Choosing Life: Empowerment, Action, Results!

CLEAR: Core Skill Session 5
Putting It All Together
Putting It All Together

(60 Minutes)

Session Aims:

- To motivate behavior change by developing the client’s future-oriented vision.
- To assist the client in identifying his or her prevention goals and developing an individual prevention plan.
Summary of Activities:

Check-In (10 minutes)

- The purposes of this activity are to set a positive tone for the session, create a safe environment, increase self-esteem, and shape positive behaviors. Goals set during the previous session are reviewed, and the activities and purposes of the session are outlined.

What Prevention Steps Have I Already Taken? (10 minutes)

- The purpose of this exercise is to assess prevention behaviors already practiced by the client. The discussion is intended to provide the counselor with information about the client’s motivation to change, along with his or her areas of strength.

What Prevention Goals Do I Want to Start Working on as a Part of My Prevention Plan? (25 minutes)

- The purposes of this activity are to identify the client’s prevention goals and then select one to begin working on as part of his or her individual prevention plan.

What’s Next? (15 minutes)

- The purposes of this activity are to reinforce today’s learning, set weekly goals, and to motivate the client to return to the next session by wrapping up on a positive note.
Required Materials: Core Skill Session 5

Handouts
- None

Worksheets
- Individual Prevention Plan
- Prevention Goals
- Prevention Steps Taken

Wall Charts
- Feeling Thermometer
- Guidelines for Goal Setting
- SMART Problem-Solving Guidelines

Laminated Cards and Additional Items
- None

Materials Needed in Every Session
- Client Workbook
- Goal Card
- Handout: Guidelines for Goal Setting
Activity 1: Check-In

Time
- 10 Minutes

Activity Materials
- Worksheet: Goal Log

Counselor Note
The purposes of this activity are to set a positive tone for the session, create a safe environment, increase self-esteem, and to shape positive behaviors. Goals set during the previous session are reviewed and the activities and purposes of the session are outlined.

Goal Check-In

► Welcome back! Let’s start off by sharing the positive steps you’ve taken over the past week.

► These positive steps might include the progress you made on your goals, something beneficial you did for yourself, or an important insight you gained about your thoughts, feelings, or behavior.

Engage the client in a discussion. Encourage the client to report progress on the two goals set at the end of the last session:

1. A short-term weekly goal that supports accomplishment of the client’s long-term life goal identified during Core Skill Session 2.

2. A short-term weekly goal that relates to the last session’s topic and supports the client’s prevention goal.

In response to accomplished goals:
- Praise the client’s efforts and success.
- Relate the accomplished goal to the F-T-D framework.
In response to unaccomplished goals:

- Praise any small effort and approximations to achieving the goal.
  - In order to maintain a safe and non-judgmental environment and in response to clients who may lose their motivation by not having accomplished their goals, positively reframe the unaccomplished goal (i.e., “You did not accomplish your goal because you were trying to take care of yourself by not creating more stress.”).

- Model goal setting by suggesting that perhaps the “right” goal was not chosen the previous week (e.g., “Maybe the goal was too difficult or could not realistically be accomplished within the designated time frame.”). Use this as an opportunity to emphasize the importance of setting realistic goals in order to optimize success.

- Identify barrier(s) to goal accomplishment and apply SMART Problem-Solving steps to any barrier(s).

- Relate the unaccomplished goal to the F-T-D framework.

Record the client’s progress against each goal in the client’s workbook.

**Introduction to Today’s Session**

Introduce today’s session.

- I see you’ve been working really hard. Unless there is something pressing that you feel we need to discuss today, let me introduce today’s session topic to you.

- Remember that our sessions are about looking at how our feelings, meaning our Feeling Thermometer and body reactions, thoughts, and actions are related to each other. Understanding how our feelings, thoughts, and actions affect each other can help us to make healthy choices, to think and act like our Ideal Self, to have less stress, and to protect ourselves and other people from transmitting or acquiring HIV or STIs.

Refer to the client’s Life Goals worksheet completed during Core Session 2.

What I mean by this is that, similar to the way that during Core Session 2 we talked about some of the different life goals that you may have, we will now look specifically at some of the prevention goals that you may have around substance
Introduction to Today’s Session - continued

use, sex, health care, adherence, disclosure, and stigma. Depending on what is important to you to work on, we will develop an individual prevention plan that will be our map for the rest of this program.

