Taking Charge of My Life and Health
Facilitator Training

(Location)
(Dates)

What are TCMLH groups designed to do?
- Explore my Mission, Aspiration and/or Purpose
- Reflect on, “What do I really want my health for?”
- Assess my own health
- Choose an area of focus that is important to me
- Set my own goals and action plans
- Gain support from the group to accomplish my goal
- Develop a Personalized Health Plan

What Taking Charge of My Life and Health Groups are Not!
- Not a therapy group
- No diagnostics nor labeling
- Not focused on deficits
- Not a mentoring group
- Not confrontation nor intervention group

What does the group provide?
- Provides support for participants
- Allows one to hear ‘out-loud’ what they’ve been thinking
- Learn from one another as peers
- Be accountable to one another
- Create a sense of community
Process Model for Group Facilitation

Stage I
- Explore Mission
- Aspirations
- Purpose

Stage II
- Reflect,
- Assess &
- Focus

Stage III
- Plan
- for
- Action

Stage IV
- Execute
- the
- Action

Create vision.
- Explore values and value conflicts.

Conduct PHI assessment.
- Define focus.
- Assess readiness.

Goals & Actions.
- Explore barriers.
- Training & Support.
- Accountability.

Take further action.
- Re-plan.
- Learn lessons.
- Assess action.

What Is the TCMLH Facilitation?

17th Century Nun’s Prayer

Keep me from the fatal habit of thinking I must say something on every occasion.
Release me from craving to straighten out everybody’s affairs.
Make me thoughtful but not moody; helpful but not bossy.
With my vast store of wisdom, it seems a pity not to use it all, but I want a few friends at the end.
Keep my mind free from recitals of endless details; give me wings to get to the point.
Give me the ability to see good things in unexpected places, and talents in unexpected people. And, give me, the grace to tell them so.

The Pathway to Whole Health

The Pathway to Whole Health video

Module 2 – Introductions and Group Guidelines

Introductions
Please share: Your name, where you work and your role.

Answer one of the following:

- What is one thing you want the group to know about you?
- What is something you do that reflects an important value of yours?
- What is one thing fun about you, or one thing you do for fun?

Group Guidelines

- Be Timely
- Turn off cell phone ringers/set to vibrate
- Be Present: Avoid Multitasking
- Observe yourself and self-manage: Avoid verbal and non-verbal behaviors that detract from other’s learning
**Group Guidelines**
- Participate in all small group and practice activities
- Support each other in the training experience
- Practice Confidentiality
  - Practice Respect – Please don’t share other’s personal stories
  - Please refrain from taking pictures/video of others
  - Limits of Confidentiality for Facilitator
- Avoid giving advice
- “Try on” the principles, process, and skills of Whole Health Group Facilitation

**Group Guidelines**
- You choose how you want to be in this training. Some possibilities are:
  - Be relaxed
  - Be curious
  - Be willing to experiment
  - Be willing to have fun
  - Be willing to make some mistakes

- Other Group Guidelines/Practices?

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**Module 3 – Introduction to Patient Centered Care, OPCC&CT and Whole Health**

**Department of Veterans Affairs FY 2018-2024 Strategic Plan**

VA will significantly improve Veteran health outcomes by shifting from a system primarily focused on disease management to one that is based on partnering with Veterans throughout their lives and focused on their Whole Health.

VA will provide personalized, proactive, patient-driven health care to empower, equip, and encourage Veterans to take charge of their health, well-being, and to adopt healthy living practices that deter or defer preventable health conditions.

**Personalized, Proactive, Patient-driven Health Care**

*Personalized* - Considering the unique interests, desires and health care needs of each individual Veteran.

*Proactive* - Assisting the Veteran in not waiting for health problems to happen, but taking the initiative to live in a manner that minimizes health problems from occurring.

*Patient-driven* - Providing care based on what really matters to the Veteran and including the Veterans in their own health care decisions.
VHA Modernization plan

- Engaging Veterans in Lifelong Health, Well-being and Resilience
  - Using peers to engage and empower Veterans
  - Supporting self-care through well-being programs
  - Whole Health for employees

Whole Health Defined

**Whole Health**

is an approach to health care that **empowers AND equips**

people to take charge of their health and well-being, and live their life to the fullest.

The Future: The Whole Health System

- **The Pathway (Empower)**
  Partners with the person and their family, exploring their mission/purpose/aspirations and begins their overarching personal health plan.

- **Wellbeing Programs (Equip)**
  Skill building and support, complementary and integrative health (CIH) programs and service, health coaching, personal health planning.
  - Proactive, integrative health approaches such as stress reduction, yoga, tai chi, mindfulness, nutrition, acupuncture.
  - Not diagnosis or disease based.

