Welcome Back – Day 2!

Module 10 – Skill Building Practice: Mindful Awareness

This is Water

This is Water video

Module 11 – Skill Building: Reflection and Inquiry
Listening

Listening is a core skill that allows us to do other skills well:

- Reflection
- Inquiry

“People are generally better persuaded by the reasons which they have themselves discovered, than by those which have come into the mind of others.”

Pascal

Other Possible Responses that may be helpful but do not tend to solicit personal reflections

- Give advice
- Tell our story that relates
- Ask information questions
- Provide Information
- Ask a “leading” question
- Provide a judgment
  (“That’s Good!” “That’s not so good!”)

Reflections

- Gives participant back his/her words, thoughts, feelings
- Lets them know you heard them and builds rapport
- Allows them to hear what s/he has said, helps clarify
- Provides a “mirror” for participant

Reflections

- Parroting and/or paraphrasing
- Summarizing
- Reflecting feelings and values
- Double-sided reflections

Parroting

- Using the participants’ same words
- It’s a statement, not a question
- Can be powerful
Parroting Example:

Participant: “I need to make some changes but I don’t know where to begin.”

*How could you parrot this?*

One example: “You don’t know where to begin.”

Parroting Example:

Participant: “I’m afraid to try doing things differently.”

*How could you parrot this?*

One example: “You’re afraid...”

Paraphrasing Example:

- Restate what the participant has said using other words.

Paraphrasing Example:

Participant: “It’s important for me to spend time with my family.”

*How could you paraphrase this?*

One example: “You really value your family.”

Paraphrasing Example:

Participant: “I’m afraid to try doing things differently.”

*How could you paraphrase this?*

One example: “Trying new things is not always easy for you.”

Paraphrasing Example:

Participant: “I have tried several ways to talk to my son and haven’t been successful.”

*How could you paraphrase this?*

One example: “You’ve learned what doesn’t work for you.”
**Summarizing**

- Brings several key points from participant together in one statement.
- Can be used as a transition to another person or topic.

**Summarizing Example**

“Your family is very important, so you’ve explored different ways to relate and haven’t been successful. But you’re ready to try again because you know you need to.”

**Summarizing Example**

“You have brought a lot of thoughts, ideas, and challenges to our conversation. Which one is most important to address today?”

**Reflection of Feelings and Values**

- Goes beyond what the participant has said.
- A guess or hunch at deeper meaning, inferred value, or emotion.

**Reflection of Feelings and Values example:**

Participant: “I’m not getting the service I think I deserve...”

*How could you reflect this?*

One example: “You have higher expectations of your caretakers and you’re frustrated.”

**Double-Sided Reflection**

- Used when a participant presents two sides of an issue, ambivalence, and/or value-conflicts
- Intent is to explore and honor both sides, pros & cons, benefits & costs
Double-Sided Reflection example:
Participant: “I know exercise is important for me; and yet I just don’t seem to be able to get off the couch.”

What could be a double-sided reflection response?
One example: “On the one hand, spending some time on the couch has appeal, and on the other hand exercise is important for you.”

Reflections Practice
• One person is the speaker for 2 minutes
• The other person(s) practice reflections
• Switch roles after 2 minutes
• Speaker should pause several times in the 2 minutes to let the listener practice reflecting
• Speaker should address one of the following questions:

Listening Exercise Questions – Choose only one
1. If time or money were no issue, what would you be doing with your life?
2. Think about one or two people who inspire you. What about them is inspiring?
3. What parts of your current job or life activities do you enjoy most?

Inquiry or Asking Questions
A foundational skill in facilitating:
Two main types of questions
• Closed (-ended)
• Open (-ended)

Closed-ended questions
• Elicits Yes/No or one word answers
• Generally, are not as effective in leading to new insight/understanding

Closed-ended questions
Can be useful for
• Transitions (Are you ready to set a goal?)
• Permission (May I offer you some resources?)
Open-ended questions

- Reflects curiosity for the sake of the participant’s self discovery
- Not easily answered with yes/no, specific piece of information or a single word
- Encourages participant to talk/volunteer new information
- Present or future focused
- May lead to new awareness or insight

Open-ended questions

- What? How? Tell me more about...
- “Why?” questions may solicit defensiveness depending on the tone of voice.

Open-ended questions examples

- What matters most to you?
- What do you want your health for?
- What brings you joy and happiness?
- What were your aspirations when you were younger?

How to ask open-ended questions

- Ask a succinct, clear question
- Pause and wait for the answer
  - This may mean a moment of silence
  - Do not fill the space
- Listen to what is said

Inquiry Practice

- One person is the speaker
- The other person(s) listens and asks questions
- Switch roles after 2 minutes
- Use the following topic:
  
  Share a decision you have recently made, or are currently in the process of making.

  (One thing the listener may want to ask about are the values that are involved in this decision.)

Module 12 – Planning for Action and Goal Setting Stage III
Stage III - Goal Setting and Action Steps

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

Definition of Goal and Action Steps

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

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

Goal-setting

SMART Goals:
- SPECIFIC
- MEASURABLE
- ACTION-ORIENTED
- REALISTIC
- TIMED

Goal-setting

SPECIFIC:
- What do you want to accomplish?
- Is it clear and concise?

Goal-setting

MEASURABLE:
- How much?
- How many?
Goal-setting

**ACTION-ORIENTED:**
- Client is “doing something”
- Client is in charge of the action

**REALISTIC:**
- Able to reach
- Has skills, resources needed or can obtain them easily enough

**TIMED:**
- Timeframe for completion
- Generally consider 2-6 month goals

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

**Determining Action Steps**

The goal is set, now what?
- Break down the goal in manageable (small) steps
- Decide actions before the next session
- SMART the Action Steps

**SMART these examples, provide one SMART action step:**
- I want to lose weight.
- I want to exercise more.
- I want to find a new job.
- I want to reduce my stress.
Barriers/Challenge

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

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

Accountability

Accountability to action:
How would you like to be accountable for this step?
- To the Group?
- To self, using a journal / tracking tool / mobile app / visual reminder?
- To a specific support person?

Arthur’s Transformation

[Arthur’s Transformation video]

Activity: Smart Goal and Barriers Worksheets

- SMART Goal and Action Steps Worksheet:
  - Turn to page 15 in Participant Manual and complete
  - Participants should be prepared to discuss in small group practices
- Barriers Worksheet:
  - Turn to page 16 in Participant Manual and complete
  - Participants should be prepared to discuss in small group practices

Demo #3 – Stage III

- Watch for discussions about:
  - Goals setting & action steps
  - Explore barriers
  - Training & Support
  - Accountability
- Volunteers?
**Principles to Consider**

Design Group Guidelines before the group begins
- Respect one another
- Balance the time you speak with time others speak
- Bottom line
- Stay on Task
- No advice giving (without permission)

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**Addressing Difficult Group Dynamics**

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

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**Dual Relationships**

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

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

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

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

Homework – Action Steps Toward Goal