3.</i></p>	<p>5.2.1 <i>Inhale to 2, Exhale to 3</i> practice.</p> <ul style="list-style-type: none"> • This practice is another approach to the mindful awareness activity. • You have the option to choose which script from pp.72-74 you prefer to do. • Offer participants the opportunity to follow the counting prompts or invite them to count on their own at their own pace. • Know your audience and modify if needed.
	<p>2. After the practice, ask:</p> <ol style="list-style-type: none"> a) How was your experience of this practice? b) How is this experience different than the previous experiences with the mindful awareness practices? c) What are some ways you have noticed this practice in your everyday life? 	<p>5.2.2 Explore participant experiences of the practice.</p> <ul style="list-style-type: none"> • Use your reflection skills to build the participants' internal awareness of their experiences. • After participant responses, utilize exploratory questions such as "<i>Tell me more..</i>" or reflections for further exploration.


Resources / Time	Facilitator Outline	Detailed Notes
25 min	<p>♥ MODULE 5.3 SHARING OF ATTEMPTED ACTION STEPS</p>	<p>5.3 Review of action steps taken. Ask participants to reflect on their action steps taken.</p> <ul style="list-style-type: none"> Remind participants that this section is based on ‘learnings’ of what works and what needs to be modified in putting action steps into everyday life.
<p> PW pp.21-23 or pp.25-31 if updated worksheet</p>	<p>1. Have participants turn to their completed <i>SMART Goal and Action Steps</i> worksheet to review their action steps.</p> <p>Questions to consider asking:</p> <ol style="list-style-type: none"> How was your experience in attempting your action steps last week? What went well? What did you learn about yourself? What barriers did you encounter? What is your strategy/backup plan for those barriers? Review your goals and action steps. What adjustments, if any, are needed for next week? Is there any other self-care area you think you should work on instead? How are your goals and action steps supporting your MAP and values? 	<p>5.3.1 Explore participant experiences since the last session.</p> <ul style="list-style-type: none"> Create a discussion with participants on their attempted action steps. (“Questions to consider” are optional and you do not need to ask all.) Use your skills of reflection and inquiry to help the participants explore their experiences. This is not a time to provide advice unless the participant asks for ideas. Some possible open-ended questions to bring awareness to “what went well” include: <p><i>“What are you most proud of that you did?”</i></p> <p><i>“You still ..(walked 2x’s a week). What made that possible?”</i></p> <p><i>“What strengths did you learn you have?”</i></p> <ul style="list-style-type: none"> If a participant wants to change their goal, action steps, or self-care area of focus, encourage them to complete a new <i>Goal and Action Steps worksheet</i> in PW. (Additional worksheets included on pp. 25-27, 29-31).
	<p>Optional questions:</p> <ol style="list-style-type: none"> What have been your greatest successes? What have been your most significant challenges? What support do you need to continue to be successful? 	



Resources / Time	Facilitator Outline	Detailed Notes
20 min	<p>▲ MODULE 5.4 DEEP DIVE INTO FOOD AND DRINK</p>	
 PW p.35	<p>1. Have participants turn to and review the <i>Deep Dive into Food and Drink</i> worksheet.</p>	<p>5.4.1 Options of how you can do this review:</p> <ul style="list-style-type: none"> • Provide participants with several minutes to review the entire page and then ask the questions listed in #2 in the Facilitator Outline column. • Ask different participants to read the page out loud. • Review each topic on the page and ask questions.
	<p>2. Questions to consider asking:</p> <ol style="list-style-type: none"> What does <i>Food and Drink</i> mean to you? What stands out as you review this page? <ul style="list-style-type: none"> - What examples have you noticed of how certain food and drink choices impact you? - What are some helpful resources on food and drink? How does this self-care area support your goal? What additional information or support would you need? What is the role of <i>Food and Drink</i> in your mission, aspiration or purpose (MAP)? 	<p>5.4.2 Explore <i>Food and Drink</i> self-care area.</p> <ul style="list-style-type: none"> • If participants are interested in additional information or support, provide resources available in the VA and the community. Ask other participants what they know about additional information and resources. • Optional: You can ask participants to review their scores and responses to this self-care area in the PHI (in PW) to answer some of these questions.

Resources / Time	Facilitator Outline	Detailed Notes
20 min	<p>▲ MODULE 5.5 DEEP DIVE INTO PERSONAL DEVELOPMENT</p>	
<p> PW p.36</p>	<p>1. Have participants turn to and review the <i>Deep Dive into Personal Development</i> worksheet</p>	<p>5.5.1 Options of how you can do this review:</p> <ul style="list-style-type: none"> • Provide participants with several minutes to review the whole sheet and then ask the questions listed in #2 in the Facilitator Outline column. • Ask different participants to read the page out loud. • Review each topic on the page and ask related questions.
	<p>2. Questions to consider asking:</p> <p>a) What does <i>Personal Development</i> mean to you?</p> <p>b) What stands out as you review this page?</p> <ul style="list-style-type: none"> - What is a ‘doing’ enhancement that you enjoy? - What is a ‘being’ enhancement that you would like to start? <p>c) How does this self-care area support your goal?</p> <p>d) What additional information or support would you need?</p> <p>e) What is the role of <i>Personal Development</i> in your mission, aspiration or purpose (MAP)?</p>	<p>5.5.2 Explore <i>Personal Development</i> self-care area.</p> <ul style="list-style-type: none"> • If participants are interested in additional information or support, provide resources available in the VA and the community. Ask other participants what they know about additional information and resources. • Optional: You can ask participants to review their scores and responses to this self-care area in the PHI (in PW) to answer some of these questions.
	<p>Optional questions:</p> <p>f) On a scale of 1 to 10, how satisfied are you with your personal development?</p> <p>g) How does what you spend time, energy, or money on align with what really matters to you?</p>	



5 min	MODULE 5.6 WRAP UP AND SUGGESTIONS FOR BETWEEN SESSION PRACTICE	5.6 Suggestions for participants to do between sessions.
	Invite participants to:	
	1. Practice mindful awareness in everyday life.	
	2. Reflect on <i>Food and Drink</i> and <i>Personal Development</i> and how these self-care areas may impact your life.	
	3. Continue to reflect on your progress of goals and action steps.	
	4. Reflect on your MAP in the coming week and make any necessary changes.	
	5. Ask, “What is one thing you are taking away from our session today?”	5.6.5 This is a learning and self-discovery moment.
	Close: <i>Thank you for your attendance and participation.</i>	

SESSION 6


Resources / Time	Facilitator Outline	Detailed Notes
10 min	MODULE 6.1 WELCOME AND AGENDA	
	1. Welcome participants back to Session 6.	
	2. Today’s agenda: <ul style="list-style-type: none"> • Practice <i>Awareness of Breath</i> • Revisit MAP • Review goals and action steps • The <i>Community Circle</i> on the Circle of Health • Deep Dive into <i>Family, Friends and Co-workers</i> • Deep Dive into <i>Spirit and Soul</i> 	6.1.2 Inform participants of: <ul style="list-style-type: none"> • Today’s agenda. • Logistics and any information needed for sessions. <ul style="list-style-type: none"> - Confirm that participants have their TCMLH Participant Workbook. - Consider creating copies of this workbook section if needed.
10 min	★ MODULE 6.2 AWARENESS OF BREATH PRACTICE	6.2. Prior to the practice: <ul style="list-style-type: none"> • Invite participants to participate or not. • Continue to create a nonjudgmental space to allow participants to do what is comfortable.
 Script p.72	1. Lead the <i>Awareness of Breath</i> practice.	6.2.1 <i>Awareness of Breath</i> practice. <ul style="list-style-type: none"> • Repeating past scripts allows for continued familiarity of the practice. Each time may produce a different experience for participants. • You have the option to choose which script from pp.72-74 you prefer to do.
	2. After the practice, ask: <ol style="list-style-type: none"> a) How was your experience of this practice? b) What did you notice this time? c) How are you noticing this practice in your everyday life? 	6.2.2 Explore participant experiences of the practice. <ul style="list-style-type: none"> • Practice nonjudgmental skills. • Do not try to ‘sell’ someone on this practice if it is difficult for them to do. • Use your skill of reflections.

