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Disclaimers

This manual was developed to train and support health workers in Kono District, Sierra Leone, to help them understand, cope with and manage stress in their professional and personal lives. All material in this manual was created by the author, a qualified public health and social work professional, unless otherwise noted within the document, in addition to other noted contributors. The content of this manual was developed based on input from the participating organizations and data collected in Sierra Leone. The approach, techniques and activities presented in this training manual have been designed specifically for health workers in Kono District. Any names, examples, situations, or role play scenarios presented in the manual are examples only, and do not refer to actual people or events.

Use of Material

Material contained in this manual may be freely used for non-commercial purposes as long as Innovations for Maternal, Newborn and Child Health is acknowledged as follows: “Material adapted from Concern Worldwide (U.S.) Inc.'s Innovations for Maternal, Newborn & Child Health initiative.”
Manual Development

Concern Worldwide’s Innovations for Maternal, Newborn & Child Health Project (“Innovations”) and their local non-governmental organization partner, Community Association for Psychosocial Support (CAPS) began implementation of the Helping Health Workers Cope (HHWC) project in Kono, Sierra Leone in August 2011. This project provides local health care workers with counseling and training to strengthen coping skills in the context of their high demand and low resource work environment within the Kono peripheral health system. This project focuses on promoting resilience through skill building, while encouraging mutual support and community among health workers. The ultimate goal of this Innovations/CAPS project is to increase health workers’ ability to provide quality care, especially to pregnant women, lactating mothers and children under five – the most vulnerable populations within the public health context in Sierra Leone.

In order to equip health workers with the skills they need, Innovations/CAPS began providing group and individual counseling for health workers in February 2012. To further support health workers, targeted trainings in stress management, self-care and client care, were designed, and were offered in a group setting following the counseling intervention.

The following manual was created to facilitate health worker training in the area of stress management, in order to enhance coping mechanisms and promote resilience both personally and professionally. This manual was developed through a highly collaborative process that involved participating health workers in Kono district, the CAPS clinical and program teams, the Innovations team based in Sierra Leone, and a psychosocial consultant.

In order to develop this manual, in-depth participatory workshops were carried out by the psychosocial consultant, which resulted in a consensus in regards to the goals and topics to be covered in the training by both the project management and implementation teams. The manual content was also informed by clinical assessments carried out with each participating health worker at the start of the project. These individual assessments assisted CAPS/Innovations in identifying the main sources of stress for health workers in Kono District.

Once the manual reached final draft stage, a Sierra Leonean consultant reviewed the content to localize and contextualize language, examples, stories and activities. Finally, the project’s psychosocial counselors reviewed and further adapted the manual for the target audience. Therefore, the manual went through multiple review processes by Innovations staff at central and field levels, a local Sierra Leonean consultant, CAPS’ management team, and finally the training facilitators themselves prior to finalization.
I. Introduction

Purpose of this Manual
This manual is designed to guide the Helping Health Workers Cope (HHWC) staff in the facilitation of the project’s group counseling intervention. The HHWC project is being implemented by the Community Association for Psychosocial Services (CAPS) in Sierra Leone, targeting Ministry of Health workers within 12 chiefdoms of Kono District. The facilitators of group counseling are CAPS’ Psychosocial Counselors (PSCs).

Group Counseling Objectives
- Create a process to support health workers regarding work-related and personal stressors
- Encourage self-expression and increased self-awareness within a safe environment
- Strengthen peer support and a sense of community among health workers
- Build and promote practical, positive coping skills that can be applied to daily life.

Group Counseling Approach and Methodology
- A total of ten (10) two hour sessions will be conducted for each health worker group
- Group counseling will be conducted on a weekly basis
- Approximately five to ten (5-10) health workers will participate in each group with the expectation that they will attend all sessions in sequence
- Group participants will be divided by gender, with women and men meeting separately
- Participant groups will mix health workers in regard to rank and position
- Sessions will be facilitated by two PSC co-facilitators (preferably one male, one female)
- The two hour sessions include two complementary components:
  - A “process group” (approximately 50 – 60 minutes), which allows participants to address immediate concerns in an open format and
  - A psycho educational discussion topic (approximately 60 minutes), which focuses on skill building through the use of participatory methodologies
- The process and psycho educational portions of each group counseling session will be presented in an integrated and inter-related manner, so that the process (or “open” counseling) portion of the session transitions into the more structured psycho educational topic discussion.

Psycho education – Topics and Sequence

| Session One: | Rapport and Trust building |
| Session Two: | Self-Esteem |
| Session Three: | Self-Care |
| Session Four: | Communication Skills – Personal/Family |
| Session Five: | Communication Skills – Workplace |
| Session Six: | Coping Skills – Approaches |
| Session Seven: | Coping Skills – Applications |
| Session Eight: | Anger Management |
| Session Nine: | Advocacy for Change |
| Session Ten: | Community Involvement/Wrap-up |
II. Notes to Psychosocial Counselor

What is a Process Group?
The process group is the first portion of the group counseling session that is designed to give health worker participants a chance to engage in open discussion and to receive peer support. During this time, participants can check in with one another to address immediate concerns within their workplace or personal lives. The process group should be a safe, confidential space for participants to express their feelings and concerns, while receiving empathy and support from peers and facilitators. It will also allow participants a chance to confront unresolved issues, share new insights or to clarify any questions they have about psycho educational topics from previous sessions. The process group should prepare health workers for a transition into the second portion of the session (psycho education), which emphasizes skill building.

What Role do I play in Group Counseling?
As a PSC, your main roles in group counseling are to:
- Encourage and support self-expression among all group members
- Create a group environment that promotes mutual trust and emotional safety
- Model skills in active listening and empathy
- Utilize your counseling and facilitation skills (as appropriate) to highlight key themes or observations that arise from group interactions
- To create a smooth transition between the open process group and the psycho educational portion of the session.

How do I use this Manual?
This manual is divided into ten separate sessions, in sequence of the psycho educational topics. For each session, you will be guided through both the process group (outlined in detail for the first session) and the psycho educational topic. You will be provided with information on how to facilitate each session in a step-by-step fashion, including how to introduce each topic, how to pose questions to the group to stimulate brainstorming and learning among participants, and how to facilitate individual and group activities. As a PSC, you will need to use your counseling and facilitation skills to modify sessions as indicated based on your understanding of group needs and dynamics. Prior to arriving to each session, be sure to review the topic you will be presenting to familiarize yourself with the material and flow. You will find a list of preparations/supplies noted at the beginning of each topic to assist you in gathering what you need to bring to each session. Appendices, which are referred to within the text of the manual, are provided for each session. These include participant handouts for each session and guidance on group/individual activities for select sessions.
III. Session 1: Rapport and Trust Building

Preparations/supplies required for session (for both process and psycho educational)
- Strips of paper for name tags (up to 12, including facilitators)
- Pens
- Flip chart paper
- Markers
- Masking tape
- Sticks for group exercise
- Appendix 1: Active Listening Activity
- Appendix 2: Communication and Active Listening (handout)
- Refreshments

Learning objectives:
- To explore the importance of mutual support among health workers
- To create an atmosphere of trust between group members and with the facilitators
- To define what communication is, and why it is important in our interactions with others (including active listening)
- To facilitate group learning, peer support and strengthen relationships between group members.

Group Counseling Introduction

Welcoming remarks
Facilitator says - We would like to welcome you to our first group counseling and support session for health workers. Thank you for coming. We are excited to see you here and know that many of you had to travel a long distance to be here today. The purpose of our group counseling sessions is to provide you with a safe place to discuss things that are important to your work and personal lives, and to receive support from your co-workers and CAPS. We know that your work lives can be difficult and stressful at times, and we would like to provide you with a confidential place to express your thoughts and concerns, build community, and learn from one another.

Introductions
Facilitators introduce themselves (names, positions) and provide a general overview of the HHWC Project. Afterward, facilitator asks each participant to write their names on slips of paper and tape them on, to help group members learn each other’s names. Participants are then introduced to each other through the following icebreaker:

Ice breaker – Introductions and “Taboo Diet”
Ask participants to divide into pairs (preferably someone they do not know well). Each person should “interview” their partner, learning their name, role/position in their health facility, and something that is “taboo” in their diet (what they do not like to eat). After a few minutes, have the whole group come back together. Each person will then introduce the partner they interviewed to the larger group. If desired, the person being introduced can add details – if something important was inaccurate or missed.
Explain the structure of the group counseling sessions by reviewing the following:

- We will be meeting weekly for two (2) hours, with the first half of the session being an open (process) group discussion, and the second half being structured around a specific topic that will focus on skills building (educational).
- We will explore 10 different educational and skill building topics during the group counseling sessions (share and review the 10 topics listed on Page 1 with the group).
- We encourage you to attend all 10 sessions in sequence, since the topics are inter-related and build on one another.

Establish Ground Rules

*Facilitator says* - It is important to create some ground rules for our work together, so that we all have a common understanding of what we can expect from one another.

*Facilitator asks* - What do you feel are important ground rules for our group counseling sessions?

Have participants brainstorm proposed ground rules and write on a flip chart for all to see (you will refer back to these in future sessions as needed).

**Ground rules should include:**

- Maintaining confidentiality (what is said here stays here)
- Listening to and respecting everyone
- Turn off mobile phones
- No interrupting others when they are talking
- Everyone has a “right to pass” if they are not ready to share something (although all are encouraged to participate).

When working with the group to establish ground rules, facilitators should make sure to:

- Suggest the addition of important ground rules to participants’ list as needed
- Emphasize the importance of confidentiality; liken it to a “secret society”
- Review rare exceptions to confidentiality (risk of harm to participant or others)

*Note to facilitator: It is very important for every PSC to discuss exceptions to confidentiality with participants at the first group counseling session. You should let participants know that you are very committed to confidentiality as a counselor, but you need them to know that if a rare situation arises in which you learn that someone is at risk of being seriously harmed, you may be obligated as a professional to share information outside the group to ensure their protection and safety. Emphasize that you don’t expect a situation like this to occur, but want them to know that this exception to confidentiality exists for you as a counselor.*

- Reach an agreement among all participants that they feel they are able to abide by the ground rules you created together
- Keep the agreed upon ground rules visible on a flip chart in the room where you meet, and refer back to them as needed in your future sessions.
Review Expectations
Now, you can explore participant expectations for the counseling sessions.

**Facilitator asks** – What are your expectations or hopes for our group counseling sessions together? Solicit input from the participants and write expectations on a flip chart (keep this to review at the end of 10 sessions to see if expectations were achieved).

**Process Group (approximately 50-60 minutes)**

**Facilitator explains** - The purpose of the first part of the session (process group) is to allow participants time to express thoughts, feelings and concerns in a supportive group atmosphere. It is a time to freely discuss either work-related or personal issues, and to receive support from other group members.

Now, open the process group up by encouraging participants to freely express any thoughts or feelings that are important to them at this time. Encourage participation by asking the following questions, as appropriate.

**Facilitator asks (Check-In with Clients):**
- What is most important for you to talk about today? (Allow open discussion; provide empathy and facilitation that allows for open participation for all).
- What are some of your priorities right now? What do you feel you need the most support with? (Allow for an open discussion, conveying empathy and encouraging mutual support among participants).

After allowing group discussion/counseling, facilitator should recap central issues discussed by group members. Relate them to the theme of mutual support as appropriate to transition to the psychoeducational portion of the session. Take a 5-10 minute break (optional, if you feel the group needs it).

**Note to facilitator:** During the first process session, there may not be extensive participation from all group members, as health workers will be observing and learning how the group process works. This is normal in regards to group formation, as participants need to figure out what feels safe to them. Observe interpersonal group dynamics and encourage group members who share. If appropriate, acknowledge that as the group meets more in the coming weeks and members get to know one another better, the process portion of the sessions will feel more comfortable and natural to them. Throughout the process portion of group counseling, you will play the important role of modeling positive communication skills, including empathy and active listening.

For future process group sessions (not relevant for this first session) remember to allow an opportunity for participants to revisit or share any thoughts or observations from the previous psychoeducational topics discussed during the previous week. This will encourage participants to think about how they are applying their learning and help to create a bridge between the psychoeducational topics presented from week to week.
Psycho Education - Rapport and Trust Building (approximately 60 minutes)

Introduction
Introduce the theme of mutual support and trust building by sharing the following proverb: “A tree cannot be a forest.”

- **Brainstorm**

*Facilitator asks* – What does this proverb mean to you? What do you think it suggests in regards to other people?

Explain that today, we will be talking about mutual support, and how gaining support from others can help us be stronger people, in both our work and personal lives.

**Group Activity: Sticks**
Instructions: Tell participants that we would now like to do a group activity that requires their participation. The facilitator hands a bunch of sticks to one participant, and then gives out a single stick to each of the remaining participants. Now, instruct the participants to break their sticks.