- **WH Clinical Care (Treat)**
  VA or community, or both
  - PACT, specialty clinics, etc.
  - Includes: healing environments, healing relationship, complementary and integrative health approaches, personal health planning.

Introduction to Whole Health

- A 2-hour Introduction to Whole Health group-based, peer led, experiential session offered by facilities twice a month to expose participants to the fundamentals of Whole Health and empower them to engage in self-exploration
- Recommended for recently separated Service members and also Veterans already in your system, as well as by employees.
- From this Introduction to Whole Health, Veterans can choose to participate in the full TCMLH peer-led Whole Health group program.
- Facilitator training available in TMS: Course #35647

Online Whole Health Resources

Public websites:
- Whole Health Online Library: [https://wholehealth.wisc.edu/](https://wholehealth.wisc.edu/)
- Whole Health for Internet: [https://www.va.gov/WHOLEHEALTH/](https://www.va.gov/WHOLEHEALTH/)
- Whole Health for Intranet: [http://www.va.gov/patientcenteredcare](http://www.va.gov/patientcenteredcare)
- Whole Health Education Sharepoint: [https://dvagov.sharepoint.com/sites/VHAOPCC/Education/SitePages/Home.aspx](https://dvagov.sharepoint.com/sites/VHAOPCC/Education/SitePages/Home.aspx)
- Whole Health Print Products Catalogue: [https://vaww.va.gov/PATIENTCENTEREDCARE/Available_Print_Products.asp](https://vaww.va.gov/PATIENTCENTEREDCARE/Available_Print_Products.asp)
- Whole Health Communication Resources: [https://vaww.va.gov/PATIENTCENTEREDCARE/Communication_Resources.asp](https://vaww.va.gov/PATIENTCENTEREDCARE/Communication_Resources.asp)
Local Resources

‘Plug and Play’ Videos

‘Plug and Play’ videos can provide a deeper dive into these areas:
- Whole Health Introduction
- Mindful Awareness
- Signs of Suffering
- Each self-care component of health (8 videos)

• The link is: https://www.va.gov/WHOLEHEALTH/veteran-resources/Peer-Facilitator-Materials.asp

OPCC&CT Contacts

The National Office of Patient Centered Care & Cultural Transformation can help you on your Whole Health Journey. Please contact the Regional Lead for your VISN.

VISN 1, 2, 3, 4, 10, 11  Donna Faraone, Lead: Donna.Faraone@va.gov
VISN 5, 6, 7, 8, 9  Christian DiMercurio, Lead: Carlo.DiMercurio@va.gov
VISN 12, 15, 16, 17, 23  Anika Doucette, Lead  Anika.Doucette@va.gov
VISNs 18, 19, 20, 21, 22  Kathy Hedrick, Lead: Kathy.Hedrick@va.gov

Module 4 – Skill Building:
Introduction to Mindful Awareness

Mindful Awareness

“What does being present mean to you?”

“Paying attention on purpose in the present moment, and non-judgmentally.”

Jon Kabat-Zinn PhD
“The intention to pay attention, in the present moment, with a friendly and open orientation.”

Jeff Brantley M.D.

Mindful Awareness

Mind Full, or Mindful?

We all have it . . .
the natural capacity to pay attention with curiosity and openness.

We also have the capacity for mindlessness, in-attention, or going on auto-pilot.

“Mr. Duffy lived a short distance from his body.”

James Joyce

Mental Benefits of Mindful Awareness

- Decreased anxiety, worry, anger, depression
- Less emotional distress and rumination
- Increased concentration, emotional intelligence, creativity and problem solving
**Physical Benefits of Mindful Awareness**

- Decrease in stress hormones
- Decrease in heart rate, blood pressure, and hypertension
- Decrease in inflammatory molecules
- Decrease in chronic pain
- Increase in immune function

**Behavioral Benefits of Mindful Awareness**

- Increase in non-reactivity
- Smoking cessation
- Decrease in binge eating
- Decrease in sleep disturbance
- Reduction in alcohol use and illicit substance use

**What Mindful Awareness is NOT**

- Meditation
- Having a clear mind
- Relaxation

**9 Attitudes of Mindful Awareness**

- Beginners Mind
- Non-judging
- Acceptance
- Trust
- Generosity
- Gratitude
- Patience
- Non-striving
- Letting Go

**Practice of Mindful Awareness**

- Find a comfortable position
- Allow your eyes to close if you like
- Remember the 7 attitudes
- Let go of busy-ness or life concerns
- Pay attention to your breath
- When attention wanders to thought, sensation, emotion, etc. - simply notice
- Gently return focus to your breath
- Practice as long as you wish
“Life moves pretty fast. If you don’t stop and look around once in a while, you could miss it.”