In our first session together I said that a long-term goal is like setting a point in the horizon and then walking toward it. Today is an opportunity for you to set a few points in your horizon and to start the journey toward those points. I’d like to remind you that on your journey, you might have to adjust it every now and then based on changes in your life or what you learn along the way.

Any questions before we get started?

Answer any questions the client raises.
This page intentionally left blank.
Activity 2: Prevention Steps

Time

- 10 minutes

Activity Materials

- Worksheet: Prevention Steps Taken

Counselor Note

The purposes of this exercise are to assess prevention behaviors and strategies already used by the client. The discussion is intended to provide the prevention counselor with information about the client’s motivation to change and his or her areas of strength. Prevention steps taken are integrated with the client’s Ideal Self characteristics and long-term life goal.

- You have already made some significant commitments to protect your health and that of others. For example, you have shown me that you are committed to learning how to make healthier choices by actively participating in our meetings every week and working toward your life goal.

- I’d like to focus on some other strategies or steps that you may be taking or have taken in the past toward taking care of your health.

- Before we talk about your prevention strategies, can you tell me how HIV and STIs are transmitted?

Correct any misunderstandings and answer any questions about HIV and STI transmission.

Distribute the Prevention Steps Taken worksheet.

- We’ll use the Prevention Steps Taken worksheet to identify some of the prevention steps you have already taken.

- By prevention steps, I mean steps that you’ve taken toward taking care of yourself and others. It may include behaviors that prevent re-infection or passing HIV to another person.
A prevention step could be an action such as “I no longer have unprotected sex with my partner(s)” or “I stopped using needles to get high.”

Or, it can be changing a thought such as, “I used to avoid people who talked about prevention, but now I am open to learning how to protect others.”

Or your prevention steps may be other activities that help you live a long emotionally and physically healthy life.

Work with the client to complete the Prevention Steps Taken worksheet.

Possible questions to ask as follow-up to the prevention steps that are mentioned by the client:

- What motivated you to take this step?
- How difficult is it to maintain this step?
- How do these steps coincide with your Ideal Self characteristics?
- How do these steps support achieving your long-term life goal?

Ask the client to share which of these steps were most successful and which he or she is most proud of. Provide positive feedback for the steps taken toward staying healthy.

Point out how the steps taken may coincide with the client’s Ideal Self characteristics and how they support his or her life goals. This will help the client keep in mind his or her Ideal Self characteristics and life goals as his or her prevention goals are identified.

This discussion is intended to increase the client’s sense of self-efficacy and motivation toward making healthy choices.
Activity 3: What Prevention Goals Do I Want to Start Working on as a Part of My Prevention Plan?

Time

- 25 minutes

Activity Materials

- Worksheet: Prevention Goals

Counselor Note

The purposes of this activity are to identify the client’s prevention goals and select one to begin working on as part of the client’s individual prevention plan.

Reflecting on his or her Ideal Self and long-term life goals, the client will identify a series of prevention goals as a part of the prevention plan.

Prevention Goals

- It looks like you are already taking some positive steps toward taking better care of your health. There may be some areas that you would like to improve or continue to focus on.

- In Core Skill Session 1 you identified the characteristics of your Ideal Self, what you hope to be at your very best.

- In Core Skill Session 2, we talked about your dreams and goals for the future. You completed a Life Goals worksheet where you wrote some of your hopes for the future.

Refer to the client’s identified Ideal Self characteristics and life goals discussed in Core Session 2.

- Now, we will do something similar. I’m going to ask you to complete another worksheet. This time we will focus on your future dreams and goals related specifically to promoting your health. By health, I mean the areas of your life that affect your emotional and physical well being.
Distribute the Prevention Goals worksheet.

- **Keep three things in mind as you complete this handout:** 1) Do the goals enhance your life goal? 2) Do they reflect your Ideal Self? 3) Do they match the goal setting steps we’ve discussed?

Work with the client to complete the worksheet. Review the client’s goals and make sure they comply with the Guidelines for Goal Setting.

The client is not required to have a prevention goal for each of the identified areas. As long as one prevention goal is identified, the corresponding CLEAR sessions may be used as a way of helping the client set smaller short-term goals toward their bigger long-term prevention goal and prevention plan.

If more than one prevention goal is identified, support the client in choosing one to start with as part of his or her prevention plan. At your next meeting, you and the client will begin a series of CLEAR sessions that correspond to the selected goal. Once those CLEAR sessions are completed, the client can begin working on his or her next prevention goal, and so forth.