*Facilitator asks* - What just happened? Was it easy or hard to break the sticks? Why? Why was it easy for those of you with a single stick to break it? Why was it so difficult for the person with several sticks to break hers/his? Ask questions individually and encourage a discussion among participants on their observations about the sticks.

After some discussion on participant observations, point out that this activity helps us see that when we are alone (as with those holding a single stick), we are easily broken. When we are together (point out the participant who was holding several sticks together) we can be stronger and more resilient. This highlights the value of establishing supportive relationships among health workers and building community. Stress that as people, we are always stronger together.

Reinforce that in your role as a PSC facilitator, you want to provide the participants with the space to make mutual support more possible, like the person (name participant) holding the bunch of sticks that was so difficult to break. The process of establishing mutual support can take time and effort, but it can have a big payoff in the end.

**Topic: Importance of Communication**
In order to strengthen our relationships in our work and personal lives, it can be valuable to work on our listening and communication skills. We are often so busy and overextended in our day-to-day lives that
we forget to fully listen to one another. Listening is an important skill that can help us better understand others and help us communicate better.

- **Brainstorm**

**Facilitator asks** - First of all, what is communication?
Have participants brainstorm about what communication means.

Review (and add to their ideas) that communication is:

- A two way process
- A way to understand thoughts and feelings of others
- Includes both verbal and non-verbal communication
  - 55% relates to body language
  - 38% relates to tone of voice
  - 7% relates to words

Point out that:

- We all have unique ways of communicating, and may communicate differently depending on our context (for example, the way we communicate at home may be very different than at work).
- Communications can be verbal, but some of the most important aspects of communications are non-verbal (body language, posture, eye contact, etc.)
- Listening and observing are essential parts of communicating. Listening is difficult for many of us, as it requires time and patience (which sometimes we may lack).

**Topic: Active Listening**
Active listening is a learned skill. It involves “listening for meaning” in what someone says. When you are actively listening, you say very little and actively pay attention to what someone says, while conveying empathy, acceptance and genuineness. Someone who is actively listening is fully focused on what the person is saying and communicating. This is generally not easy for us to do.

**Group Exercise: Pairs**
Now let’s look at a few different types of communications to figure out if we think the person is using active listening skills or not. Ask for participants to divide into pairs and hand out Appendix 1 to each pair. Have the participants follow the instructions on the handout. After about five (5) minutes, ask the participants to come back to the large group and discuss their thoughts. Ask for volunteers to read Scenario #1, and then Scenario #2.

**Facilitator asks** - What do you see as the main differences between the two conversations between Marie and Agnes? In which scenario do you think Marie felt best understood? What characteristics of active listening did you observe in the scenarios?
**Facilitator summarizes** - It takes practice to communicate effectively, and to feel comfortable using skills like active listening. When we are busy with our day, it can be challenging to take the time to truly and fully listen to our co-workers, clients and family members with an open mind and presence. In this discussion today, we explored the importance of how we communicate with others. The truth is that we all need to work on improving our communication skills. When we work to improve them, we will find that we can better understand others’ thoughts and feelings, and feel a better connection to those we spend time with.

Pass out **Appendix 2**, Communication and Active Listening, a handout for participants to take home for their reference.

**Recap and Closing the Session**

Today in our session together, we:
- Discussed the significance of mutual support as it relates to the proverb “A tree cannot be a forest”
- We talked about the importance of building mutual trust and supporting one another, as we can be much stronger in our work and personal lives when we feel a sense of support and community
- We discussed what communication is and why it is important in our interactions with others
- We learned about active listening, and how using this skill can help us to understand and relate to others better.

**Facilitator asks** – Does anyone want to add anything that they feel is important to mention about today’s session? How was your experience with our first group counseling session today? What did you enjoy? Which parts were the most challenging?

Give participants a chance to talk openly about their experiences in the session today, and encourage them to think about mutual support and communication during their interactions with others in the coming week and report back to the group at the next session. Thank the HWs for participating today and remind them that the next session will be focused on the theme of self-esteem and personal values.

Close the session by creating a group name and group song. *(Note to facilitator: If the group is not prepared to create a group song and/or name then assign it as homework and revisit this in the next session).*

**Group Refreshments**
IV. Session 2: Self-Esteem and Personal Values

Preparations/supplies required for session

- Flip chart
- Masking tape
- Markers
- Refreshments
- Copies of Appendix 3: Personal Values Worksheet (one for each participant)

Learning objectives:

- To create awareness regarding the importance of self-esteem and personal values
- To explore the concept of individual values and how they can guide personal and work decisions
- To define personal values (through individual exercise)
- To facilitate group learning and peer support

Process Group

A general guide for the process group is as follows:

- Welcome and prayers
- Icebreaker: Remind participants of the name they chose for the group and sing group song together (if they did it for homework, let them present the name and song here).
- Open group process by asking participants if they have had any thoughts, observations or insights since the previous week’s session in relation to your discussions (for this session, rapport and trust building).
- Encourage open discussion of participants, so that they may freely express thoughts or feelings that are important to them at this time. Encourage them to share any issues or concerns, whether related to their personal or work lives.
  - As needed, facilitator asks participants - What do you feel are your most pressing issues or stressors today? What do you feel you need support with right now?
  - Allow open discussion, providing empathy and facilitation as needed. Help the group members focus on providing mutual support to one another (rather than focus on you as a facilitator).
- After the opening process group discussion, recap central themes or issues raised by group members.
- Prepare the group for the transition to the psycho educational portion of group counseling (in this session, you will be discussing self-esteem and personal values).
- Take a 5-10 minute break (optional, if you feel the group needs it) prior to starting the psycho educational portion of the session.
Psycho Education – Self-Esteem and Personal Values

Introduction
Each of us has a set of personal values that guides us, whether we are aware of it or not. These values relate to what we believe in, and help us to figure out how best live our lives. Generally, when we feel that we live a life matching our values, we are satisfied and content. When our values don’t align well, that is when we can feel things are out of balance and become unhappy. For these reasons, it is helpful for all of us to think about our own individual guiding values. When we clarify our values, we can become more aware of how to make the best decisions for ourselves and make plans that honor what is important to us.

Let me give you an example of how values (when off balance) can create tension. Let’s say one of your most important values is your family, but you work 12-14 hour days and rarely see your family. Do you think this might create internal tension and conflict?

On the other hand, if at this point in your life your main priority is to develop your career and work life, this work schedule might be acceptable and satisfying.

One way we can identify (and revisit) our personal values is to think about times in our lives when things felt well balanced and positive, and we felt we were making good choices.

Individual Activity: Defining personal values
Let’s do an exercise together that will help you to examine your own personal values. Remember, every one of us has a somewhat different set of values since we are all unique individuals. Facilitator passes out Appendix 3: Personal Values Worksheet.

Give participants approximately 10 minutes to work on their own (silently) on this worksheet. Explain that this is a very personal exercise and that the information they write down is just for them (they are not required to share it with the larger group). After participants have completed the worksheet, have them return to the large group. Ask the following questions to get feedback from participants on their experiences doing this exercise (participation should be voluntary).

Facilitator asks - What was it like for you to complete this Personal Values Worksheet? Was it hard for you to do? Easy? Why do you think this was the case? How do you think being aware of your own personal values can be useful?

Explore the above questions and discuss the importance of personal values. Encourage participants to take this worksheet home and spend more time completing it or revising it as needed. Let them know that this worksheet can be helpful to revisit as they make decisions, as it will help them check to see if a decision best matches some of their top values.
Recap and Closing the Session

Today in our session together, we:

- Discussed how each of us has a unique set of personal values, which tell us what is most important to us.
- Talked about the importance of identifying our own personal values and thinking about how they can help guide us in our personal and work lives.
- Filled out our Personal Values Worksheet, to help us think through our own values and how they relate to decisions we make.

Today, some of you might have noticed that identifying and understanding our values can be challenging. This can be a valuable exercise for us, though, as becoming aware of our values helps to make the best choices in situations we are confronted with. Our values are a central part of who we are, and who we want to be. When we are aware of our personal values, we are more likely to make the best choices for ourselves and feel more balanced in our work and personal lives.

Facilitator asks - What was the most valuable aspect of today’s group counseling session? What was the most challenging part of the session for you today? Did you learn anything new that might help you take better care of yourself after you leave this group?

Give participants a chance to talk openly about their experiences in the session today, and encourage them to see if they notice any new observations or experiences about self-esteem or personal values to report back next week.

Close the session with the group song.

Group Refreshments
V. Session 3: Self-Care

Preparations/supplies required for session

- Slips of paper (for each participant - psycho education group activity)
- Pens
- Masking tape
- Flip chart
- Appendix 4: Visualization Exercise (copies for all participants)
- Refreshments

Learning objectives:

- To explore the meaning of self-care, and why it is important to each of us
- To improve awareness (for each participant) regarding the importance of self-responsibility as it relates to self-care
- To decrease feelings of isolation among participants through participatory exercises
- To improve skills in relaxation (specifically visualization)
- To facilitate group learning and peer support

Process Group

- Welcome, prayers and icebreaker (as desired)
- Open group by asking participants if they have had any thoughts, observations or insights since the session last week in relation to your discussion on self-esteem, personal values or the Personal Values Worksheet they completed.
- Encourage open discussion of participants, so that they may freely express thoughts or feelings that are important to them at this time. Welcome an open discussion on health worker issues, whether they are work-related or personal.
  - As needed, facilitator asks participants: What are your most pressing issues or stressors today? What do you feel you most need support with right now?
  - Allow open discussion, providing empathy and facilitation as needed. Help the group members focus on providing mutual support to one another (rather than a focus on you as a facilitator).
- After open group discussion/counseling, recap central issues or any common themes brought up by group members.
- Prepare group for the transition to the psycho educational portion of the session – where you will be discussing self-care strategies.
- Take a 5-10 minute break prior to starting the psycho educational topic (optional, if you feel the group needs it).
Psycho Education – Self-Care

What is self-care?
Facilitator says - today we are going to spend some time discussing self-care – what it is and how it can help us as we confront the daily stressors in our lives.

Brainstorm

Facilitator asks - What does self-care mean to you? What do we mean when we say self-care?

Encourage participant input, and then summarize key points from the participants about the meaning of self-care. Then offer the following definition: “Self-care is a personal process that involves taking care of ourselves in a holistic way – including on physical, psychological, emotional, spiritual and professional levels.”

Why is self-care important for us at work?
Facilitator says - As a health worker, we know your job can be very stressful at times. You can confront challenges such as difficult communications with co-workers and patients, limitation of supplies in your facilities, long work hours, and lack of support. Let’s do an activity together that helps us think a little more about self-care.

Group Activity: Identifying effects of care giving
Pass out a slip of paper and a pen to each participant. Instruct them to think about their role as a health care worker and the daily stressors they face in their jobs.

Instructions: Have each participant write down three negative effects that they notice in themselves as a result of their care giving as a health worker. Note to facilitator: leave this open ended and do not offer examples. (You will probably notice that participants will write down things such as short temper, fatigue, back tension, poor appetite).

Now, have each participant tape these negative care giving effects on their chest, and move about the room quietly. Tell them to observe other participants’ lists in silent witness. There should be no talking during this part of the exercise. After a few minutes, have participants return to their seats (they may remove the paper).

Facilitator asks – What was it like for you to read the effects that your health worker colleagues feel as a result of their job? Did you notice any commonalities in the symptoms or effects of your colleagues? Help participants point out any commonalities that they noted on the pieces of paper when going around the room.
Facilitator observes: Sometimes we forget that our colleagues are experiencing some of the same feelings of despair and discomfort that we are feeling. It can be helpful to remember that we are not alone in our feelings of stress and frustration as health workers.

- Brainstorm

Facilitator asks – What are the causes of these negative care giving stressors? Next, have the large group brainstorm about what they think are the causes of the negative effects or symptoms they experience at work. List these causes on a flip chart and make observations about how these influences can create significant stress in our work lives. (Facilitator note: participants may discuss causes such as unrealistic patient load, unsupportive co-workers or manager, lack of supplies/medication, isolation, etc.).

After you have noted the main causes of the stressors shared by participants in the group, recap the causes listed and observe that clearly our work environment can promote stress!

Next, referring to the list of causes provided by the participants, facilitator asks - Which of these things can we control? Encourage participants to think about what they have presented as causes of their stress and what they can really control.

Facilitator observes: Most/many of the causes you listed are things that we cannot personally control (for example, we cannot control MOHS supply or management issues or the behavior of patients or co-workers).

Summarize the importance of self-responsibility and self-care

Facilitator note: The lesson for this exercise is that as health workers and care givers, all we can do is manage ourselves in the context of personal responsibility. We cannot manage or control others. Self-care is about figuring out how to take responsibility for ourselves, and “self-managing.” As care givers, we cannot afford to wait for someone else to take care of us. We cannot control others’ expectations or behaviors but the good news is that we can control our own! The bottom line is that we are responsible for managing ourselves in relationship to our work and our stressors. This is self-care.