<p>10 min</p>	<p>● MODULE 6.3 REVIEW OF MISSION, ASPIRATION OR PURPOSE</p>	
<p> PW p.12 (or p.21)</p>	<p>1. Have participants reflect on their (MAP) questions #1 and #2 on the first page of the PHI or the MAP section at the top of the <i>SMART goal</i> section (p.21).</p>	
	<p>2. Ask: a) Now that you have had a few weeks to think about your MAP, what has changed for you, if anything?</p>	<p>6.3.2 Provide time, if needed to revise MAP Statement.</p>
	<p>3. (Other potential questions, time permitting) b) How do the goals you’ve established support your larger mission, aspiration or purpose in life? c) What goals might you change to support your MAP better? d) What are your core values, and how can your health support them?</p>	
<p>15 min</p>	<p>♥ MODULE 6.4 REVIEW GOAL AND ATTEMPTED ACTION STEPS</p>	<p>6.4 Review of action steps taken.</p> <ul style="list-style-type: none"> • Ask participants to reflect on their action steps taken. • Remind participants that this section is based on ‘learnings’ of what works and what needs to be modified in putting action steps into everyday life. • Continue to model nonjudgment.
<p> PW pp.21-23 or pp.25-31 if updated worksheet</p>	<p>1. Have participants turn to their completed <i>SMART Goal and Action Steps</i> worksheet to review their action steps.</p>	<p>6.4.1 Explore participant experiences since the last session.</p> <ul style="list-style-type: none"> • Create a discussion with participants on their attempted action steps. • Often, participants do not realize small accomplishments they make, therefore it is important to highlight those. Do not need to ask all questions. • If a participant wants to change their area of health focus, encourage them to complete a new <i>Goal and Action Steps</i> worksheet in PW. (<i>Additional worksheets included on pp.25-27, 29-31</i>).

	<p>Questions to consider asking:</p> <ul style="list-style-type: none"> a) How was your experience in attempting your action steps last week? b) What went well? c) What did you learn about yourself? d) What barriers did you encounter? e) What is your strategy/backup plan for those barriers? f) Review your goals and action steps. What adjustments, if any, are needed for next week? g) Is there any other self-care area you think you should work on instead? h) How are your goals and action steps supporting your MAP and values? 	
	<p>Optional questions:</p> <ul style="list-style-type: none"> i) What have been your greatest successes? j) What have been your most significant challenges? k) What have you learned about yourself in taking these steps? l) What support do you need to continue to be successful? 	


<p>20 min</p>	<p>▲ MODULE 6.5 DEEP DIVE INTO FAMILY, FRIENDS AND CO-WORKERS</p>	
<p> PW pp.9-10</p>	<p>1. Have participants turn to and review the <i>Circle of Health</i> and notice that the outside circle is <i>Community</i>.</p>	<p>6.5.1 <i>Community</i> discussion.</p> <ul style="list-style-type: none"> • Let participants know that one’s community can affect their health. • Also, remind them that a community can include the following: <ul style="list-style-type: none"> ○ Groups Sub-cultures Organizations ○ Causes Governments ○ Can be near or far (via the internet) ○ People on whom we rely ○ People who rely on us • Can ask for more community examples, and how these examples impact one’s health?
<p> PW p.37</p>	<p>2. Have participants turn to and review the <i>Deep Dive into Family, Friends and Co-workers</i> worksheet.</p>	<p>6.5.2 Options of how you can do this review:</p> <ul style="list-style-type: none"> • Provide participants with several minutes to review the entire page and then ask the questions listed in #3 in the Facilitator Outline column. • Ask different participants to read the page out loud. • Review each topic on the page and ask related questions.


	<p>3. Questions to consider asking:</p> <p>a) What does <i>Family, Friends and Co-workers</i> mean to you?</p> <p>b) What stands out as you review this page?</p> <ul style="list-style-type: none"> - What are the benefits you have noticed? - What are strategies you have tried, <i>or add other strategies?</i> <p>c) How does this self-care area support your goal?</p> <p>d) What additional information or support do you need?</p> <p>e) What is the role of <i>Family, Friends and Co-workers</i> in your mission, aspiration or purpose (MAP)?</p>	<p>6.5.3 Explore <i>Family, Friends and Co-workers</i> self-care area.</p> <ul style="list-style-type: none"> • If participants are interested in additional information or support, provide resources available in the VA and the community. Ask other participants what they know about additional information and resources. • Optional: You can ask participants to review their scores and responses to this self-care area in the PHI (in PW) to answer some of these questions.
	<p>Optional questions:</p> <p>f) With whom or where do you feel supported and safe?</p> <p>g) What is the impact of these relationships on your overall physical and emotional health?</p> <p>h) What negative relationships or networks exist in your life?</p> <p>i) How might you reduce or eliminate their effect on you?</p>	


<p>20 min</p>	<p>▲ MODULE 6.6 DEEP DIVE INTO SPIRIT AND SOUL</p>	<p>6.6 Set the stage for this spirit and soul discussion.</p> <ul style="list-style-type: none"> • Creating an open, inclusive, and nonjudgmental space is important for participants to voice their diverse beliefs and perspectives on this self-care topic. • Explain to participants as follows: <ul style="list-style-type: none"> - As we explore this topic, please remember the <i>Group Guidelines and Agreements</i> and listen respectfully with an open heart and mind. Many have their own beliefs and meanings of spirit and soul. This is a space to allow one to discuss their own personal meaning without judgment and need for others to have the same meaning.
	<p>1. Ask: What does <i>Spirit and Soul</i> mean to you?</p>	<p>6.6.1 Explore participant perspectives.</p> <ul style="list-style-type: none"> • Use your skills of reflection and inquiry to demonstrate being nonjudgmental. • Remind participants to remain nonjudgmental, especially when they hear beliefs that may differ.
	<p>2. Optional Activity</p> <ol style="list-style-type: none"> Provide drawing or coloring materials. Give participants 5 minutes to draw or represent what spirit and soul means to them. Provide space to share what they’ve created and to explain their creations. 	<p>6.6.2 (Time permitting)</p>
<p> PW p.38</p>	<p>3. Have participants turn to and review: <i>Deep Dive into Spirit and Soul</i> worksheet.</p>	<p>6.6.3 Options of how you can do this review:</p> <ul style="list-style-type: none"> • Provide participants with several minutes to review the whole sheet and then ask the questions listed in #4 in the Facilitator Outline column. • Ask different participants to read the page out loud. • Review each topic on the page and ask related questions.