*Ferris Bueller*

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**Module 5 – PHI Introduction and Mission/Aspiration/Purpose**

**Stage I**

- Explore Mission
- Aspirations
- Purpose

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**Process Model for Group Facilitation**

- Create vision.
- Explore values and value conflicts.

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**Dream Rangers**

- Dream Rangers video

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**Stage I - Instructions for MAP Activity**

You can either:

- Turn to the Personal Health Inventory (PHI) in the Participant Workbook on page 2. Complete the page.
- Turn to the first page of the PHI handout. Complete the page.

You will have up to 10 minutes to reflect and finish.

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**Module 6 - Values and Value Conflicts**

**Stage I**
Stage I - Two Kinds of Values

Ideal Values: What is important to us in the ideal or long term

Examples: "God, Honor, Country", Health, Family, Commitment

Operational Values – What is important to us in the moment

Examples: Pleasurable experiences, food, drink, comfort

Many times, these are in conflict...

Stage I - Experiences of Value Conflicts - Personal

• How many of you value your health?

• How many of you have done a behavior that is inconsistent with your value of health in the last 24 hours?

• What values were in conflict? (either ideal or operational)

Stage I - Value Conflicts for Veteran's We Serve

Choose a Veteran behavior that you have a hard time understanding:

Examples:
• Don’t take their meds
• Refuse to stop drinking/smoking
• Not interested in losing weight
• Others?

What might be going on for them in terms of value conflicts?

Strategies for Dealing with Conflicting Values

• Choose one value over the other
• Compromise between/among the values
• Live with the values conflict
• Live with values conflict in a stressful way
• Live with the values conflict by simply observing
• Wait to make a future decision

Activity: Values-Conflict Worksheet

• Before the next activity, take a few moments to reflect on and complete the questions on the Values-Conflict worksheet.

• Turn to page 13-14 of the Participant Manual and write your responses.

• Please describe a situation you are willing to share in the small group.
Module 7 – Skill Building: Listening

Instructions for Small Group

1. Each *speaker* shares either a recent difficult decision they have had to make or are currently in the process of making. (for 2 minutes)
2. Each *listener* reflects a value (or values) they hear that underlies the decision.
3. Rotate the speaker until everyone has had a chance to speak.

Demo #1 MAP

- Mission / Vision
- Values / Value Conflicts
- Watch for:
  - How MAP, vision, values are elicited
  - Listening
  - Bottom-lining
  - Reflections
  - Inquiry
  - Volunteers?

Listening

“Most people do not listen with the intent to understand; they listen with the intent to reply.”

*Stephen Covey PhD*

Listening

- When are times when you don’t listen well?
  - What gets in your way of listening well?

Two Types of Listening

- Primarily Self-focused
- Primarily Other-focused
Self-Focused Listening

• Multi-task, distracted
• Formulating responses
• Filter through past experiences, history, assumptions
• Personal stories, agenda, advice

Other-Focused Listening

• Beginner’s Mind, Not-knowing
• Attention to body language, facial expression, tone of voice
• Attuned to energy and emotions behind the words
• Allow for silence, space, pause

The Pause

“The PAUSE: that impressive silence, that eloquent silence... which often achieves a desired effect where no combination of words... could accomplish it.”
Mark Twain

Holding Space Video

https://www.youtube.com/watch?v=wEfrj4tqgtU

Questions for Small Group Listening Activity

1. What were some dreams/aspirations you had when you were younger?
2. Are you in any way currently living out those dreams/aspirations? If so, How?
3. What are some aspirations/dreams you have for yourself in the future?
4. What do your dreams/aspirations tell you about what is important to you now (values)?

Module 8 – Personal Health Inventory
Stage II
**Process Model for Group Facilitation**

Stage I
- Explore
  - Mission
  - Aspirations
  - Purpose
- Create vision.
- Explore values and value conflicts.
- Conduct PHI assessment.
- Define focus.
- Assess readiness.
- Stage II
- Reflect
- Assess & Focus

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**Stage II – Complete PHI Assessment**

- Complete Part 2 of PHI on pages 3-6 in the Participant Manual
- Demo #2
  - How are areas explored?
  - Is the focus defined?
  - Volunteers?

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**Module 9 – Manual Review and Preparation for Group Practice**

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**TCMLH – Facilitator Guide and Participant Workbook**

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**Facilitator Guide - Introduction**

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**Facilitator Guide – Color coding**
Facilitator Guide – Optional Formats

- The column headings are the different formats / time frames the course can be presented.
- The Red modules are done regardless of formats. These are “core” topics.
- The Blue, Purple, and Green modules are done as indicated on the table by the # of practices, times or otherwise.
Adjourn