Facilitator asks - What do you think about this notion of self-care? Do you have any new perceptions of self-care based on the exercise we just completed?

Have participants discuss any new thoughts, insights or reactions to the self-care activity.
Approaches to Self-Care

There are many different ways we can cope with stress and provide better self-care.

• Brainstorm

Facilitator asks - What are some of the ways you take care of yourself and make yourself feel better? Have participants’ list self-care ideas (on flip chart if desired). Ideas might include talking to friends, cooking a meal, listening to music, etc. Reinforce that there are many different ways to make yourself feel better and that it is good to try several techniques to see what works best for you.

Group Activity: Visualization Exercise

Facilitator says: Visualization is one technique that can help us relax and take care of ourselves. Visualization is easy to do, once you have some practice with it. Some of you may have already tried visualization, and for others this might be the first time. Let’s try doing a visualization exercise together to practice this technique.

Facilitator walks participants through the visualization exercise found in Appendix 4. Make sure participants are sitting quietly and comfortably with their eyes closed. Take your time (don’t rush), so participants can experience the full benefits of visualization.

After you complete the visualization exercise together, facilitator asks - What did it feel like to do this visualization? Is this something you feel you might be able to do at work or at home? Allow participants to share ideas on when and how they might use this relaxation technique or how visualization might be useful to them.

Pass out copies of Appendix 4 Visualization Exercise to participants as a handout. Encourage them to try it on their own outside of the group and report back on how it worked for them.
Recap and Closing of the Session

Today in our session together, we:

- Explored the meaning of self-care and why it is important to each of us
- Did an activity together where we identified some of the negative effects of being a health worker (care giving), and observed that many of our colleagues are affected in similar ways.
- Discussed the importance of taking personal responsibility for self-care and for making ourselves feel better when we experience work stress.
- Went through a visualization exercise, to gain some experience with one possible relaxation technique that might help us in our self-care.

Note to Facilitator: Inform participants that after group counseling, CAPS will provide more intensive training on self-care with them to build on this session topic further.

Facilitator asks – Does anyone want to add anything that they feel is important to mention about today’s session? What was the most valuable aspect of today’s group counseling session today? What was the most challenging part of the session for you today? Did you learn anything new that might help you take better care of yourself after you leave this group?

Give participants a chance to talk openly about their experiences in the session today, and see if they notice any new observations or experiences about self-care to report back at our session next week.

Group Refreshments
VI. Session 4: Communications Skills (Personal/Family)

Preparations/supplies required for session
- Appendix 5: Positive Communication and Problem Solving Skills (one copy per participant)
- Appendix 6: Family Role Play instructions (4 copies total – one each for 2 groups and 2 facilitators)
- Refreshments

Learning objectives:
- To build a deeper understanding regarding interpersonal communication
- To improve knowledge and awareness regarding family communication challenges
- To explore healthy and unhealthy communication patterns
- To improve knowledge of positive communication and problem solving skills
- To facilitate group learning and peer support

Process Group
- Welcome, prayers and icebreaker (as desired)
- Open group by asking participants if they have had any thoughts, observations or insights since the previous week in relation to self-care session Did anyone have chance to use the visualization technique we did together as a group last week? If so, what was your experience with it? Any other experiences with self-care anyone would like to share?
- Encourage open discussion among participants, so that they may freely express thoughts or feelings that are important to them at this time. Welcome an open discussion on issues, whether they are work-related or personal.
  - As needed, facilitator asks participants: What are your most pressing issues or stressors today? What do you feel you most need support with right now?
  - Allow open discussion, providing empathy and facilitation as needed. Help the group members focus on providing mutual support to one another (rather than a focus on you as a facilitator).
- After open group discussion/counseling, recap central issues or any common themes brought up by group members.
- Prepare group for the transition to the psycho educational portion of the session – where we will discuss communication, focusing on communication within the family.
- Take a 5-10 minute break prior to starting the psycho educational topic (optional, if you feel the group needs it).
Psycho Education – Communication Skills (Personal/Family)

Introduction: Review of Communication Concepts
In our first group counseling session together, we talked about trust building and the important role communication plays in connecting with and understanding others. We practiced the skill of active listening and talked about how being truly attentive to what someone is saying can help them feel heard and understood.

Facilitator asks – What do you remember about communication from our previous session? What do we mean by communication? Have participants share their thoughts, review communication concepts and brainstorm.

Briefly review the concept from Session #1 (Rapport and Trust Building):
- Communication involves a two-way exchange of information
- Communication can be verbal, but some of the most important aspects of communication are non-verbal (body language, posture, etc.)
- We all have unique ways of communicating, and may communicate differently depending on the context we are in (for example, the way we communicate at home may be very different than at work).
- Listening and observing are essential parts of communicating.
- One important and effective communication technique is called active listening, which involves saying very little and attentively “listening for meaning” in what someone says.

Today, we are going to talk more about communication and in particular explore how we communicate in our personal and family lives. We know that communication with those close to us – such as our husband, wife, mother, father, children and friends can be challenging at times.

Brainstorm

Facilitator asks - When you think about communication in your personal lives, what do you find most challenging? What are some of the common difficulties you have communicating with your family (or friends)?

Allow participants to share their thoughts and experiences (note on flip chart if desired), pointing out any themes or commonalities in the challenges presented.

Now, ask participants - What do you think are the characteristics of positive communication? What approaches do you find have worked well for you when communicating with your family?
Encourage group members to share what some of the positive communication techniques they have used (list on flip chart if desired).

Add to participant’s ideas (as needed) on **positive communication**, to include the following:

- Stay focused (on the person, conversation)
- Listen carefully to what the other person is saying
- Be honest and direct
- Try to understand their point of view
- Take personal responsibility for what is yours (even if it means saying you are sorry sometimes!)
- Express empathy
- Use “I” messages (speak for yourself, not others)
- Be willing to compromise (remember that communication is not about getting your own way)
- Take time out when needed (especially if you get into a heated discussion)
- Don’t give up (reaching an understanding can take time)
- Ask for help when you need it (if you are unable to reach an understanding, ask for help from someone you trust).

Pass out **Appendix 5**: Positive Communication and Problem Solving Skills as a reference for health workers to take home.

**Group Activity: Role Play**

Divide participants into 2 groups (with an even number of participants if possible) for a role play activity. **Facilitator explains**: Each group will develop and act out a brief family scenario which involves some challenging communications. This scenario should demonstrate both positive and negative communication techniques.

Pass out **Appendix 6** (Family Role Play) to each group. Review the instructions and answer any questions the participants may have about the family role play activity. Allow about 10 minutes for the groups to work together and prepare for their role play. Encourage them to look over the handout on Positive Communication and Problem Solving Skills (**Appendix 5**) as needed to for examples of effective communication strategies for their role play.

Have the first group present their role play (approximately 2 minutes). After the role play is presented, the facilitator will engage the large group in a discussion using the below questions.

**Facilitator asks**: What happened with this family in this role play? What are some of the communication challenges the family faced? How would you evaluate the family members’ communication? What negative (unhealthy) communication techniques did you observe? What positive (healthy) communication techniques did you observe? What advice could you give this family to improve their communication?
Then, *facilitator asks* (to those who *acted out* the role play) - How did it feel for you to communicate as this family did in your role play? Did you notice anything in your own response to family members (such as feelings of frustration or acceptance)?

Next, have the 2nd group present their role play to the large group, and discuss the above questions as you did with the 1st group.

**Recap and Closing the Session**

Today in our session together, we:

- Reviewed what is meant by communication.
- Discussed some common communication challenges we face in our family and personal lives.
- Learned about positive (effective) communication techniques and how they can help us in our relationships with our family members.
- Developed and evaluated some family role plays, as a way to explore both positive (healthy) and negative (unhealthy) communication patterns.

*Facilitator asks* – Does anyone want to add anything that they feel is important to mention about today’s session? What was the most valuable aspect of today’s group counseling session for you today? What was the most challenging part of the session for you today? Did you learn anything new that might help you communicate more effectively with your family members after you leave this group today?

Facilitator offers words of encouragement for participants to become more aware of their communication patterns with family and friends in the coming week. Welcome participants to bring back any observations or learning to the next group session.

**Group Refreshments**
VII. Session 5: Communication Skills (Workplace)

Preparations/supplies required for the session:
- Appendix 7: Health Facility Case Studies for small group activity (5 copies)
- Appendix 8: Tips for Resolving Conflicts in the Workplace (one copy per participant)
- Pens for participants to write notes
- Refreshments

Learning objectives:
- To review positive communication skills and approaches
- To explore communication challenges confronted in the workplace
- To strengthen communication skills when dealing with interpersonal challenges and conflict in the workplace
- To facilitate group learning and peer support

Process Group
- Welcome, prayers and icebreaker (if desired)
- Open group by asking participants if they have any thoughts, observations or insights to share since the session on family and personal communication last week. Did anyone try any of the positive communication or problem solving skills we discussed last week with their family? If so, how was their experience?
- Encourage open discussion of participants, so that they may freely express thoughts or feelings that are important to them at this time. Welcome open discussion on issues that are pressing to them, whether they be work-related or personal.
- As needed, facilitator asks participants: What would you like to talk about today? What do you feel you most need support with right now?
  - Allow open discussion, providing empathy and facilitation as needed. Help the group members focus on providing mutual support to one another (rather than a focus on you as a facilitator).
  - After open group discussion/counseling, recap central issues or any common themes brought up by group members.
- Prepare group for the transition to the psycho educational portion of the session – where we will continue our discussion on communication, focusing this time on communication within the workplace.
- Take a 5-10 minute break prior to starting the psycho educational topic (optional, if you feel the group needs it).
Psycho Education – Communication Skills in the Workplace

Introduction: Review of positive communication and problem solving skills
Last week, we talked about positive communication and problem solving skills and discussed how we might apply these skills with family members.

Facilitator asks – What positive communication skills or techniques do you remember from last session?

Have participants do a quick brainstorming on the communication skills explored from last session. Add to the concepts they share as needed:

- Stay focused (on the person, conversation)
- Listen carefully to what the other person is saying
- Be honest and direct
- Try to understand their point of view
- Take personal responsibility for what is yours (even if it means saying you are sorry sometimes!)
- Express empathy
- Use “I” messages (speak for yourself, not others)
- Be willing to compromise (remember that communication is not about getting your own way)
- Take time out when needed (especially if you get into a heated discussion)
- Don’t give up (reaching an understanding can take time)
- Ask for help when you need it (if you are unable to reach an understanding, ask for help from someone you trust).

Today, we are going to continue to explore communication skills, but this time focus on communication within the workplace setting.

Brainstorm

We know that in your daily duties as a health worker, you may confront communication challenges on various levels. Let’s explore what this looks like for you in your health facility.

Facilitator asks - What are some of the communication challenges you have with:

- Patients?
- Co-workers, or health worker peers?
- Managers?
Allow participants to brainstorm and share common communication challenges they have with these three groups. Acknowledge that it must be difficult at times to navigate challenges that arise within their health facility and that challenges can arise on multiple levels.

Mention that conflicts and disagreements tend to arise from differences of opinions, perspectives and experiences. By learning skills to handle communication and conflict in a respectful, positive way, you may be able to improve your professional relationships and reduce your own stress in the process.

**Small Group Activity: Case studies**

*Facilitator explains:* In order to think about communication challenges in the workplace further, we are going to do a small group activity. Ask participants to divide into three groups (approximately 2-3 persons per group), making an effort to mix groups in regards to positions. Explain that each group will read 3 case studies together, and then have a brief discussion guided by the questions in their handout. Pass out **Appendix 7**: Health Facility Case Studies.

Have each group spend about 15 minutes discussing the case studies (about 5 minutes per case), taking a few notes on some of their key observations. Tell participants that after they complete their small group work, we will come back together as a large group and share their thoughts/responses from the case studies.

After small groups have finished reviewing the case studies, have the participants return to the large group. Starting with Case #1, asks a volunteer from one of the groups to read the case aloud and share their group’s observations on the case, using the guiding questions from the handout. Then, have the other groups add any other responses they had in Case #1, in order to build on each other’s’ observations and suggestions. Help to summarize any common themes or highlights that arise from the group observations.

Proceed in the same fashion with Case #2 and Case #3, making sure groups rotate reading cases aloud and responding to the cases using **Appendix 7**.

After you have completed a group discussion all 3 cases, *facilitator asks* - Did you gain any new insights about dealing with challenging communications and conflict through these case studies? If so, what are they? Have participants share any thoughts or insights they would like to share from the case study exercise.