	<p>4. Questions to consider asking:</p> <ul style="list-style-type: none"> a) What gives you a sense of meaning or purpose? b) What stands out as you review this page? <ul style="list-style-type: none"> - How does the self-care area of <i>Spirit and Soul</i> affect your health and well-being? - What practices have you tried? c) How does this self-care area support your goal? d) What additional information or support do you need? e) What is the role of <i>Spirit and Soul</i> in your mission, aspiration or purpose (MAP)? 	<p>6.6.4 Explore <i>Spirit and Soul</i> self-care area.</p> <ul style="list-style-type: none"> • If participants are interested in additional information or support, provide resources available in the VA and the community. Ask other participants what they know about additional information and resources. • Optional: You can ask participants to review their scores and responses to this self-care area in the PHI (in PW) to answer some of these questions.
<p>5 min</p>	<p>MODULE 6.7 WRAP UP AND SUGGESTIONS FOR BETWEEN SESSION PRACTICE</p>	<p>6.7 Suggestions for participants to do between sessions.</p>
	<p>Invite participants to:</p>	
	<p>1. Reflect on <i>Family, Friends and Co-workers</i> and how others impact your health and on what <i>Spirit and Soul</i> means to you.</p>	
	<p>2. Continue to review your MAP, goal, and action steps and make any revisions needed.</p>	
	<p>3. Ask: “What is one thing you are taking away from our session today?”</p>	<p>6.7.3 This is a learning and self-discovery moment.</p>
	<p>Close: <i>Thank you for your attendance and participation.</i></p>	

SESSION 7

Resources / Time	Facilitator Outline	Detailed Notes
10 min	MODULE 7.1 WELCOME AND AGENDA	
	1. Welcome participants back to Session 7.	
	2. Ask: We have covered a lot in the first six sessions. a) What is something you have become more aware of this last week? b) What additional thoughts do you have on the two self-care areas we covered last session: <i>Family, Friends and Co-workers</i> and <i>Spirit and Soul</i> ?	
	3. Today’s agenda: <ul style="list-style-type: none"> • Practice <i>Awareness of Breath</i> • Share experience with attempting action steps • Deep dive into <i>Surroundings</i> • Deep dive into <i>Power of the Mind</i> 	7.1.3 Inform participants of: <ul style="list-style-type: none"> • Today’s agenda. • Logistics and any information needed for sessions. <ul style="list-style-type: none"> - Confirm that participants have their TCMLH Participant Workbook.
10 min	★ MODULE 7.2 AWARENESS OF BREATH PRACTICE	7.2 Prior to the practice: <ul style="list-style-type: none"> • Invite participants to participate or not. • Continue to create a nonjudgmental space to allow participants to do what is comfortable.
 Script p.72	1. Lead the <i>Awareness of Breath</i> practice.	7.2.1 <i>Awareness of Breath</i> practice. <ul style="list-style-type: none"> • Explain that this practice has been done many times now. • Emphasize that this practice also grounds and centers us at the start of the session and to notice any changes in how easy or challenging it is to drop into this awareness practice after experiencing it several times. • You can offer to do this practice or any of the variations on pp.72-74.

Resources / Time	Facilitator Outline	Detailed Notes
	<p>2. After the practice, ask:</p> <ul style="list-style-type: none"> a) What did you notice in your experience? b) What were the differences or similarities this time compared to the last time we did this? 	<p>7.2.2 Explore participant experiences of the practice.</p> <ul style="list-style-type: none"> • Use your skill of reflections and pause.
<p>15 min</p>	<p>♥ MODULE 7.3 SHARING OF ATTEMPTED ACTION STEPS</p>	
<p> PW pp.21-23 or pp.25-31 if updated worksheet</p>	<p>1. Have participants turn to their completed <i>SMART Goals and Action Steps</i> worksheet to review their action steps.</p> <p>Questions to consider asking:</p> <ul style="list-style-type: none"> a) How was your experience in attempting your action steps last week? b) What went well? c) What did you learn about yourself? d) What barriers did you encounter? e) What is your strategy/backup plan for those barriers? f) Review your goals and action steps. What adjustments, if any, are needed for next week? g) Is there any other self-care area you think you should work on instead? h) How are your goals and action steps supporting your MAP and values? 	<p>7.3.1 Explore participant experience of past week.</p> <ul style="list-style-type: none"> • Create a discussion with participants on their attempted action steps that they did last week. • <i>(Reminder)</i> Some participants may have chosen to focus on a different self-care area or an additional goal after further exploring this self-care area. Encourage them to complete a new <i>Goal and Action Steps</i> worksheet if this is the case in PW. <i>(Additional worksheets included on pp. 25-27, 29-31.)</i> • Time permitting, you may want to ask questions to ‘smart up’ their new goals or action steps.


25 min	▲ MODULE 7.4 DEEP DIVE INTO SURROUNDINGS	
	<p>1. Let participants know that their surroundings are part of their community and can impact their health.</p>	
 PW p.39	<p>2. Have participants turn to and review the <i>Deep Dive into Surroundings</i> worksheet.</p>	<p>7.4.2 Options of how you can do this review:</p> <ul style="list-style-type: none"> • Provide participants with several minutes to review the whole sheet and then ask the questions listed in #3 in the Facilitator Outline column. • Ask different participants to read the page out loud. • Review each topic on the page and ask related questions.
	<p>3. Questions to consider asking:</p> <ul style="list-style-type: none"> a) What does <i>Surroundings</i> mean to you? b) What stands out as you review this page? <ul style="list-style-type: none"> - What ideas to consider where you live? - What ideas to consider where you work? - What ideas to consider for emotional support? c) How does this self-care area support your goal? d) What additional information or support do you need? e) What is the role of <i>Surroundings</i> in your mission, aspiration or purpose (MAP)? 	<p>7.4.3 Explore <i>Surroundings</i> self-care area.</p> <ul style="list-style-type: none"> • If participants are interested in additional information or support, provide resources available in the VA and the community. Ask other participants what they know about additional information and resources. • Optional: You can ask participants to review their scores and responses to this self-care area in the PHI (in PW) to answer some of these questions.


<p>25 min</p>	<p>▲ MODULE 7.5 DEEP DIVE INTO POWER OF THE MIND</p>	
<p> PW p.40</p>	<p>1. Have participants turn to and review the <i>Deep Dive into Power of the Mind</i> worksheet.</p>	<p>7.5.1 Options of how you can do this review:</p> <ul style="list-style-type: none"> • Provide participants with several minutes to review the entire page and then ask the questions listed in #2 in the Facilitator Outline column. • Ask different participants to read what is on the page. • Review each topic on the page and ask related questions.
	<p>2. Questions to consider asking:</p> <ol style="list-style-type: none"> a) What does <i>Power of the Mind</i> mean to you? b) What stands out as you review this page? <ul style="list-style-type: none"> - What mind-body approaches stand out to you? Any more to add? - What have you tried (or have wanted to try) to enhance the <i>Power of the Mind</i>? c) How does this self-care area support your goal? d) What additional information or support do you need? e) What is the role of <i>Power of the Mind</i> in your mission, aspiration or purpose (MAP)? 	<p>7.5.2 Explore <i>Power of the Mind</i> self-care area.</p> <ul style="list-style-type: none"> • If participants are interested in additional information or support, provide resources available in the VA and the community. Ask other participants what they know about additional information and resources. • Optional: You can ask participants to review their scores and responses to this self-care area in the PHI (in PW) to answer some of these questions.