- **Would you like to share any of your goals with me?**

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

- **Would you be interested in working toward these goals in our sessions together?**

- **CLEAR offers some additional sessions where we can continue to talk about your long-term prevention goals as a part of your prevention plan.**

- **For your prevention plan, I would like for you to choose one prevention goal to start with. As we go along, we will return to this sheet and work on additional goals you’ve listed.**

- **Perhaps you can start with the goal that is most meaningful to you, the one that closely coincides with your Ideal Self characteristics and will support achieving your life goal.**

- **Which prevention goal would you like to start working on first?**
Prevention Goals - continued

Ask additional questions in order to gain a clear understanding of the client’s selected goal, comfort level, thoughts, and barriers to goal completion. This discussion is intended to help the prevention counselor select the CLEAR sessions that most closely support the client’s goal.

Use the Feeling Thermometer to assess the client’s comfort level with the goal he or she has chosen.

► When you think about working on the goal you’ve chose, where are you on the Feeling Thermometer?

If the goal causes the client to have a Feeling Thermometer reading of between 90 and 100 (extremely uncomfortable), encourage the client to select another goal. Encourage the client to choose a goal where the reading falls between 40 and 60.

Distribute Individual Prevention Plan worksheet to the client.

► Please write your selected prevention goal on the Individual Prevention Plan worksheet.

► I’d like us to acknowledge your commitment to your Individual Prevention Plan by having each of us sign it.

The Individual Prevention Plan worksheet is referred to during each subsequent CLEAR session. Weekly short-term goals set at the end of each session are related to the Individual Prevention Plan.

Get the client’s signature. Then sign the sheet and place it in the client’s workbook.
This page intentionally left blank.
Activity 4: What’s Next?

Time

- 15 minutes

Activity Materials

- Goal Cards
- Handout: Guidelines for Goal Setting
- Worksheet: Individual Prevention Plan

Counselor Note

The purposes of this activity are to reinforce today’s learning, set weekly goals, and to motivate the client to return to the next session by wrapping up on a positive note.

Review of Session Content

Review today’s session.

▸ We are at the end of our session. Before we set our weekly goal, I want to review what we learned and share some observations that I noticed about you during the session.

▸ Today we spent some time discussing the things you do to keep yourself healthy. Then we worked together as you formulated your prevention goals.

Praise the client for something positive he or she did during the session. E.g., “I really liked that you engaged in every activity we did today.”

Review of Goal Guidelines

Review the Guidelines for Goal Setting.
Guidelines for Goal Setting

- Important to you, and you are committed to it.
- Realistic. Not too hard and not too easy (40-60 on the Feeling Thermometer).
- Brief, specific, and clearly stated.
- Easy to tell when you have accomplished it.

Answer questions and clarify as necessary.

Refer to the client’s prevention goal related to core skills.

The client’s Ideal Self characteristics, prevention, and life goals should be consistently integrated into weekly short-term goal setting.

The client is encouraged to identify two goals:

1. A short term weekly goal that supports the client’s accomplishment of the long-term life goal identified during Core Session 2.
2. A short term weekly goal that relates to today’s session topic.

If the client appears to struggle with having two simultaneous goals, the client may select only one goal related to today’s session.

Suggestions for Weekly Goals

Give the client suggestions for weekly goals.

- Some examples of possible goals for this week could be:
  - Practice using one of the problem solving skills in a difficult life situation (e.g. SMART, assertive communication, or relaxation).
  - Write a story about what your long-term prevention goal means to you.
  - Commit to returning next time to begin working toward your prevention goal.
  - Be on time to our next appointment.
  - Take a step toward accomplishing your long-term life goal.
Suggestions for Weekly Goals - continued

Discuss the goal with the client. Have the client record it on the Weekly Goal Card. Record it on the Prevention Plan in the client’s workbook.

- I also would like to follow up with you about your life goal. Is there a weekly goal that you would like to set related to your Life Goal? We will review your goal at the beginning of our next session to see how you did.

Discuss the goal with the client. Have the client record it on the Weekly Goal Card. Record it on the Prevention Plan in the client’s workbook.

Closing

Announce the day, date, and time of the next session.

Ask the client to share something he or she got out of, or liked best about today’s session. Model this by going first. Acknowledge and praise the client as appropriate.

Have the client identify benefits of participation in CLEAR. Ask the client the following questions:

- What did you like most about today’s session?
- What did you learn that you can apply to your life?
- What could be improved about today’s session?

END OF SESSION