Then, add to the participants’ learning (as appropriate) by reviewing the following points:

**Basic concepts about conflict:**

- Conflict arises when people have differences in perception or needs
- People can’t be expected to agree at all times. Some conflict is normal
- Conflict can be stressful
- It is important to learn how to deal with conflict, rather than avoiding it
Suggestions to help you to deal with conflict:

- When a conflict arises, stay calm and alert
- Use “I” messages (instead of accusatory “you” messages)
- Control your emotions and behavior; avoid escalation
- Engage in stress management techniques (awareness of breath, being mindful of tension in your body, etc.) that can help you in the moment
- Pay attention to the thoughts and feelings being expressed by the other person – make the effort to understand their side if possible
- Always try to be aware and respectful of differences

*Facilitator asks* – What do you think of these suggestions? Which ones (if any), do you feel might help you when you have a workplace conflict in the future? Which of these suggestions are hardest to act on, and why? Are there any thoughts you would like to add on managing conflict?

**Recap and Closing of the Session**

Communication in the workplace can be complex, presenting different types of challenges with patients, co-workers and managers. It is important to remember that although conflict can be difficult, it is a normal part of human interaction. With practice and support from others, you can learn to resolve conflict effectively, which can help you to grow personally and professionally.

Today in our session together, we:

- Reviewed positive communication skills
- Discussed some common communication challenges you can face within your health facilities
- Worked in small groups with case studies to explore observations and suggestions how to deal with work-related conflicts and communication problems
- Reviewed tips and suggestions on how to strengthen our conflict resolution skills

Pass out **Appendix 8**: Tips for Resolving Conflicts in the Workplace (handout). Encourage participants to try to be aware of any communication challenges and conflicts they confront at work in the coming week and report back to the group next week about how they feel they were able to deal with these conflicts.

**Group Refreshments**
VIII. Session 6: Coping Skills

Preparations/supplies required for session

- Paper for individual activity on coping strategies
- Pens
- Flip chart paper and markers (if desired) for healthy/unhealthy coping strategy discussion
- Appendix 9: Positive Coping Strategies (one handout per participant)
- Refreshments

Learning objectives:

- To develop the concept of healthy and unhealthy coping skills
- To improve self-awareness regarding individual coping skills
- To build knowledge regarding the importance of healthy coping skills
- To explore grief issues and positive strategies that can help to cope with loss
- To facilitate group learning and peer support

Process Group

- Welcome, prayers and icebreaker (as desired)
- Open group by asking participants if they have any thoughts, observations or insights they would like to share based on the discussion of communication challenges and conflicts in the workplace last week. Did they confront any conflicts in their health facility they would like to share?
- Encourage open discussion of participants, so that they may freely express thoughts or feelings that are important to them at this time. Welcome discussion on issues that are pressing to them, be work-related or personal issues.
- As needed, facilitator asks participants: Are there any specific issues or stressors on your mind today? What do you feel you most need support with right now?
- Allow open discussion, providing empathy and facilitation as needed. Help the group members focus on providing mutual support to one another (rather than a focus on you as a facilitator).
- After open group discussion/counseling, recap central issues or any common themes brought up by group members.
- Prepare group for the transition to the psycho educational portion of the session – where we will be discussing coping skills, looking at ways you can help yourself feel better.
- If desired, set the stage for the psycho educational portion of the group by sharing the following Chinese proverb: “You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building nests in your hair.” This proverb tells us that although we cannot always control the stress and loss around us, we can work on caring for ourselves so that the challenges do not take us over.
- Take a 5-10 minute break prior to starting the psycho educational topic (optional, if you feel the group needs it).
Psycho Education – Coping Skills and Approaches

Introduction
Last week, we talked about how conflicts can arise in the workplace and possible ways to approach interpersonal challenges. We know that when we all have some degree of stress in our lives (at work or at home), and it is important to be proactive and find ways to cope with these challenges and take care of ourselves.

Today, we are going to talk about coping strategies – what they are, what approaches might work well to cope with stress, as well as what approaches might not work so well. This will build on our previous session on self-care.

Brainstorm
First, let’s get your ideas on what coping strategies work for you.
Facilitator asks – What kinds of things can we do to make ourselves feel better (when we are under stress)? Have participants brainstorm, share ideas and engage in a discussion about what strategies they can use to feel better or cope. Point out any common themes or ideas shared by participants; encourage them to continue to think about this as we continue with our session today.

Individual Activity: What makes you feel better?
Tell participants we are going to do a quick individual activity. Provide each participant with a piece of paper and a pen. Ask each participant take a few minutes to write down a list of 5 things that they personally do to make themselves feel better. This is a silent activity and should not involve discussion with other group members. Allow participants five minutes (or less) to write down their 5 coping strategies (what they do to make themselves feel better, especially when under stress).

Now, ask participants to come back to a large group.
Facilitator asks – Would anyone like to share any examples from their list of things that make them feel better? Note that this is voluntary and participants may “pass” if they choose not to share. Write up some of these coping skills on a flip chart (optional).
Facilitator asks – What do you think of these ideas? Do you think some of these ideas might be helpful to try? If so, which ones? Do you consider these shared ideas healthy (positive) ways to cope or not so healthy (negative ways) ways to cope?

Healthy and Unhealthy Coping Skills
When we are under stress (especially extreme stress), we tend to fall into our usual behaviors or habits without even thinking about it. Sometimes we might relieve our stress in healthy (or positive) ways, and other times we may cope with stress in unhealthy (negative) ways, without even being aware we are
making these choices. A goal we should all have is to build self-awareness, so that we can recognize when we are under stress and consciously work on reducing stress through positive coping strategies.

Let’s think about different ways we might cope with stress by thinking through a difficult scenario that health workers might be exposed to in the workplace. We will go through the scenario together, and then think through different ways a health worker might respond.

**Present a Scenario - Grieving the loss of a patient**

Facilitator presents the following situation to the group:

A health worker has cared for a woman in her PHU for several years, providing her with care, which has included all her pregnancies and her 3 young children. The health worker has developed a positive relationship with this patient and looks forward to interacting with her when she comes to the facility for care. The health worker sees her often for her prenatal checks, since the woman is now pregnant again.

One morning, the health worker comes into work and is informed by her co-worker that this patient suffered birth complications last night (post-partum hemorrhage) and died. Although the health worker knows that she will be exposed to death at times in her job, this loss hits her very hard. The health worker knows that this death is going to be extremely difficult for her to cope with.

**Brainstorm**

Facilitator asks: What do you think this health worker might be going through right now? Allow participants to share what feelings and reactions they think this health worker might be having after learning of this sudden and unexpected death of her patient. Let them discuss how she might be feeling physically as well as emotionally.

Facilitator asks – What do you think this health worker might do to cope with the loss and feel better? Encourage participants to share ideas of how the health worker might cope, as she is dealing with the stress of this difficult loss. What strategies could she use to help herself through her grief process?

**Group Activity: Understanding healthy and unhealthy coping strategies**

Acknowledge that depending on how strong this health worker’s coping skills are, she may respond in ways that are healthy (adaptive) or unhealthy (maladaptive). Reflecting on the coping ideas from the group brainstorm, have the participants sort their ideas on how they think this health worker may cope in the below framework (healthy and unhealthy). Use a flip chart to show a visual framework of the participants’ ideas.
Visual Framework

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<th>Healthy/Positive Coping</th>
<th>Unhealthy/Negative Coping</th>
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Now, ask the participants to walk through some additional coping mechanisms mentioned below and ask them to sort them into the “healthy” or “unhealthy” categories of coping.

For example, the health worker could:

- Smoke cigarettes
- Talk about the feelings of loss (with a family member or co-worker)
- Work extra hours “to forget about it”
- Quit her job to avoid being exposed to death
- Take a day off work to relax and rest, if needed
- Attend the patient’s funeral ceremony, express sympathy to her family members
- Find the TBA who attended this patient’s birth and yell at her for allowing the patient to die
- Find the TBA who attended the patient’s birth and discuss what happened at the patient’s birth to understand what happened and figure out what can be done to prevent future deaths like this
- Take/drink alcohol or medications to numb the pain
- Isolate his/her self, since no one else will understand his/her feelings
- Go for a long walk to “decompress”
- Pray or meditate

Have the participants sort the above coping strategies within the framework of healthy and unhealthy coping strategies. They should look something like this:

<table>
<thead>
<tr>
<th>Healthy/Positive Coping</th>
<th>Unhealthy/Negative Coping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about the loss (friends, co-workers)</td>
<td>Smoke cigarettes</td>
</tr>
<tr>
<td>Take a day off work</td>
<td>Work extra hours</td>
</tr>
<tr>
<td>Attend funeral ceremony, express sympathy to family</td>
<td>Quit her job to avoid death</td>
</tr>
<tr>
<td>Process what happened at birth with TBA</td>
<td>Yell at TBA who attended birth</td>
</tr>
<tr>
<td>Pray or meditate</td>
<td>Drink alcohol</td>
</tr>
<tr>
<td>Go for a walk</td>
<td>Isolate his/her self/herself</td>
</tr>
</tbody>
</table>
Recap and Closing the Session

This scenario involving the loss of a patient helps us think about how difficult the job of a health worker can be, especially when we lose someone we care about. We talked about the importance of thinking about your own personal positive coping styles and strategies for self-care. In our discussion about coping strategies, we explored how at times we do things that are healthy to feel better (positive coping strategies) and other times we do unhealthy things to feel better (negative coping strategies). As health workers, it is important to develop positive coping skills that work for us, so that we can access these healthy strategies when we are under stress.

Today in our session together, we:

- Discussed different things we can do to make ourselves feel better when under stress.
- Reviewed a health worker scenario that involved the death of a patient, to think through ways that we can work through grief and stress that might arise in our work (or personal) lives.
- Discussed healthy (positive) and unhealthy (negative) coping strategies and the importance of developing self-awareness so we can engage in healthy coping strategies when we are under stress.

Pass out Appendix 9: Positive Coping Strategies, which includes some specific strategies for coping with grief and loss. Encourage participants to think about the coping strategies discussed today (including the 5 things they identified to make themselves feel better) and bring back any additional thoughts, observations or questions with them next week when they return to the group.

Group Refreshments
IX. Session 7: Coping Skills (Applications)

Preparations/supplies required for session

- Boot maker story (in text of training manual)
- Appendix 10: How to Practice Deep Breathing (copies for all participants, facilitators)
- Appendix 10a: Story of the Boot maker
- Refreshments

Learning objectives:

- To expand ideas and options regarding practical self-care and coping strategies
- To explore the importance of self-awareness as it relates to self-care
- To improve knowledge of possible self-care and stress management strategies
- To experience deep breathing as a practical relaxation strategy
- To facilitate group learning and peer support

Process Group

- Welcome, prayers and icebreaker (if desired)
- Open group by asking participants if they have had any thoughts, observations or insights since the session last week in relation to your discussion on positive coping skills or dealing with grief.
- Encourage open discussion of participants, so that they may freely express thoughts or feelings that are important to them at this time. Welcome discussion on issues that are important to them at this time, whether they are work-related or not.
  - As needed, facilitator asks participants: What are your most pressing issues or stressors today? What do you feel you most need support with right now?
  - Allow open discussion, providing empathy and facilitation as needed. Help the group members focus on providing mutual support to one another (rather than a focus on you as a facilitator).
- After open group discussion/counseling, recap central issues or any common themes brought up by group members.
- Prepare the group for transition to the psycho educational portion of the session – where we will continue our discussion of coping skills, with an emphasis on practical applications that can help you feel better.
- Take a 5-10 minute break prior to starting the psycho educational topic (optional, if you feel the group needs it).

Psycho Education – Coping Skills and their Application

Introduction

Last week we talked about how the importance of figuring out ways that work for us to cope with stress and make ourselves feel better. Each of you thought about some coping strategies that you use, and maybe you got some ideas from other group members about other healthy ways to take care of yourself when you are under stress. Today, we want to continue this discussion on how to strengthen our coping skills with a focus on practical applications.
Facilitator asks – Do you remember some of the ways you make yourselves feel better that you shared with the group last week? Allow participants to brainstorm and review the ways that they identified as positive coping strategies. Add (as appropriate) some of the tips from the handout provided at the last session (Appendix 9).

- Recognize your warning signs of excessive stress (self-awareness)
- Take care of your body
- Engage in emotional self-care (honor your feelings)
- Enjoy a spiritual or meditative practice
- Connect with others (reach out to others for support)
- Set your priorities (don’t take on more than you can handle)

Story Telling – Building Self Awareness
In the large group, share the following story to open up the discussion about self-awareness and coping (pass out Appendix 10a).