5 min	MODULE 7.6 WRAP UP AND SUGGESTIONS FOR BETWEEN SESSION PRACTICE	7.6 Suggestions for participants to do between sessions.
	Invite participants to:	
	1. Notice mindful moments in the coming week.	
	2. Reflect on <i>Power of the Mind and Surroundings</i>, and how these self-care areas may impact your life.	
	3. Reflect on your MAP and make any changes needed.	
	4. Ask, “What is one thing you are taking away from our session today?”	7.6.4 This is a learning and self-discovery moment.
	Close: <i>Thank you for your attendance and participation.</i>	


SESSION 8


Resources / Time	Facilitator Outline	Detailed Notes
5 min	MODULE 8.1 WELCOME AND AGENDA	
	1. Welcome participants to Session 8.	
	<p>2. Today’s agenda:</p> <ul style="list-style-type: none"> • Practice <i>Awareness of Breath</i> • Share experience with attempted goals and action steps • Discuss Professional Care, one of the outer circles of the Personal Health Inventory (PHI) • Discuss complementary and integrative approaches to health care • Create own Personalized Health Plan (PHP) that can be shared with their health care team or providers 	<p>8.1.2 Inform participants of:</p> <ul style="list-style-type: none"> • Today’s agenda. • Logistics and any information needed for sessions. <ul style="list-style-type: none"> - Confirm they have their TCMLH Participant Workbook.

Resources / Time	Facilitator Outline	Detailed Notes
10 min	★ MODULE 8.2 AWARENESS OF BREATH PRACTICE	8.2 Prior to the practice: <ul style="list-style-type: none"> • Invite participants to participate or not. • Continue to create a nonjudgmental space to allow participants to do what is comfortable.
 Script p.72	1. Lead the <i>Awareness of Breath</i> practice.	8.2.1 <i>Awareness of Breath</i> practice <ul style="list-style-type: none"> • You can offer to do this practice or any of the variations on pp.72-74.
	2. After the practice, ask: <ol style="list-style-type: none"> How was this experience compared to other practices we’ve done so far? What changes have you noticed after doing this practice now compared to session I? What did you become aware of? What is an example of how you have noticed using this practice at home? 	8.2.2 Explore participant experiences of the practice. <ul style="list-style-type: none"> • Use your skill of reflection and pause. • Continue to be accepting and nonjudgmental of all answers.


Resources / Time	Facilitator Outline	Detailed Notes
20 min	<p>♥ MODULE 8.3 REVIEW GOAL AND ATTEMPTED ACTION STEPS</p>	
<p> PW pp.21-23 or pp.25-31 if updated worksheet</p>	<p>1. Have participants turn to their completed <i>SMART Goal and Action Steps</i> worksheet to review their goal and action steps.</p> <p>Questions to consider asking:</p> <ol style="list-style-type: none"> a) How was your experience in attempting your action steps last week? b) What went well? c) What did you learn about yourself? d) What barriers did you encounter? e) What is your strategy/backup plan for those barriers? f) What adjustments, if any, are needed? Any changes to your goal/action steps/self-care area? g) How are your goals and action steps supporting your MAP and values? <p>Additional questions to ask:</p> <ol style="list-style-type: none"> h) When you look back at your PHI and your focus area, on a scale of 1 to 10, how would you rate your progress toward living a life consistent with your purpose, where 1 is <i>not at all</i>, and 10 is <i>I'm completely living in alignment with my purpose</i>? i) What does that number mean to you? j) What next steps might you consider, knowing that our group is done after next week? 	<p>8.3.1 Explore participant experience of the past week.</p> <ul style="list-style-type: none"> • Create a discussion with participants on their attempted action steps that they did last week. • <i>(Reminder)</i> Some participants may have chosen to focus on a different self-care area or an additional goal after further exploring this self-care area. Encourage them to complete a new <i>Goal and Action Steps</i> worksheet if this is the case in PW. <i>(Additional worksheets included on pp. 25-27, 29-31.)</i> • Time permitting, you may want to ask questions to 'smart up' their new goals or action steps.


Resources / Time	Facilitator Outline	Detailed Notes
20 min	<p>▲ MODULE 8.4 TAKING FULL ADVANTAGE OF PROFESSIONAL HEALTH CARE</p>	
 PW pp.9-10	<p>1. Have participants turn to the <i>Circle of Health</i> diagram. They will be taking a deep look into <i>Professional Care</i>, one of the outside circles. Read the description on p.9.</p>	
 PW p.17	<p>2. Explain that <i>Professional Care</i> includes preventive care and treatments for health conditions. Turn to p.17 and review how you rated yourself in these areas.</p>	
	<p>3. It also includes <i>Conventional Care</i> and <i>Complementary and Integrative care</i>.</p> <p>a) Ask: What are some examples of complementary and integrative approaches?</p>	<p>8.4.3</p> <ul style="list-style-type: none"> • If participants are unaware of complementary and integrative practices, have them review a few listed in PW, p.10.
	<p>4. Ask: On a scale of 1 to 10, how do you think you are doing in utilizing professional health care?</p> <p>1 = I'm not doing well at all.</p> <p>10 = I take full advantage of all health care that is available to me.</p>	

Resources / Time	Facilitator Outline	Detailed Notes
	<p>5. Ask:</p> <ul style="list-style-type: none"> a) What are some of your barriers to using professional care? b) What might you do about these barriers (to be successful in using professional care)? c) What works best for engaging your professional care team? 	<p>8.4.5 Explore participant experiences.</p> <ul style="list-style-type: none"> • If the conversation focuses on complaints about the health care system or the VA, acknowledge the opinions and bring the conversation back to what they personally can do to take further advantage of their professional health care.
<p>10 min</p>	<p>▲ MODULE 8.5 COMPLEMENTARY AND INTEGRATIVE CARE</p>	<p>8.5 This section is brief and connects Veterans to resources and a general, open discussion. It is not meant to go into a clinical discussion, only to introduce these areas and local VA resources.</p>
<p> PW p.41</p>	<p>1. Have participants turn to and read the worksheet: <i>Become a Partner with Your Health Care Team to Improve Your Health.</i></p>	<p>8.5.1</p> <ul style="list-style-type: none"> • Give everyone a few moments to review this page, then ask them to look at the list of resources. • This is not a full list and others can add other resources.
	<p>2. Ask:</p> <ul style="list-style-type: none"> a) Who has experienced any of these kinds of care? <ul style="list-style-type: none"> - What would you like to share about it? 	<p>8.5.2 Explore participant experiences.</p> <ul style="list-style-type: none"> • Encourage others in the group to respect those choosing to share, even if they would not use one of these resources.
	<p>3. If you would like to know more about any of these treatments or preventive care, you might:</p> <ul style="list-style-type: none"> - Ask your doctor or health care team. - Access key VA online or other Whole Health resources. 	<p>8.5.3</p> <ul style="list-style-type: none"> • If time permits, Ask: Which of these strategies or resources have you used to seek more information in this area?