Facilitator says: Let’s start our discussion today by sharing a story…

Once, in a faraway village, lived a gifted and talented boot maker (a cobbler). He was the only boot maker for many miles around, so people came from their farms and neighboring villages from far and wide to have their boots fixed and repaired by him. This man worked long hours every day, laboring over his customers’ boots whenever they came to him for help. Everyone counted on the talented boot maker and they were never disappointed, as his work was of the highest quality anywhere. The boot maker was well known for helping farmers and other village people far and wide so they could carry out their work on their farms and businesses, and with their families.

One day, the boot maker’s father came to visit him and noticed that his son’s boots were torn and tattered. He said to his son, “Son, you had better fix our own boots.” But the boot maker ignored his father’s advice, and continued to let his boots fall into further disrepair as he fixed his fellow villagers’ boots. Eventually, the boot maker’s feet became so sore from the neglect of his own boots that he began limping. Eventually, his body broke down to the point where he could no longer walk. At this point, the boot maker could no longer work fixing anyone’s boots and had to leave his profession.
Facilitator asks – What lessons do you think we can learn from this story of the boot maker? Allow the group to discuss their thoughts and share their observations. Was the breakdown of the boot maker’s health avoidable? What do you think of the advice he received from his father?

Conclusion – Lesson from the boot maker
After a discussion on participant observations about the boot maker story, point out that:
For those of us who work in helping professions where we take care of others (as with health care providers), it is critical that we attend to our own needs. If we don’t, we won’t be able to care for anyone else and we will become like the boot maker.

Remember in one of our first sessions together (Session 2, Self-Esteem and Personal Values) we talked about your personal values and what is most important to you, and what makes you proud, satisfied and fulfilled? We had you fill out the Personal Values Worksheet so you could think through what gives you energy in life and what “fills you up.”

The reason we shared the story of the boot maker today is because we all need to be reminded now and then to take care of ourselves. We need to remember to fix our own boots! An important step for all of us is to learn to be aware of when we need to “fill ourselves up” with things that matter to us so that we can stay healthy and happy and continue to be able to give to others.

- The first step in improving self-care is self-awareness.
- If we are able to recognize the importance of caring for ourselves, we will be more effective at coping with the stressors that we face on a daily basis.

Earlier today, we talked about different positive coping skills that might be helpful to us. Then we thought further about the importance of taking care of ourselves through the story of the boot maker.

Facilitator asks - What other ideas can you share to add about other helpful ways to deal with stress and care for ourselves? Allow group members to share any additional thoughts and ideas.

Summarize some of the key points that have been raised in today’s session, including the importance of:
- Self-awareness so we can recognize our own needs and remember to address them
- Social interaction and support, because we all need to build connections and share with others so we don’t feel alone and isolated.
- Knowing our limits so we can give ourselves permission to take breaks and give back to ourselves when needed.
- Caring for ourselves physically, spiritually and emotionally in ways that work for us, so that we can strengthen and honor ourselves on all levels.

Group Exercise: Deep Breathing
One practical and easy way we can all build coping skills is to learn how to do deep breathing. With its focus on relaxation and stress relief, deep breathing is a simple, yet powerful technique. It’s easy to learn, can be practiced almost anywhere, and provides a quick way to get our stress levels in check.
Deep breathing is the cornerstone of many other relaxation practices, such as visualization and meditation. All you really need is a few minutes and practice to become comfortable with this exercise. Let’s practice a deep breathing exercise together.

**Facilitator leads group in deep breathing**, following the steps provided in **Appendix 10b**. After completing the deep breathing exercise together, **facilitator asks** – What did you observe in your body as you did this deep breathing exercise? How did you feel after deep breathing? Is this something you feel you could do on your own outside of the group? Have group members share ideas of how they might be able to use this relaxation technique at work or at home.

Hand out **Appendix 10b**: How to Practice Deep Breathing, to participants, and encourage them to try deep breathing at home. Ask them to practice and return to the group next week with any feedback or observations on how deep breathing works for them.

**Recap and Closing the Session**

Today in our session together, we:
- Reviewed different ways we can make ourselves feel better when we are under stress
- Discussed the story of the boot maker, as a way to help us think about the importance of self-awareness and self-care as health workers.
- Practiced a deep breathing exercise, so we could experience a practical way to relax our body and handle stress.

**Facilitator asks** – Is there anything that anyone would like to add that was important or stands out about today’s session? Allow participants to share any last thoughts, feedback or thoughts.

**Group Refreshments**
X. Session 8: Anger Management

Preparations/supplies required for session
- Appendix 11: Physical Cues of Anger (one copy per participant, facilitators)
- Appendix 12: The Angry Volcano (one copy per participant)
- Appendix 13: Anger Management Strategies (one copy per participant, facilitators)
- Pens (for participants)
- Refreshments

Learning objectives:
- To define the emotion of anger and its significance
- To explore individual sources of and warning signs of anger
- To improve understanding regarding individual physical responses to anger
- To explore healthy ways to manage anger
- To facilitate group learning and peer support

Process Group
- Welcome and prayers
- Open group by asking participants if they have had any thoughts, observations or insights since the session last week when we focused on self-care and coping skills. Did anyone have a chance to try deep breathing this past week, or try any other new stress reduction strategy we talked about? If so, have group members share these experiences.
- Encourage open discussion of participants, so that they may freely express thoughts or feelings that are important to them at this time. Welcome a discussion on issues that are important to participants, whether they be work-related or personal.
  - As needed, facilitator asks participants: What are your most pressing issues or stressors today? What do you feel you most need support with right now?
  - Allow open discussion, providing empathy and facilitation as needed. Help the group members focus on providing mutual support to one another (rather than a focus on you as a facilitator).
- After open group discussion/counseling, recap central issues or any common themes brought up by group members.
- Prepare group for the transition to the psycho educational portion of the session – where we will be discussing anger management and ways to deal with frustration and anger that can arise in the workplace.
- Take a 5-10 minute break prior to starting the psycho educational topic (optional, if you feel the group needs it)
Psycho Education – Anger Management

Introduction
Today, we are going to talk about anger and how it affects us. First, let’s talk about what anger is.

Facilitator asks – What is anger? How would you define it?
Have group members share what they think anger means.

Facilitator note: Anger is a normal human emotion that we all have at times. It is helpful for all of us to think about anger and how it affects us, so we can think about the best ways for us to deal with it. Add any additional thoughts about anger (as needed):

Ideas about anger:
- Anger is a normal human emotion, and in and of itself is not good or bad.
- We often feel anger in reaction to a specific event or situation.
- Anger can range from being mild (like a small irritation about something) to extreme anger or intense rage.
- Anger can be unhealthy when it flares up all the time or becomes out of control.
- Serious, chronic anger can lead to negative consequences at work, at home, and cause negative health effects.

Sources of Anger
At work, especially when we may feel overwhelmed at times with negative interactions or frustration, anger can arise. Of course we can also feel anger at times at home in our personal lives, with our families or friends.

Facilitator asks – What are some of the things that can trigger your anger? What kinds of things tend to make you feel vexed and frustrated?

Allow group members to discuss some of the things that tend to trigger their feelings of anger. Make a quick list of things that can set them off and react with anger, for example: a co-worker not doing their share of work, not getting a response from your manager on important issues, your son/daughter running late or not picking up their belongings, etc. If it is helpful, write these anger triggers on a flip chart page (optional).

Physical Responses to Anger
We all respond differently to anger, but we all tend to get some physical signs or indications in our bodies when we are upset, vexed or frustrated. When we start to feel this way, our bodies have a way
of telling us that our emotions are heating up. These cues can be helpful and can let us know when anger is growing inside us, so we can figure out how to deal with our anger.

Pass out Appendix 11: Physical Cues of Anger to each participant. Have the participants read the explanation on the handout, take a few minutes to individually jot down notes on their copy to indicate where on their body they feel certain sensations (or physical cues) when they are angry. For example, they might write “headache” by their head, “sweaty hands” by their hands, “knot in the stomach” by their mid-section, etc.

Facilitator asks – What types of physical reactions did you write down on your handout? What kinds of physical responses do you have when you feel vexed or angry? Have participants share some of their observations of symptoms in their bodies when they feel angry.

Facilitator observes - Being aware of these physical cues of anger is important, because if we are attuned to these signals in our bodies, we can learn to practice self-control and deal with anger in healthy ways. Our goal is to express anger well, which involves expressing our emotions without hurting others or harming our own health. If you are able to notice the signs of anger in your body that you just noted in the worksheet, you will be able to work on practicing self-control. We know we do not always handle our emotions well and sometimes anger can come out in negative ways.

Brainstorm

Facilitator asks– What are some of the negative ways that we might handle anger? Allow participants to share ways that they might deal with anger negatively, for example yelling, getting angry with your family member when you are really mad with your boss (displacing your anger), shutting down and staying angry all day, smoking a cigarette, etc.

Now, let’s think about some positive ways that we might deal with anger. Facilitator asks – What are some positive ways we can handle our anger? Have participants share ideas of what they can do to respond well to anger, such as removing yourself from a situation until you have cooled off, taking deep breaths, talking calmly to the person you are upset with to try to work out an understanding or solution, etc. Put these ideas of positive coping strategies on a flip chart (optional).

Summarize healthy ways to deal with anger. Effective anger management strategies include the following (add to participants’ ideas):
Explore what’s behind your anger - If you are aware of your triggers, physical cues of anger and warning signs, you will be more likely to manage your anger in healthy ways. Self-awareness is the first step to effective anger management.

Self-Talk, with a focus on “cool thoughts” – Our internal messages (or self-talk) have a big influence on how well we can handle a situation. When we are angry, it can be very helpful to think about shifting our thinking from hot thoughts (“He meant to cut me off when I was talking in that meeting”) to cool thoughts (“He probably did not know I still had something left to say”). This concept of focusing on cool thoughts can help us to think positively and calm down our body and mind. Practice positive cool thoughts such as: “Take a deep breath, (OK) “Just walk away” “Chill out” or “He didn’t really mean it.”

Positive communication – In some instances, you can effectively address your anger by talking with the person or persons you are upset with. Please keep in mind that you can only be productive in doing this when you are ready to address another person calmly and respectfully. Remember to use “I” statements (as we discussed in our previous communication sessions), versus blaming statements using “you”. An example of positive communication might be, “I just wanted to let you know that I was upset at our meeting when I feel like you didn’t give me a chance to finish my thoughts. I wanted to talk to you about it since our relationship is important to me.” Remember that your tone of voice and body language are important. If you convey openness when communicating with someone, they will likely be receptive to you.

Time out – Sometimes we may not be ready to communicate about our feelings because we are too upset. In this case, it can be helpful to simply remove yourself from the situation for a period of time so you can cool off. If you notice yourself getting angry during a discussion with a co-worker or family member, say “I need a little time out. Let’s talk about this later when I am feeling calmer,” and go for a walk. Be sure to return to the conversation so that your frustrations or anger do not fester or get worse.

Distraction – Sometimes, you cannot change a situation you may be frustrated about (for example, you cannot change your manager’s behavior or fix a bad road that might be closed due to rain). In these cases, it can be helpful to distract yourself to something more positive, like talking to a friend, listening to music, thinking about a good memory or counting to ten.

Forgiveness – If you feel you have been wronged by someone and this is the source of your anger, forgiveness can help you let go and cancel the debt. This is not always easy, but forgiving someone can help you move on so that hot thoughts and anger do not stay with you. You can say to yourself, “She did not mean it,” “I have forgiven her and I am ready to move on” or “It is time to let go.”

Relaxation, including deep breathing - When we are angry and have negative emotions, we usually feel tension in our bodies. It is important to relieve this stress, so that we do not develop health problems as a result. If we can find ways to relax, so that we will not carry anger around with us. One effective relaxation technique (discussed during our last session) is deep breathing. Other good ways to relax include visualization, walking outdoors, prayer or just talking to a close friend or family member.
Recap and Closing the Session

In our session today, we talked about anger and the benefits of understanding this complex emotion and how it can affect us. One key learning we discussed is that when we are aware of our feelings of anger and frustration, we are more able to handle them in a healthy way.

Assign Homework – The Angry Volcano

Hand out Appendix 12: The Angry Volcano to participants. Ask them to take this worksheet home and complete it as homework, following the instructions on the handout. Stress to participants that this activity can help them to think further about their reactions to anger, and build more awareness around their anger.

Provide the following instructions for this homework: Think about an event or situation that occurred recently which made you feel angry and write it at the bottom of the sheet. Working your way up the sheet, chart your immediate thoughts, feelings (including physical cues) and choices. At the top of the sheet, write down what happened just before the “eruption.” Ask participants to bring back any thoughts or observations from doing this exercise to the group next week.

Continue to summarize that today we:

- Discussed what anger is, and how it is a normal human emotion that can become problematic for us if we are not aware of how it can affect us and how to best manage it.
- Talked about our sources of anger
- Explored what our personal physical cues of anger are (through the Physical Cues of Anger worksheet) to help us recognize our warning signs of anger, which will help us better control our reactions.
- Reviewed effective ways to manage our anger, such as focusing on positive self-talk and cool thoughts and deep breathing.

Encourage participants to continue to think about how they confront situations that trigger anger and frustration in the coming week. Ask them to return to the group next week with any observations or learning they might encounter.

Pass out Appendix 13: Effective Anger Management Strategies to participants. Remind them to work on the Angry Volcano homework before the next session.

Group Refreshments
XI. Session 9: Advocacy for Change

Preparations/supplies required for session
- Flip Chart paper
- Masking tape
- Markers
- Appendix 14: Advocacy Concepts and Idea handout (copies for participants)
- Refreshments

Learning objectives:
- To define and explore the meaning of advocacy
- To explore the significance of advocacy for health workers
- To build an understanding of how advocacy can be applied in various contexts to meet different needs
- To develop ideas on how advocacy can be applied on personal and professional levels
- To facilitate group learning and peer support

Process Group
- Welcome, prayers and icebreaker (if desired).
- Open the group by asking participants if they have any new observations or insights since last week’s session on anger management. Did anyone have any new experiences dealing with their anger or frustration that they would like to share?
- Ask participants if anyone would like to share any feedback or observations from the Angry Volcano homework exercise.
- Encourage open discussion of participants, so that they may freely express thoughts or feelings that are important to them at this time. Welcome a discussion on issues that are important to them at this time, whether they be work-related or personal.
  - As needed, facilitator asks participants: What are your most pressing issues or stressors today? What do you feel you most need support with right now?
  - Allow open discussion, providing empathy and facilitation as needed. Help the group members focus on providing mutual support to one another (rather than a focus on you as a facilitator).
- After open group discussion/counseling, recap central issues or any common themes brought up by group members.
- Prepare group for the transition to the psycho educational portion of the session – where we will be discussing the theme of advocacy for change.
- Take a 5-10 minute break prior to starting psycho educational topic (optional, if you feel the group needs it).
Psycho Education – Advocacy for Change

Introduction
Today, we are going to talk about advocacy. We will discuss what advocacy means, and how advocacy can be important for you as individuals and health workers. As health workers, you play an influential role in the community and can therefore play an important role in creating positive change through advocacy. In your day to day lives, you have the opportunity to learn a lot about the needs and issues of patients, health systems, community groups, and others. This is especially true when you work and live in low resource settings and face challenges related to meeting basic needs. And, of course, knowing how to advocate for ourselves (either in our health worker role or personal lives) is an important skill for all of us to know how to do.

Brainstorm

What do we mean by advocacy?
Before we talk more about advocacy and why it is important, let’s take a minute to define what advocacy is so we are all talking about the same thing.

Facilitator asks – What do we mean when we use the word advocacy? How do we define advocacy? Have participants brainstorm their ideas of the meaning of advocacy, and write them on a flip chart (optional).

As a facilitator, provide these ideas to further define advocacy:
- Advocacy means speaking out on someone’s behalf. It assumes that there is a problem that needs to be addressed, and that there is a drive to make a change happen.
- Advocacy involves a deliberate process to influence positive change.
- The definition of advocacy is broad and can be defined many different ways, and come in many shapes and sizes (depending on your population, context, approach, etc.).

Brainstorm

Now let’s explore what advocacy has looked like in your own experiences.
Facilitator asks— Thinking first about your lives outside of work, how have you been able to advocate? Have participants share their thoughts and experiences with advocacy (personal, non-work related). Encourage participants to share their experiences with advocacy on a personal/individual level (to advocate for yourself or others), as well as any advocacy roles they have taken on outside of their work (e.g. after work hours) to improve their community or something else important to them. Ask probing
questions as needed to solicit their advocacy experiences. If desired, write these advocacy experiences on a flip chart page.

Now, let's shift to your role as a health worker. 
*Facilitator asks*– What are some of the ways you have been involved in advocacy as a health worker? Encourage participants to share examples of how they have advocated with patients, within their health facility, community, or at the district-level health system. If participants don’t mention these levels, you can probe specifically, “What about on the level of your health facility (PHU), have any of you had experiences with advocacy there”?

*Facilitator summarizes* any common areas of advocacy mentioned, or themes that came out of participants’ shared experiences. Reinforce that most of us are engaged in advocacy without even thinking about it, since it is natural to want to engage in efforts to make positive changes in the world around us. Also note that advocacy is not always easy because we don’t always get the result we are looking for (at least not right away).

**Group Activity: Exploring different types of advocacy**
*Note to facilitator: Prior to this group activity, tape 5 separate flip chart pages on the wall around the room. On the top of the flip chart pages, write the following headings:*
- Personal Advocacy
- Patient Advocacy
- Advocacy within the health worker community
- Health Systems Advocacy
- Community Advocacy

Divide each flip chart page into 2 sections, to include “advocacy needs” and “possible approaches” (to address need). See the example on page 45 to help you prepare the flip chart pages.

Now, we are going to do a group activity to think a little more about how advocacy plays out. As we just discussed, advocacy can be approached in many different levels, ways, and for different reasons. The common thread is that advocacy is done to create positive change to address specific needs. In your own experiences as health workers and as individuals, you have probably learned that advocacy is very important, especially when you are challenged by limited resources.

Give each participant a marker, and prepare them for this group activity with the following instructions: *Facilitator says* - On the wall, you will find 5 separate categories of advocacy (categories on top of flip chart pages): personal advocacy, patient advocacy, advocacy within the health worker community, health systems advocacy, and community advocacy. This activity involves two steps:

- **Step one:** Participants will walk around the room (silently, no discussions yet) and write up 2 or 3 advocacy needs (based on their experience) under each category on the flip chart pages.
Step two: After participants have written down a few ideas (left side of flip chart page) of possible needs that could be addressed by advocacy, they should return to the flip charts and write a few ideas on the right side of each flip chart about how someone might address these advocacy needs (possible approaches).

Remember, this activity is only to brainstorm ideas, and you are not committing to anything. Encourage participants to think through advocacy approaches and how they might apply to their own realities.

Now, have the participants walk around the room and write their ideas of advocacy needs and possible approaches on the flip charts indicating the 5 areas of advocacy. Provide 5-10 minutes for participants to write their advocacy ideas, and then possible approaches on the flip chart pages posted in the room. After all participants have had a chance to complete steps one and two above, have them return to the large group.

Facilitator note: If needed, share the following example of what a flip chart page might look like for category of patient advocacy, or make your own example (as appropriate):

<table>
<thead>
<tr>
<th>Patient Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy Needs</td>
</tr>
</tbody>
</table>
| -Malaria prevention for pregnant mothers, children under 5 | -Investigate if the MOH or NGOs in Kono or elsewhere in country are using insecticide treated bed nets for this population  
-Meet with those distributing bed nets to explore possible collaboration  
-Work with MOH or NGO on prioritizing use of bed nets in your area |
| -Access to dental care | -Identify dental clinics and/or dental outreach missions in Kono District  
- Collaborate with clinics, refer patients as possible |

After participants have completed their notes on the flip chart, have volunteers read what the group members have written on the flip charts.

Facilitator asks – What do you think of the advocacy needs and possible approaches you identified? Did you notice any common themes or particularly interesting ideas for advocacy? Are any of these advocacy ideas ones that you would really like to address? If so, which ones do you feel are important to address and why? Did this activity help you think about advocacy in any new ways? If so, how?

Allow participants to discuss the above questions together to explore any observations or learning about advocacy and how they can apply advocacy concepts in their work or personal lives.
Recap and Closing the Session

In our session today, we had the opportunity to talk about advocacy, and how we might be able to use advocacy in our personal and work lives as health workers. We know that in low resource settings, we may be motivated to advocate to meet our own needs, or those of our patients, communities, or a larger health system.

Today we:

- Talked about the definitions of advocacy, and how advocacy can come in many shapes and sizes.
- Discussed how advocacy is generally defined as speaking out on someone’s behalf, and that advocacy involves a deliberate process to influence positive change.
- Explored different ways you have been able to advocate, on a personal and professional level as a health worker.
- Engaged in a group activity walking through possible advocacy needs and approaches within different categories (personal, health worker community, patients, etc.) to brainstorm your own ideas.

Encourage participants in their efforts to advocate for themselves and others, and reinforce that as health workers, they can be especially influential in the area of advocacy because of their critical and important role in the community providing health care.

Hand out a copy of Appendix 14: Advocacy Concepts and Ideas, for participants to take home as a resource and write down their own ideas.

Group Refreshments
XII. **Session 10: Community Involvement and Final Wrap-up**

**Preparations/supplies required for session**
- Appendix 15: Strategies for Community Acceptance (one copy per participant)
- Appendix 16: The Group Counseling Evaluation Form
- Flip chart page from Session #1 with group expectations (to review)
- Refreshments

**Learning objectives:**
- To explore the concepts of community and belonging
- To develop knowledge and understanding about the significance of community involvement
- To explore the challenges of gaining community acceptance as a health worker
- To share ideas regarding possible strategies for gaining community acceptance
- To develop follow up plans for continuing mutual support activities after the completion of group counseling
- To facilitate group learning and peer support

**Process Group**
- Welcome, prayers and icebreaker (as indicated)
- Open group by asking participants if they have had any thoughts, observations or insights since our discussion on advocacy last week.
- Encourage open discussion of participants, so that they may freely express thoughts or feelings that are important to them at this time. Welcome discussion on issues that are important to them at this time, be work-related or personal issues.
  - As needed, *facilitator asks participants*: What are your most pressing issues or stressors today? What do you feel you most need support with right now?
  - Allow open discussion, providing empathy and facilitation as needed. Help the group members focus on providing mutual support to one another (rather than a focus on you as a facilitator).
- After open group discussion/counseling, recap central issues or any common themes brought up by group members.
- Prepare group for the transition to the psycho educational portion of the session where you will be discussing the importance of community and community involvement.
- Take a 5-10 minute break prior to staring psycho educational topic (optional, if you feel the group needs it).
Psycho Education – Community Involvement

Introduction: Importance of community
It is important for all of us to have a sense of community and belonging. There are many different types of communities we have all been involved with in our lives – ranging from a community of work colleagues to perhaps a spiritual community (a mosque or a church) or the communities in which we live.

- Brainstorm

Facilitator asks – What types of communities are important to you?
Have participants share their ideas and experiences of communities, and which ones are particularly meaningful to them. List these ideas on a flip chart (optional).

Roles of health workers in communities
Health workers can play several different roles in a community. We know too, that finding community can be challenging at times for health workers, especially if you have been relocated to live in a community where you are not from.

Facilitator asks – As a health worker, what are some of the roles you play within the community where you are currently living?

Encourage participants to share what they perceive as their roles in their current communities. They may mention health care provider/caregiver within the health facility, colleague/peer to other health care workers, neighbor to other families, member of a local group or club, etc. Summarize and highlight some of the roles mentioned by the participants, bringing out any commonalities or themes from the discussion.

Group storytelling: Experiences with community acceptance
For many health workers, it is challenging to gain acceptance and a feeling of belonging. This is especially true if you are new to a community due to relocation to a health facility that is unfamiliar to you. Sometimes you may speak a different language than the local community, and while some communities are welcoming, others might be hesitant to trust you or accept you.

Facilitator asks – Who can share a story of when they felt well accepted by a community?
After someone volunteers, solicit more information:
What was this community like? What happened in this community that made you feel accepted and welcomed? Have a participant share a story while the others listen.
Now, ask the large group (those who were listening to the story of acceptance):
Why do you think_______ (name of person sharing the story) was accepted?
Facilitate a discussion with the group about what they think the factors were that contributed to his/her experience of acceptance into that community. What do you think helped _______ (name of person telling the story) to feel welcome in that community?
End by asking if the person who told the story would like to add any thoughts or observations from his/her experience and thank him/her for sharing with the group.

Now, explore the opposite experience in a community.
Facilitator asks– Who can share a story when they did not feel well accepted in to a community?
After someone volunteers, solicit more information: What was this community? What happened in this community that made you feel that you were not welcomed or accepted? Have a participant share a story while the others listen.

Now, ask the large group (those who were listening to the story in which the person was not well accepted): Why do you think_______ (name of person sharing the story) was not well accepted into this community?
Facilitate a discussion with the group about what they think contributed to his/her lack of acceptance into that community. What do you think kept _______ (name of person telling the story) from being or feeling welcomed into the community?
End by asking if the person who told the story would like to add any thoughts or observations from his/her experience and thank him/her for sharing with the group.

Strategies for gaining community acceptance
As we have heard from your experiences, sometimes it can be quite difficult to engage, integrate, and feel at home in a community. Other times, communities can be welcoming and accepting. As we noted in ______’s (person sharing first story of acceptance) experience, sometimes there are things that can help us to begin to gain acceptance.

Let’s talk about some of the suggestions (from the first story of acceptance or new ideas) that can help us to gain acceptance.