Resources / Time	Facilitator Outline	Detailed Notes
20 min	<ul style="list-style-type: none"> ● MODULE 8.6 COMPLETING A PERSONALIZED HEALTH PLAN 	
 PW pp.42-43	<ol style="list-style-type: none"> 1. Have participants turn to the <i>My Personalized Health Plan (PHP)</i> worksheet. 	8.6.1 <ul style="list-style-type: none"> • Explain that this is a summary of all they have done to date and what they would still like to accomplish.
	<ol style="list-style-type: none"> 2. Give them time to complete the <i>PHP</i> worksheet. 	
	<ol style="list-style-type: none"> 3. After completing this worksheet, Ask: <ol style="list-style-type: none"> a) What would you like to share with your health care providers? b) With whom will you share it? c) What do you anticipate their response will be? 	8.6.3 <ul style="list-style-type: none"> • It is important to help participants think about their next steps to sharing the <i>PHP (Personalized Health Plan)</i> with their health care team. • These questions help them think through those steps.
5 min	MODULE 8.7 WRAP UP AND SUGGESTIONS FOR BETWEEN SESSION PRACTICE	8.7 Suggestions for participants to do between sessions.
	Invite participants to:	
	<ol style="list-style-type: none"> 1. Continue practicing mindful awareness. 	
	<ol style="list-style-type: none"> 2. Bring a picture or object to the last session (Session 9) that symbolizes your experience over the previous eight weeks. You will be given the opportunity to explain the meaning of that object or picture. 	8.7.2 Prepare for this activity, if used. <ul style="list-style-type: none"> • Plan for Session 9 with bringing a collection of objects or pictures from which participants can choose if they haven't brought one.
	<ol style="list-style-type: none"> 3. Answer, "What is one thing you are taking away from our session today?" 	
	Close: Thank you for your attendance and participation.	

SESSION 9

Resources / Time	Facilitator Outline	Detailed Notes
5 min	MODULE 9.1 WELCOME AND AGENDA	
	1. Welcome participants to their last session.	
	2. Today’s agenda: <ul style="list-style-type: none"> • Practice <i>Awareness of Breath</i> • Review of goals and action steps • Discuss what participants have achieved during the nine sessions • Moving forward and planning for the future • A closing ceremony 	9.1.2 Inform participants of: <ul style="list-style-type: none"> • Today’s agenda. • Logistics and any information needed for sessions. <ul style="list-style-type: none"> - Confirm they have their TCMLH Participant Workbook.
10 min	★ MODULE 9.2 AWARENESS OF BREATH PRACTICE	9.2 Prior to the practice: <ul style="list-style-type: none"> • Invite participants to participate or not. • Continue to create a nonjudgmental space to allow participants to do what is comfortable.
 Script p.72	1. Lead the <i>Awareness of Breath</i> practice.	9.2.1 <i>Awareness of Breath</i> practice. <ul style="list-style-type: none"> • Remind participants that developing mindful awareness is like building a muscle. It takes doing it repeatedly to make it a daily habit. • You can offer to do this practice or any of the variations on pp.72-74. Can ask participants to choose.
	2. Ask for any final thoughts on the mindful awareness activities that participants have experienced.	9.2.2 Explore participant experiences of the practice. <ul style="list-style-type: none"> • Use your skill of reflections and pause.

Resources / Time	Facilitator Outline	Detailed Notes
10 min	♥ MODULE 9.3 REVIEW GOAL AND ACTION STEPS	
 <p>PW pp.21-23 or pp.25-31 <i>if updated worksheet</i></p>	<p>1. Have participants turn to their completed <i>SMART Goal and Action Steps</i> worksheet.</p> <p>Questions to consider asking:</p> <ul style="list-style-type: none"> a) How was your experience in attempting your action steps last week? b) What went well? c) What did you learn about yourself? d) What barriers did you encounter? e) What is your strategy/backup plan for those barriers? f) What adjustments, if any, are needed for next week? Any changes needed to your goal/action steps/self-care area? g) How are your goals and action steps supporting your MAP and values? 	<p>9.3.1 Note that you can abbreviate this activity. You will spend more time in the next section, <i>Planning for the Future</i>, without the group support.</p>

Resources /Time	Facilitator Outline	Detailed Notes
25 min	<p>● MODULE 9.4 PLANNING AHEAD</p>	<p>9.4 Explain that this TCMLH program is about each Veteran and empowering and equipping them to move forward in their own health and wellbeing.</p>
	<p>1. Ask the following questions:</p> <ul style="list-style-type: none"> a) What might be some next steps to try, knowing that our group is done after today’s session? b) What additional SMART goals would help you live consistently with your values and MAP? c) How will you help yourself be accountable without these weekly group meetings? d) Who would be willing to share what you are taking to your health care team (or provider) from My Own Personalized Health Plan that you completed this last week? e) What are some of the main achievements you’re proud of that helped move you towards a healthier physical, mental, and emotional state? 	<p>9.4.1 This section is on:</p> <ul style="list-style-type: none"> • Planning ahead for life without the weekly group. • Reflecting on successes. • Integrating with one’s care team.
15 min	<p>MODULE 9.5 REVIEW OF WHAT WE HAVE DONE</p>	<p>9.5 This section is a review from Session 1 till now.</p>
	<p>1. Have participants reflect on where they have come from by asking:</p> <ul style="list-style-type: none"> a) What surprised you most about the work you’ve done in this group? b) What did you learn about yourself that was new? c) How will you apply this learning to future situations and experiences? d) What are your plans for continuing this work after today? 	<p>9.5.1 Introduce this section as follows.</p> <ul style="list-style-type: none"> • Let’s reflect on your journey in TCMLH from week 1 till now. <i>(Ask questions.)</i> • Utilize skills of reflection, pause, reflection, inquiry.

Resources / Time	Facilitator Outline	Detailed Notes
25 min	MODULE 9.6 CLOSING CEREMONY	
	<p>1. (Optional Activity 1)</p> <p>Share a symbol and its meaning.</p> <p>Have participants share their object or picture that symbolizes their experience and describe its meaning (as discussed at the end of Session 8).</p>	<p>9.6.1 Prepare for this activity, if used.</p> <ul style="list-style-type: none"> You may want to provide participants with a collection of objects or pictures from which they can choose if they haven't brought one. This would mean planning in advance to have a variety of pictures and objects available.
	<p>2. (Optional Activity 2)</p> <p>Take a nature walk & reflect on group experience.</p> <ul style="list-style-type: none"> If possible, give time for participants to walk (in silence) outside or around the VA facility (for 5-10 minutes). Ask them to take a moment during their walk to stop and reflect on their experience in this group. When they return, ask them to share any closing thoughts or insights with the group. 	<p>9.6.2 Prepare for this activity, if used.</p> <ul style="list-style-type: none"> Modify this activity according to participants' physical, mental or emotional needs. Can offer both options (#1 and #2) for participants to choose which they prefer.
	<p>3. Create a closing ceremony of your own choosing. Possibly ask for a closing one-word learning or takeaway.</p>	
	<p>4. Thank the participants for participating in the group and any other closing words you wish to share.</p>	
	<p>5. You may want to take time to exchange contact information if that is of interest to the group.</p>	

MINDFUL AWARENESS SCRIPTS

Mindful awareness is a skill to be practiced. This is accomplished by guiding one's awareness to the present moment. This practice can help provide clarity towards one's goals and action steps.

There are different approaches to build this mindful awareness muscle. *Being here now, without judgment* is a state of being that can be cultivated through becoming aware of one's breath. Focusing on the breath can more easily allow one to drop into this state, whether you are washing dishes, walking to the store, or sweeping the floor.

The following are scripts to lead TCMLH groups in building mindful awareness through breath awareness and variations to apply. At the start of each module, these scripts can be read to both have Veteran's practice this skill and to center the group to *be here now*. Scripts can also be used in the middle or end of sessions.

AWARENESS OF BREATH PRACTICE SCRIPT

Facilitator Instructions: *Ask Permission:* Invite participants to participate or not in this activity. It is important for participants to do what is comfortable. These practices can be done sitting, standing, or lying down. “Self-care is about knowing what is right for you at this time.” Know your audience and modify the scripts accordingly.

See the next page for variations on delivering this script.

Script:

1. I invite you to an awareness of breath practice. This is a time to let go of busyness and to allow yourself to be present and focus on your breath.
2. Begin by taking a moment to settle into the space you are in, finding a position of support for your body. This may be sitting with your feet on the floor, standing, or even lying down. As you find this position, feel the support of the surface you are on.
3. As you come into this practice, allow your eyes to close, if that is comfortable for you. Or, finding a soft gaze a few feet in front of you. Whatever feels best for you.
4. Taking a moment to simply pause, noticing the present moment - perhaps physical sensations, thoughts, emotions or anything that arises without passing judgment.
5. Now, bringing your awareness to your breath, wherever you experience it in your body. No need to try to change it; just bringing attention to it. You might notice the breath through your nose, your throat, the rise and fall of your chest or abdomen.
6. Noticing the inhale, how that moves in your body...the exhale...how that moves in your body...and the pauses between the two. [Pause]
7. Noticing when your attention moves somewhere besides the breath... maybe a thought, or sound. Knowing that this will happen as all of our minds wander...and when it does you can gently return your attention to the breath. This is a practice that you are learning and like a muscle you are building the skill to pause, notice, and then choose to bring your attention back to your breath.
8. As you notice outside (or inside) distractions, gently noticing this change in attention and bringing your focus back to your breathing. Noticing the length and depth of each breath or even the sound of your breathing.
9. With the next few breaths, allowing your attention to expand back to your physical state and your surroundings. Checking in to see what might be the same – or what might have shifted – since you started this practice. Simply noticing.
10. When you are ready, you may end this mindful awareness session by opening your eyes.
11. *At the end of the practice, ask participants about their experience.*

AWARENESS OF BREATH PRACTICE *Variations*

There are different ways to deliver the **Awareness of Breath** script. When reading the script:

- Add music to play in the background.
- Have participants slowly walk around the room.

1. FINGER BREATH SCRIPT

Facilitator Instructions: This practice can be done fairly quickly. It is a useful tool for those whom mindful awareness might be new or for those who find it challenging to sit with the breath for longer periods of time. It is often helpful to demonstrate the 5-finger breath with one or two fingers and then lead the practice while doing the exercise on your own hand.

- I would like to invite you to do the finger breath practice.
- Finding a supported position, you can sit or stand for this activity.
- Hold one hand out in front you with your palm facing away from you.
- Now, use the pointer finger of your opposite hand, starting at the base of your thumb and tracing upwards with your pointer finger as you breathe in.
- Pausing at the top of your finger.
- Breathing out as you trace the inside of your thumb with your pointer finger.
- Repeat with the rest of your fingers.
- *At the end of the practice, ask participants about their experience.*

2. DROP-IN SCRIPT

Facilitator Instructions: A drop-in is a brief grounding practice usually focused on the breath. It typically takes 15-30 seconds and can be used to start a TCMLH session and as an informal practice in daily living.

- I would like to invite you to a brief drop-in practice. You can be in any position for this practice, sitting or standing.
- Taking a moment to become settled in the position you are in, closing your eyes if it's comfortable, or keeping a soft gaze in front of you. Perhaps rolling your shoulders gently up and back, checking in with your body and noticing any tension that might be there.
- Allowing yourself to take 3-5 full breaths, simply noticing how you feel in this moment. (PAUSE)
- After taking those full breaths, noticing what your body might need in this moment – perhaps a stretch, a gentle shake, or an adjustment. Taking a moment to do what is needed.
- Now, slowly bringing your awareness back to the room.
- *At the end of the practice, ask participants about their experience.*

3. INHALE TO 2, EXHALE TO 3 SCRIPT

Facilitator Instructions: This practice requires speaking slowly and providing introductions in the next bullet point. While participants can follow the guided counting, they can also follow their own pace of what is comfortable.

- For this mindful moment, we will be focusing on the breath in a slightly different way. We will breathe in for a count of “2” and out for the count of “3”. For the first few rounds, I will count for you and then I will allow silence for you to count and breathe at your own pace. If at any point this feels uncomfortable, adjust the pace, or breathe at your regular rhythm and simply bring attention to your breath.
- Let’s begin by closing your eyes or simply finding a spot to softly focus on in front of you. On the next inhale, breathing in for 2 [*Count 1, 2*] and exhaling for 3 [*count 2, 1*].
- In for 2...out for 3...
- And now continuing on your own for three more rounds, counting and breathing at your own pace.
- After your final round, allow your breath to return to a normal rhythm and return your attention back to the space.
- *At the end of the practice, ask participants about their experience.*

APPENDIX

TCMLH FACILITATION SKILLS REFERENCE

MINDFUL AWARENESS: A state of being or attitude of listening from a place of non-judgment and neutrality. To be able to deeply listen and reflect or respond without reactivity. Mindful awareness increases self-awareness to support the facilitator with self-management of their own opinions, perceptions, and beliefs in order to keep the focus on the Veteran's needs, goals and mission, aspiration and purpose.

- Offering a mindful awareness practice at the start of each session supports both the facilitator and group members to participate from a place of deep, other-focused listening and beginner's mind.
- Always ask permission to start a practice to support the Veteran's autonomy to join or not join the practice and check in at the end to hear about their experiences.

OTHER FOCUSED LISTENING: Use active listening skills to accurately reflect, affirm/acknowledge, and ask open, curious questions about the Veteran while not offering an opinion or judgment as the facilitator.

- Be fully present curious, have a beginner's mind, and be attentive in body language and voice.
- Be aware of cheerleading (That's great! Or "I like that") and instead provide succinct, bottom-lined reflections or specific affirmations.
- **Pause:** Creates space between words and slows down the conversation to allow for thoughtful reflection of the Veteran to experience meaningful insight and perspective shifts. Building in the pause can take practice.
- **Holding space:** a nonjudgmental presence to allow Veterans to hear themselves and reflect on what is important to them.

REFLECTIONS: Offer a statement following something shared by a Veteran to reflect (say) back one's own words or ideas.