Facilitator asks – What are some of the strategies you would suggest to help health workers gain acceptance into a community? Allow group members to brainstorm suggested strategies and add the following suggestions (as needed):
- Learn about and respect local culture, values and customs
- Have a positive approach/attitude
- Deliver quality health services
- Participate in community activities
  - Associate with others in your community through clubs, mosque, church, etc.
  - Attend cultural activities in your community like dance, community meetings, rituals, etc.
- Participate in clubs, community efforts, mosque or church, community meetings or cultural activities
  - Be patient; seek out support and suggestions from others in the health worker community

End discussion by summarizing that there can be many different ways to engage with communities, and it is important that each health worker try out strategies that feel most comfortable to them. Provide encouragement to health workers who may face challenges living and working in communities that are new to them. Acknowledge that gaining community acceptance can be a gradual, challenging process. Also mention that it can be very helpful for the health workers to support one another with these issues.

Pass out **Appendix 15**: Strategies for Gaining Community Acceptance (handout) to participants.

**Discussion on how to continue health worker support**

Given that this is the last group counseling session, it is a good idea to talk as a group about how some of your efforts to provide mutual support to each other might continue. Observe that over these ten weeks, participants have shown that helping and sharing with each other can be very valuable and help them feel like more of a supportive community. As we discussed during our first session through our sticks activity, one of the important lessons from our group has been that *as people, we are always stronger together.*

- **Brainstorm**

  *Facilitator asks* – What ideas do you have about how you can continue to provide mutual support to one another as health workers after this group finishes?

Have participants brainstorm for ideas about how they can continue to provide support to each other after today. Note these ideas on a flip chart (optional). As needed, add ideas such as:

- Visiting each other in our health facilities for support
- Exchanging phone numbers so we can stay in communication
- Start or continue a health worker fund (to help co-workers in need, start a garden, etc.)
- Continue to meet (rotating communities?) to allow for mutual support/discussions
- Sharing food, hosting social events

**Revisiting group expectations**

Since this is our last session together, let’s revisit some of the expectations you mentioned during our first session together and see if we met these expectations. Bring out flip chart pages with participants’ expectations from Session #1 and discuss with participants how well the group met their expectations.
Closing Group Counseling

Suggest to the group that they might close this last session of group counseling by sharing one thing that they want to carry with them after today. This could be a “gem” that they learned from the group, or a skill they gained from group counseling sessions. Going in a circle, have each participant mention one (or two) things they have appreciated or learned, and continue around the circle until each person has had a chance to contribute.

After each group member has shared, the facilitator can share something they have appreciated about working with the group (observing increased support, improved communication skills, etc.) and provide encouraging words to the health workers about:

- The importance of their work in their health facilities to save lives and promote healthy communities
- The importance of having the health workers continue mutual support to one another, reinforcing that they will be much stronger if they continue to work together.

Have each participant complete Appendix 16: The group counseling evaluation form, and return to the facilitator.

Group Refreshments
Appendices
Appendix 1 – Active Listening Activity

Instructions:
- Read over the two below scenarios with your partner.
- Discuss any observations you have about these communications.
- Which one of these exchanges involves active listening? Why do you think so?
- In which communication do you think Agnes felt better understood and supported?

**Scenario #1**
Marie – “I am so tired and worn out today, I don’t think I’ll be able to spend time with you after work today as we planned. Sorry.”

Agnes—“OK, that’s fine. Maybe we can get together next week. I had a busy day too.”

**Scenario #2**
Marie – “I am so tired and worn out today, I don’t think I can spend time with you after work today as we planned. Sorry.”

Agnes – “It sounds like work was really hard for you today. I can see how that must really affect your energy level. Do you want to tell me more about your day?”
Appendix 2 – Communication and Active Listening

Communication is:
- A two way process
- A way to understand thoughts and feelings of others
- Includes both verbal and non-verbal communication
  - 55% relates to body language
  - 38% relates to tone of voice
  - 7% relates to words

Remember that:
- We all have unique ways of communicating, and may communicate differently depending on our context (for example, the way we communicate at home may be very different than at work).
- Communication can be verbal, but some of the most important aspects of communication are non-verbal (body language, posture, etc.)
- Listening and observing are essential parts of communicating.

What is active listening?
Active listening is a learned skill that involves giving full attention to what another person is trying to convey. Someone who is actively listening is fully focused on what the person is saying and communicating. This includes “listening for meaning” in what someone says. When you are listening actively, you say very little, and intently pay attention to what someone says, while conveying empathy, acceptance and genuineness. This is not easy for us to do, especially when we are busy and have a lot on our minds. Active listening is an important skill because it can teach us to be present in the moment, and mindful of others’ experiences, thoughts and feelings.

An example of active listening:
Marie – “I am so tired and worn out today, I don’t think I can spend time with you after work today as we planned. Sorry.”

Agnes – “It sounds like work was really hard for you today. I can see how that must really affect your energy level. Do you want to tell me more about your day?”

In the above example, Agnes displays active listening skills by conveying that she understands what Marie must be feeling, reflects back what she hears from Marie, and asks for more information to gain a deeper understanding.
Appendix 3 – Personal Values Worksheet

Think about your personal and work life and answer the following questions:

1. When have you been happiest?__________________________________________
   • What were you doing?_________________________________________________
   • Were you with other people? (Who?)___________________________________
   • What do you think contributed to your happiness?________________________

2. When were you most proud?__________________________________________
   • Why were you proud?________________________________________________
   • Did other people share your pride? (Who?)_______________________________
   • What other factors might have contributed to your feelings of pride?________

3. When have you felt most satisfied and fulfilled?________________________
   • What need or desire was fulfilled in you?_______________________________
   • How and why did the experience give your life meaning?__________________
   • What other factors might have contributed to your feelings of satisfaction and fulfillment?___________________________________________________________

Now, think about your answers to the above questions, and try to identify some of the personal values that stand out. Were there certain themes that emerged from the experiences you mentioned that were most important and memorable to you?

Note: You may find that some values are easy to identify, while others might need to be combined with others (for example, if you value community and generosity, perhaps service to others is a top value for you).

4. List 4 or 5 of your top values based on the experiences you listed on this worksheet:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Take this worksheet home and revisit it and revise it as needed

REAFFIRM YOUR PERSONAL VALUES IN YOUR LIFE DECISIONS WHenever POSSIBLE!
Appendix 4 – Visualization Exercise

Steps:

1. Find a quiet place and sit comfortably.
2. Close your eyes.
3. Take a few moments to focus on your breath and begin to quiet your mind.
4. Now begin to imagine yourself in a scene or in a place (real or imaginary) that is safe, peaceful, restful and happy to you. Bring yourself – body and mind - fully to this place.
5. Bring in all your senses and notice:
   - **Sight.** What do you see? (colors of sky, trees, hills, rocks, water?).
   - **Sounds.** What do you hear? (water flowing in the river, breeze in the trees, a familiar voice of a loving family member?)
   - **Smells.** What do you smell? (a certain plant or food, fragrance of a flower?)
   - **Touch.** What can you feel? (breeze on your body, warmth of sun, water on your tongue?).
   - **Taste.** What can you taste? (sweetness from eating a special fruit or drink?)

6. Allow yourself to completely enjoy the beauty of this place. Feel yourself relaxed, safe, peaceful and happy here. Enjoy the colors, smells, sounds, taste, feelings –note every detail of your surroundings.
7. Continue this visualization in silence for 3-10 minutes (or more).
8. Before leaving the place you have created in your mind, take a “picture” of it.
9. Slowly open your eyes.
10. Revisit this image by visualizing it any time you are in a stressful situation (even when at your desk, taking a walk or your lunch break).

**Remember:** You can access this peaceful place you just created any time you are under stress.
Appendix 5 – Positive Communication and Problem Solving Skills

The following tips can help to strengthen your communication and problem solving skills:

1. **Stay focused.** Be truly present during your communication with the other person. Stay focused on conversation at hand, your feelings, and understanding one another. Be attentive to your conversation **now**, and avoid bringing up past conflicts or issues.

2. **Listen carefully.** Effective communication involves **truly listening** to what the other person is saying. Don't interrupt. Be silent - let them know you hear them. Reflect back what they say to you to make sure you understand. Use active listening skills.

3. **See their point of view.** Make an effort to try to understand the other person’s point of view. Remember that there is always more than one perspective, so it is important that you take the time to understand the other person’s way of looking at the situation.

4. **Be honest and direct.** You will have a more meaningful exchange if the other person feels your communications are sincere, clear and transparent.

5. **Respond to criticism with empathy.** When someone criticizes you, it's easy to get defensive and stop listening. It’s important to listen to the other person’s frustration or pain and empathize with their feelings, even if this is difficult for you. If you listen with an open heart and mind, you may gain some valuable information that will help you learn and grow.

6. **Own what is yours.** Personal responsibility is strength, not a weakness. You will communicate more effectively with others when you take ownership of your actions or mistakes (and at times saying “I am sorry” when needed). This often inspires the other person to respond in kind.

7. **Use “I” messages.** Tell the other person “I feel frustrated when that happens”, instead of “**You** really bother me when you do that!” If you do this, you can express your feelings, without blaming or accusing the other person.

8. **Look for a compromise.** Instead of trying to “win” a discussion or argument, look for solutions that meet both of your needs. Healthy communication involves finding solutions that both sides can be happy with. Communication is a success when it involves collaborative decision making.

9. **Take time out when you need it.** Sometimes things can get heated and a conversation can escalate into an argument. If you feel your tempers are beginning to flare up, take a break from the discussion until you both cool off. Sometimes it is important to know when to take a break.
10. **Don’t give up.** If you feel frustrated and have to take a break from the other person, it is always a good idea to return to your conversation. If you both come back to the discussion with a good attitude and mutual respect, you can make progress towards reaching an understanding or finding a solution.

11. **Ask for help if you need it.** If one or both of you feel stuck in your communication and feel you cannot continue respectfully or productively, seek out assistance. Sometimes it helps to find a trusted counselor, respected family member or friend to help you resolve the situation.
Appendix 6 – Family Role Play

Instructions:

Develop and Present a Family Scenario
As a group, come up with a scenario that illustrates a challenging family situation. In this scenario, include specific communication challenges the family is facing. The scenario could involve a husband and wife, their children, in-laws, other relatives or even neighbors/community members. Make your situation as realistic as possible.

Develop this brief scenario together, assigning a role to each person in your group – for example, one of you might be a wife (and mother), a husband (and father), and others may be their teenage children or a grandparent.

In your role play, you must include/demonstrate at least one of the following:

- A POSITIVE (or healthy) communication technique or approach
- A NEGATIVE (or unhealthy) communication technique or approach

***You will have no more than 2 minutes to act out your scenario to the larger group.

Be creative and have fun!
Appendix 7 – Health Facility Case Studies

Case Study # 1 – Grace (Patient)
Grace comes to your facility during a busy antenatal clinic time, clearly upset and angry. She pushes other women who are waiting in line aside and begins yelling at the nurse. Grace demands to know why she cannot get the drugs she needs to treat her malaria, saying “why are you even here if you can’t give us the drugs we need?” The nurse tries to explain that it is not her fault that there are no antimalarial drugs in stock, but Grace does not seem to accept this explanation. An argument ensues, voices are raised and the discussion becomes heated. Other pregnant mothers look on.

As a small group, discuss:
- What observations do you have about the exchange between Grace and the nurse?
- What ideas do you have on how this nurse might improve her communications with Grace?
- What could the nurse say or do to minimize conflict with Grace?

Case Study # 2 – Aminata (Co-worker)
A pregnant mother, Aminata, comes to your PHU for antenatal care today. You (an MCH Aide), check her vital signs and discuss the importance of nutrition, as you notice she has not gained weight since her last check. You then look at this mother’s records and realize she is due for a vaccination, and tell her to go down the hall to see “whoever that person is who does vaccinations”. Aminata, who gets no specific instructions on where to go, proceeds down the hall and gets lost before finally reaching Ruth (the vaccinator). Ruth asks Aminata what she is doing here, as she clearly is not expecting her. Ruth has not seen the mother’s records so is not sure if she really needs a vaccination or not.

As a small group, discuss:
- What observations do you have about the relationship and communication between these two PHU staff members (MCH Aide and vaccinator)?
- What suggestions do you have for these two staff members to improve their communication and patient care?
Case Study # 3 – Manager (Mr. Daniels)
As a CHO, you carefully inventoried all the medications and supplies you would need for your PHU this month. You spoke with Mr. Daniels (your manager) last week, and he assured you that your request was received and what you asked for would be available next Monday. When you went to meet with Mr. Daniels on Monday, he told you the order you submitted “must have been lost”, but he might be able to provide you with a few of the medications you requested if you could wait a few hours. When you try to respectfully ask Mr. Daniels how you can improve your process with him so you can keep your PHU stocked with needed supplies, Mr. Daniels changes the subject and said he says he is busy now and would “get back to you later” on that.