- **Parrot:** Repeat one or more of the same words the Veteran used.
- **Paraphrase:** Restate what the Veteran has said using different words while maintaining the essence of what was said.
- **Summary:** Capture the essence of what was said and repeat several points back in a succinct, clear way; very effective to use at the transition points between Veterans or to shift the direction of the session.
- **Double-sided** or a two-sided reflection: Used when there is a values conflict. It is usually stated as "On one hand __ and on the other hand __." This approach is effective as values conflicts often cause barriers to action steps or goals.
- **Reflect values, feelings, and emotions** (both verbal and nonverbal): This approach requires observation and a beginner's mind to sense emotions and observe verbal and nonverbal cues such as tone, body language, etc.
 - **Reflecting the Veteran's expressed and unspoken values:** Values are the core building blocks of motivation, ' why' we decide to change, and 'what matters most'. Reflecting by parroting or paraphrasing values is an important approach to uncovering key motivators and insight reflected by the Veteran.

OPEN-ENDED QUESTIONS: The “*who, what, how, or when*” questions allow for deep reflections by the Veteran to explore internal beliefs, needs, and perceptions. This approach also shows curiosity and interest in the facilitator. Examples of this type are: *Tell me more* or *What about that is important?* Close-ended questions usually only allow for *yes* or *no* answers and are used minimally, mostly to clarify a topic or when asking permission.

Open-ended questions balanced with Reflections: After every question, offer a reflection or an invitation to share more. Be aware of the following:

- If you ask many questions without reflections, you may be going into problem-solving mode.
- If you ask many closed-ended questions, you may go into fix-it mode.

ASK-TELL-ASK:

- To offer a resource or share the facilitator’s story as an example for the group.
- Ask permission if they want a resource.
- Provide a small amount of information.
- Ask, “What are you taking away from what I just shared”?

SELF-MANAGEMENT: An important skill is self-management, as the TCMLH approach is to elicit the Veterans’ unique perspective and values and their own strategies to design and implement a personal health plan. Self-management of the facilitator is the ability to recognize their own behavior, not impose personal opinions, thoughts, reactions, advice, agendas, and expertise, and keep the session Veteran-focused and aligned with what is most important to them. Mindful awareness is helpful to obtain a ‘beginner’s mind’ or a clean slate in order to be fully present to the Veterans’ needs and goals.

SMART Goal is the long-term plan over 3-6 months for a behavioral change outcome.

SMART Action Steps include short-term incremental steps designed to build toward the long-term goal. The action steps may stay the same or be modified from session to session.

- The key to building SMART Action Steps is to create a detailed plan with flexibility to meet challenges and barriers as they may emerge. Contingency plans and other strategies can support adaptable changes when the plan is implemented. This “flexible structure” supports successful action and follow through to keep the goal and action steps realistic and doable for the Veteran.
- The goal and action steps need to be SMART:
 - S**=specific
 - M**=Measurable
 - A**= action-oriented
 - R**=realistic
 - T**=timed or tracked

VALUES: Anything important to us. Another way to think about ‘values’ are those things on which we spend time, money, energy, and other resources. Values can change over time. Values include relationships, health, exercise, clutter-free surroundings, nature, joy, rest/sleep, spirituality, and others.

VALUE CONFLICTS: When two values compete with one another, the facilitator’s role is to notice, not judge one as better than the other, and to support the Veteran in building self-awareness and options to explore these values.

- The Veteran may be expressing ambivalence between the values or how one value presents as a barrier to an action step.
- This is where one can review the strategies taught in the Facilitator Training and employ a double-sided reflection to point out the competing values without judgment. On the one hand_, on the other hand_. Usually, the facilitator will end this statement with the positive topic that the participant wants to change towards.

BARRIERS: Includes anything internal (motivation, resistance) or external (weather, work demands) or competing priorities (values conflicts) that may get in the way of completing an action step.

- Explore strategies, including contingency or work-around plans. Utilize reflection and open-ended inquiry skills to elicit one’s own strategies and solutions.

TIPS to encourage participants to engage in the group:

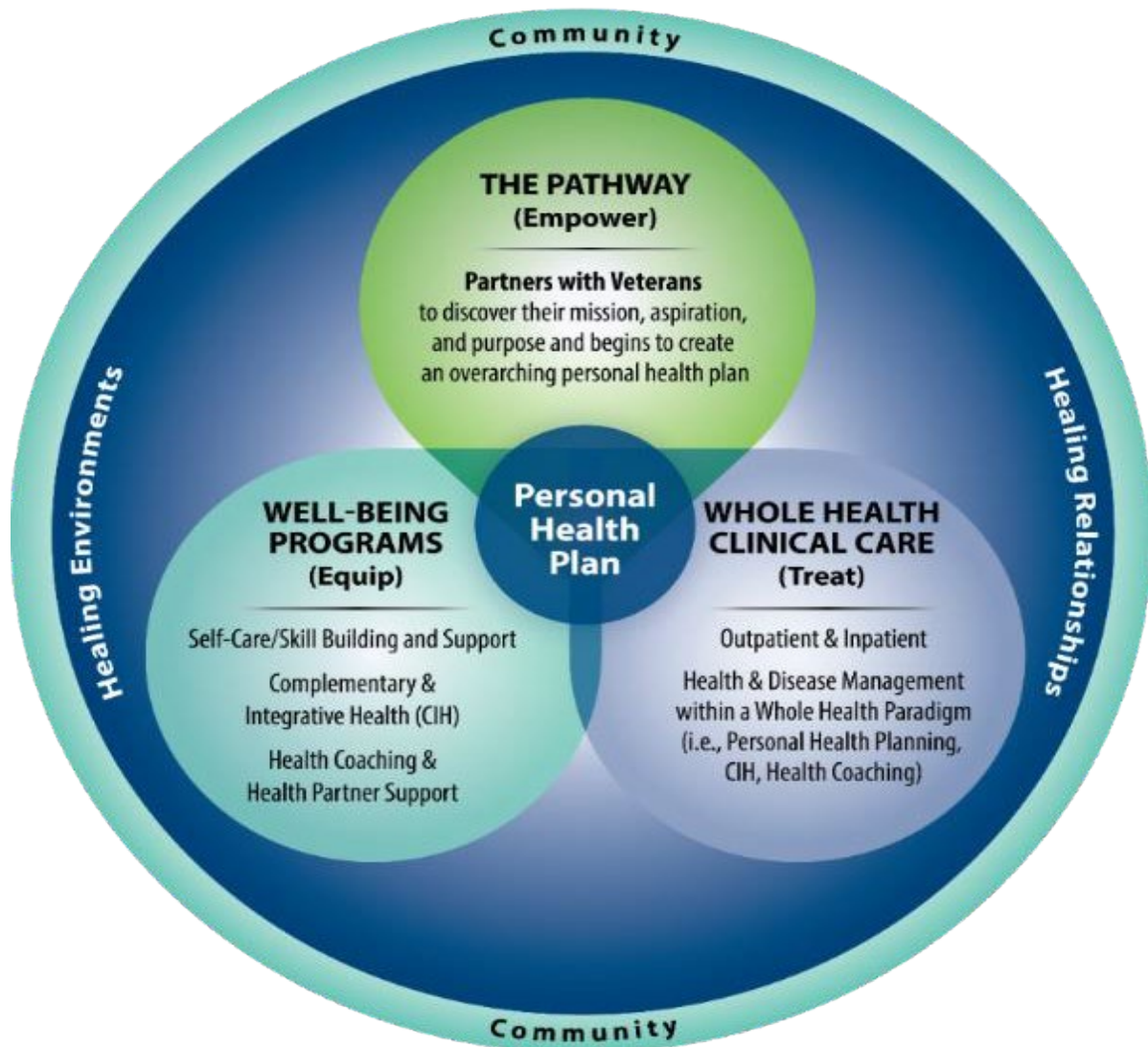
- Ask: Who would like to share, who we haven’t heard from yet?
- Start or close a session with one or a two-word open-ended question for the group to answer.
- Who else can relate to what was shared? Who has a similar experience they would like to share? Who has had a different experience they would like to share?
- If needed, can interrupt and redirect: to respectfully interrupt someone who is oversharing or dominating the group.