As a small group, discuss:
- What observations do you have about this communication between this CHO and Mr. Daniels?
- What do you think this CHO could do or say that might improve his understanding of the situation and get the results he hopes for?
Appendix 8 – Tips for Resolving Conflicts in the Workplace

We all face challenges with communication, conflict, and problem solving in the workplace. However, most of us have never been trained or prepared to deal with these issues. Since problems and conflicts occur all the time, they can provide us with opportunities to improve ourselves, systems, and relationships with our co-workers. Here are some concepts and tips that might help you as you confront problems and conflict in your workplace (or at home).

Basic concepts about conflict:
- Conflicts arise when people have differences in perception or needs
- People can’t be expected to agree at all times. Conflict is a normal part of healthy relationships.
- Conflict can be stressful and trigger strong emotions (which is why many of us avoid it)
- If you ignore a conflict, it can fester and get worse.
- Problems and conflicts can provide us with information on how to “fix” things and do a better job
- Conflicts can provide us with opportunities to learn and grow!

Tips for Dealing with Conflict

- **Stay calm and alert**, focus on the present.
- **Be aware of non-verbal communication**, as this is often the most important information exchanged during a conflict.
- **Use non-blaming “I” messages**
- **Be aware of your own emotions and behavior**. Set a good example for the other person.
- **Engage in stress management techniques** (awareness of breath, focus on controlling the tension in your body, etc.) that can help you in the moment.
- **Pay attention to the thoughts and feelings being expressed by the other person** – make the effort to understand their side.
- **Always try to be aware and respectful of differences**.
- **Humor, if used wisely, can help to diffuse conflict** and reduce tension during a disagreement.
- **Pick your battles**. Is the issue at hand really important enough for your time and energy?
- **Be willing to forgive, move on**. Resolving a problem or conflict is possible when you can let something go and move on. Sometimes you just need to agree that you will disagree.
Appendix 9 – Positive Coping Strategies

Consider the following strategies to promote positive self-care and coping in your daily life:

**TIP # 1 – Recognize your warning signs of excessive stress**
Self-awareness is the foundation of positive coping and self-care. Simply recognizing that you are under stress is important, so that you can start doing something about it and prevent your stress from growing into bigger problems. For example if you feel tight muscles, an upset stomach or shallow breathing, these signs let you know that it is time to work on your self care.

**TIP # 2 – Take care of your body**
You only have one body, so take care of it! Get ample sleep, eat healthy meals, drink plenty of water, drink alcohol in moderation, and avoid cigarettes or taking pills or drugs to relax. If you are tired, take a break. Move your body (walking, any kind of physical movement) to take care of yourself physically.

**TIP # 3 – Engage in emotional self-care**
Honor and respect your feelings. If you feel things are “off” in your relationships or at work, think about how you can improve things. Share your intimate thoughts and feelings with family member or friends who you trust.

**TIP # 4 – Enjoy a spiritual or meditative practice**
An important aspect of self-care and coping well with daily stressors involves nurturing your spiritual side – so try to make time for prayer, meditation and quiet self-reflection.

**TIP # 5 – Connect with others**
Enjoy your relationships with family, friends and community members. Get engaged with your community for song, dance, religious and cultural activities. It is good to socialize, connect with others and express yourself.

**TIP # 6 – Set your priorities**
There are a limited number of hours in each day, so it is important to be careful not to over commit yourself. Prioritize your activities, and drop things that are not essential or not really important. Learn to say “no” when you are being asked to take on more than you can handle.

(continued on next page)
Considerations When Coping With Grief and Loss

When someone you care about dies, it is normal to experience feelings of grief and sadness. It is important to acknowledge and honor your own grief process, which is unique for every individual. When you suffer a loss, you don’t “just get over it.” It is important to remember that there is no right or wrong way to grieve. Part of the normal grief process involves finding ways (which are right for you) to express and process your feelings, especially right after the loss. If you try to hold back your feelings, it will be much more difficult to find resolution in your grief process. Grieving is not easy, because you can feel vulnerable and it can be difficult to cope at times. However, allowing yourself to work through the grief process can bring you to a place where you are able to live with your loss.

Strategies for Coping with Grief and Loss

1. **Take care of yourself physically.** Take time off work if you can. Rest.
2. **Give yourself permission to express yourself,** in a way that feels right for you.
3. **Seek spiritual comfort,** pray or meditate.
4. **Set personal priorities** and postpone big decisions or commitments right after the loss if possible.
5. **Give yourself time.** Treat yourself gently. Grieving is a process and can take a while.
6. **Seek out social support.** Family, friends, co-workers or people who share in your grief for the person who died may help.
Appendix 10a – The Story of the Boot Maker

Once, in a faraway village, lived a gifted and talented boot maker (a cobbler). He was the only boot maker for many miles around, so people came from their farms and neighboring villages from far and wide to have their boots fixed and repaired by him. This man worked long hours every day, laboring over his customers’ boots whenever they came to him for help. Everyone counted on the talented boot maker and they were never disappointed, as his work was of the highest quality anywhere. The boot maker was well known for helping farmers and other village people far and wide so they could carry out their work on their farms and businesses, and with their families.

One day, the boot maker’s father came to visit him and noticed that his son’s boots were torn and tattered. He said to his son, “Son, you had better fix our own boots.” But the boot maker ignored his father’s advice, and continued to let his boots fall into further disrepair as he fixed his fellow villagers’ boots. Eventually, the boot maker’s feet became so sore from the neglect of his own boots that he began limping. Eventually, his body broke down to the point where he could no longer walk. At this point, the boot maker could no longer work fixing anyone’s boots and had to leave his profession.
Appendix 10b – How to Practice Deep Breathing

With its focus on relaxation and stress relief, deep breathing is a simple, yet powerful relaxation technique. It’s easy to learn, can be practiced almost anywhere, and provides a quick way to keep your stress levels in check. Deep breathing is the cornerstone of many other relaxation practices, such as visualization and meditation. All you really need is a few minutes and a little practice.

The key to deep breathing is to breathe deeply from the abdomen, getting as much fresh air as possible in your lungs. When you take deep breaths from the abdomen, rather than shallow breaths from your upper chest, you inhale more oxygen. The more oxygen you get, the less tense and anxious you will feel. So the next time you feel stressed, take a minute to slow down and breathe deeply.

Steps for practicing deep breathing:

1. Sit comfortably with your back straight. Put your feet apart on the floor, and rest your hands softly on your knees.
2. Close your eyes and focus on your breath. Become aware of your breath. Just be present in your body and notice how it feels as you breathe in and out.
3. Take a breath in through your nose slowly, counting to five or six.
4. Now breathe out through your mouth slowly, counting to four.
5. Repeat this process four or five times.
6. Try deep breathing whenever you feel you need to calm your body or your mind.

Helpful hint: As you practice deep breathing, pay attention to your breath and notice that as you breathe in, your stomach should rise (not your chest). You should feel more relaxed each time you breathe in this way. If you like, you can repeat some calming words in your mind every time you take in a breath, like “I am relaxed” or “I am calm.”
Appendix 11– Physical Cues of Anger

When a person is angry, there are things that happen to his or her body such as headache, increased heart rate, knot or tightness in the stomach, clenched fists, shakes or sweats. These physical cues are warnings that one needs to stop and think before reacting. People frequently use the excuse: “I didn’t have time to think. It was reflex; I just reacted.” However, when physical cues arise (even if they only last for seconds) they give us a chance to decide what to do next. To manage your anger well, it helps to know your warning signs and pay attention to them.

**Instructions**: On this worksheet, note what physical signs of anger you notice in yourself.
Appendix 12 – The Angry Volcano

Imagine yourself as an angry volcano. As the volcano gets hotter, the lava rises and sometimes it keeps building until the volcano erupts!

Instructions:
1. Think of a time when your emotions got so HOT they erupted. Write your most angry behavior (eruption) on the line above the volcano (the first line)
2. On the top line inside the volcano, write what happened right before your anger erupted.
3. Continue to write on the lines below, all the events that led to your angry eruption. The bottom line should be the earliest event that started the rise of your anger.
Appendix 13 – Anger Management Strategies

Explore what’s behind your anger. If you are aware of your triggers, physical cues of anger and warning signs, you will be more likely to manage your anger in healthy ways.

Self-Talk, Focus on “Cool Thoughts” – If you are feeling frustrated or angry, try to focus on cool thoughts. Cool thoughts can include “Take a deep Breath”, “Walk away”, “Chill out” or “He didn’t really mean it.” This self-talk can help you to cool down your anger through positive internal messages.

Positive communication – Sometimes you can deal with your feelings of anger by talking directly with the person you are upset with. If this is possible, it will help you let go of your frustrations and move on. Remember to use “I” statements, versus accusatory statements using “you”. If you are respectful, calm and open, you will be more likely to get a good response.

Time out – Sometimes you may not be ready to communicate about your feelings because you are too upset. In this case, it can be helpful to simply remove yourself from the situation for a period of time so you can cool off.

Distraction – Sometimes, you cannot change the situation you are angry or frustrated about (for example, you cannot change road conditions or another person’s mood). In these cases, it may be helpful to distract yourself towards something more positive, like talking to a friend or listening to music.

Forgiveness – If you feel you have been wronged by someone else and this is the source of your anger, forgiveness can help you let go and cancel the debt. This is not always easy, but forgiving someone can help you move on so that hot thoughts and anger do not stay with you.

Relaxation – When you are angry or have negative emotions, your body can feel tense. It is important to find ways to relax, so that we do not carry anger around with us or suffer negative health effects. One effective relaxation technique is deep breathing. Other good ways to relax include visualization, walking outdoors, meditation, prayer or just talking to a close friend or family member.
Appendix 14 – Advocacy Concepts and Ideas

What is advocacy?

*Advocacy means speaking out on someone’s behalf.* It assumes that there is a problem that needs to be addressed, and that there is a drive to make a change happen.

*Advocacy involves a deliberate process to influence positive change.*

*Advocacy is broad and can be defined many different ways,* and come in many shapes and sizes.

Why is Advocacy Important?

- Advocacy can tap into hope and inspire people to create meaningful change.
- With advocacy, you can help people or groups find a voice and improve their situations.
- Advocacy can be a powerful tool to change perceptions within groups, communities, organizations or systems.
- Advocacy can fuel a sense of energy, community and hope.
- You can build long term success, by bringing people together to support a common goal.

Why is Advocacy Important for Health Workers?

- *You have special expertise* and are a trusted source of information. Because of this, you may be able to speak well on behalf of your patients or community.
- *You can support positive change* for your patients, yourself (and your health worker colleagues), your community, or health system.
- Advocacy can *allow you to move from treating one patient to being part of a larger network* of advocates to improve a larger system.

(Write down your own advocacy ideas on the following page)
Add Your Own Advocacy Ideas!

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<tr>
<th>Category</th>
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<tr>
<td>Personal Advocacy:</td>
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<td>Patient Advocacy:</td>
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<td>Community Advocacy:</td>
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## Appendix 15 – Strategies for Community Acceptance

- Learn about and respect local culture, values and customs
- Have a positive approach/attitude
- Deliver quality health services
- Participate in community activities
- Associate with others in your community through clubs, mosque, church, etc.
- Attend cultural activities in your community like dance, community meetings, rituals, etc.
- Participate in clubs, mosque or church, community meetings, cultural activities, etc.
- Be patient. Seek support and suggestions from others in the health worker community as needed

ADD YOUR IDEAS OR SUGGESTIONS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix 16 – Group Counseling Evaluation Form

Thank You for participating in the group counselling sessions. Please answer **ALL** questions to help us improve our services.

**How would you rate the following?**

1. The structure of the group counselling sessions:
   - Excellent
   - Good
   - Fair
   - Poor

2. The facilitators’ knowledge of the psycho-education topics:
   - Excellent
   - Good
   - Fair
   - Poor

3. Your understanding of the psycho-education topics:
   - Excellent
   - Good
   - Fair
   - Poor

4. The facilitators’ level of empathy and support:
   - Excellent
   - Good
   - Fair
   - Poor

5. Did the process group sessions help you identify and resolve factors contributing to stress in your family or at work?
   - Yes
   - No

If ‘Yes’, list stressors and how you resolved them:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
6. Did you receive support from group members?
   o Yes
   o No
   If ‘Yes’, state how?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

7. Do you feel equipped to cope with your stressors?
   o Yes
   o No
   If ‘Yes’ what technique(s) would you utilize?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

8. During the 10 weeks of group counselling, what was your most meaningful experience?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

9. Would you recommend group counselling to someone else?
   o Yes
   o No
   If ‘Yes’ why?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

10. How could we improve on the counselling sessions?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

   THANK YOU!