THE NINE ATTITUDES OF MINDFULNESS

(Adapted from Full Catastrophe Living by Jon Kabat-Zinn)

- **Beginner's Mind**—Be curious and not assume you already know something. Ask questions with an open mind and interest in another.
- **Nonjudgment**—A gentle state of nonjudgment, being kind to yourself, and allowing what is. Try not to compare, label, or find fault.
- **Patience**—Let things happen as needed and in their own time. Letting go of the idea that you must "get somewhere, do something, or make something happen."
- **Non-striving**—Mindful awareness is about being, not doing. It's a way of being awake to what is happening in your life rather than what is happening in your mind.
- **Acceptance**—Seeing things as they are; it is what it is. Let go of the stories the mind creates and accept the present moment for what it is.
- **Letting go**—Not having a set agenda for what "should" happen. Being open to all possibilities and outcomes.
- **Trust**—As awareness grows, so does trust in one's emotions and intuition; be yourself in every way. Trust yourself and what you know.
- **Gratitude**—Being grateful means being mindful of the present moment and avoiding taking things for granted. We can be grateful for anything, from the big events in our lives to the smallest details of the present moment.
- **Generosity**—The power of giving yourself over to life to bring joy to others' lives. Giving your time and attention to life and others enhances interconnectedness and demonstrates that you care.

THE WHOLE HEALTH SYSTEM



The Whole Health System model is a comprehensive approach to providing whole health care early in the relationship between the VA and the Veteran. The partnership between Veterans and VA staff is a core part of this model.

This model emphasizes self-care in the larger context of well-being and incorporates a full range of conventional, complementary, and integrative health approaches.

The Whole Health System includes three central components: 1) The Pathway 2) Well-being Programs 3) WH Clinical Care

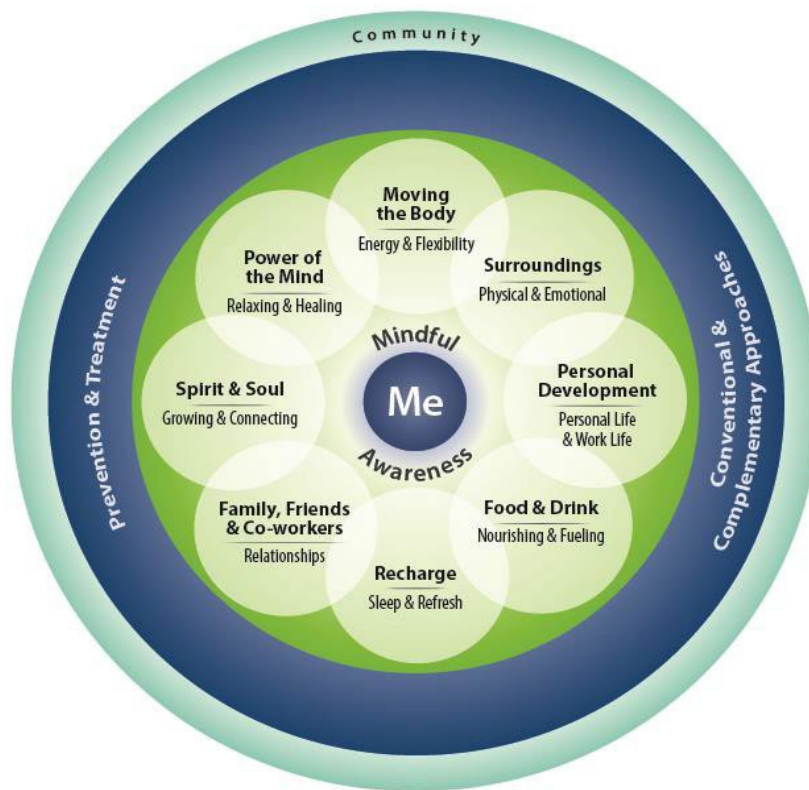
Please review the VA Whole Health site for more information and resources:

[Whole Health Home \(va.gov\)](http://www.va.gov/wholehealth/) at www.va.gov/wholehealth/

4 STAGE PROCESS MODEL FOR GROUP FACILITATION



THE CIRCLE OF HEALTH



The **Circle of Health** visually captures the richness of Whole Health. It can guide people as they reflect on their health and well-being and enhance conversations between patients and members of their care teams.

The Circle of Health acknowledges each person’s uniqueness, putting each at the center of it all. From there, they are empowered through mindful awareness and self-care. They are supported and guided by a team of professionals who may draw from both conventional and complementary approaches. They are embraced by their community. Using the Circle of Health, patients and other individuals identify what matters most to them, and then they work with their Whole Health team to create a Personal Health Plan that will move them closer to what is important to them.

FIVE SIGNS OF EMOTIONAL SUFFERING

Know the Five Signs that may mean someone is in emotional pain and might need help. If you recognize that someone in your life is suffering, now what? This tool creates awareness of emotional suffering in others so they may get the support they need. It should not be used to diagnose or clinically screen individuals. Often, our friends, neighbors, co-workers, and even family members are suffering emotionally and don't recognize the symptoms or won't ask for help.

Here are five signs that mean someone is in emotional pain and might need help:



They have personality changes.

You may notice sudden or gradual changes in how someone typically behaves. They may behave in ways that don't seem to fit the person's values, or the person may just appear different.



They seem uncharacteristically angry, anxious, agitated, or moody.

You may notice the person has more frequent problems controlling their temper and seems irritable or unable to calm down. People in more extreme situations of this kind may be unable to sleep or explode in anger at a minor problem.



They withdraw or isolate themselves from other people. Someone who used to be socially engaged may pull away from family and friends and stop activities they used to enjoy. In more severe cases, the person may start failing to make it to work or school. Not to be confused with the behavior of someone more introverted, this sign is marked by a change in someone's typical sociability, as when someone pulls away from the social support they typically have.



They stop taking care of themselves and may engage in risky behavior.

You may notice a change in the person's level of personal care or an act of poor judgment on their part. For instance, someone may let their personal hygiene deteriorate, or the person may start abusing alcohol or illicit substances or engaging in other self-destructive behavior that may alienate loved ones.



They seem overcome with hopelessness and overwhelmed by their circumstances. Have you noticed someone who used to be optimistic and now can't find anything to be hopeful about? That person may be suffering from extreme or prolonged grief or feelings of worthlessness or guilt. People in this situation may say that the world would be better off without them, suggesting suicidal thinking.

IF YOU RECOGNIZE THAT SOMEONE IN YOUR LIFE IS SUFFERING, NOW WHAT?

There are many resources in our communities. You can learn more at <https://giveanhour.org/>. *Give an Hour* partners with the Department of Veterans Affairs to Better Serve Those Who Serve. This partnership ensures that Veterans and family members have access to community-based providers who practice current evidence-based treatment approaches.