

# **CLEAR Facilitator's Manual**

## **Module 3**

### **Stay Well: Self-care/ Health-care Behaviors**

#### **Session #15: Participating In Medical Care: Communication and Decision-making Skills (1.5 hrs.)**

##### OBJECTIVES:

1. Participant will continue to develop substance management skills.
2. Participant will continue assertive communication skills development.
3. Participant will be able to interact assertively with their physicians around medical issues of importance to them.
4. Participant will increase his or her motivation to become a partner in their medical care.

##### RATIONALE:

Research has found that the perceived degree of control over their lives influences the longevity and quality of life of persons with chronic and terminal illness. One area in which increased control can occur is in the patient's relationship with his/her physician. The goal is to create more of a partnership arrangement in order to enhance control over an important area of an HIV-positive person's life.

Dealing with issues of assertiveness in physician/patient interactions can all contribute to a sense of greater control. Therefore, in this session participants will practice interacting with their physician around a variety of common issues facing HIV+ persons in care.

## SUMMARY:

1. Welcome the participant. Review between session goals and successes. Give thank you gift. (15 minutes)
2. Introduce the topic with a script and link it to feelings. (20 minutes)
3. Review TALK tools, demonstrate their use with a script, and practice with a role-play. (20 minutes)
4. Practice face to face interactions with the participant's physician via role-play situations. (25 minutes)
5. Summarize the session, establish between session goals, and identify benefits of participation. (10 minutes)

## MATERIALS:

Attendance/ Participation Record  
Thank you gift  
Goal Summary Sheet  
Tape Recorder  
90-min Audio Tape  
Facilitator's Manual  
Participant's Workbook  
Participant Data Binder  
Pens and Notepads

## NOTES TO THE FACILITATORS:

Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read text in small letters verbatim; make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the workshop along. Exercises may be lengthened or shortened as needed as long as all material is covered.

Exercise 1: What Happened Between Sessions?  
(15 minutes)

**[The purposes of this exercise are to enhance self-esteem, to create a pleasant environment, to establish a future expectancy, and to explain the purpose of the session. Welcoming participant, reviewing progress on goals, a description of the session, and giving a thank you gift are used.]**

It's great to have you back for another session!

Let's start off by talking about your wins and challenges for this past week.

A win is the progress you made on your goals, something positive you did, or something important you figured out or that you learned about yourself.

A challenge is anything that got in the way of working on or completing your goal.

One goal you had was to complete your Drug and Alcohol Calendar for the week.

Start us off by talking about how many substance-free days you were able to mark off on your calendar this past week.

HAVE YOUTH RESPOND.

ENCOURAGE AND ENDORSE PROGRESS NOTED FOR YOUTH.

You also had two goals related to keeping medical appointments.

The first was one you chose yourself, and the second was to practice the problem solving process.

Please tell me about your wins and challenges related to your medical appointment goals.

HAVE YOUTH REPORT ON EACH GOAL.

REFER TO THE GOAL LOG AS NEEDED.

SUMMARIZE BY REFLECTING BACK THE MAIN WINS AND CHALLENGES.

Today we are going to work on being an active partner in your health care decisions.

We will also look at ways to talk with doctors, nurses, or any health care or service providers that will help you get what you want.

But before we get started with today's topic let me give you your thank you gift.

GIVE YOUTH THANK YOU GIFT.

As you know, each week I'll give you a thank you gift, but you have to be on time to receive it.

There are only three weeks left after today's session and I would really like to give you a few more of these tokens before the end of Project Clear.

Exercise 2: What Is Today's Session All About?  
(15 minutes)

**[The purposes of this exercise are to introduce the topic and to link the topic to feelings in order to reify the issues involved, and to increase the youths' motivation to become more involved in their medical care. A script, brainstorming pro's and con's, and the Feeling Thermometer are used.]**

To get into today's topic I we need to act out a soap scene.

Would you like to be the doctor or the patient?

DECIDE WHO WILL PLAY EACH ROLE.

READ THE SCENE.

Here is the script for this scene. You can add it to your workbook.

WHAT'S UP, DOC?

DOCTOR: Sit down.

PATIENT: I am sitting down.

DOCTOR: I want you to get this prescription filled.

PATIENT: Don't you want to examine me first? Before you give me medicine. See how I'm feeling?

DOCTOR: I know how you are feeling.

PATIENT: Some kind of magic?

DOCTOR: Your blood work tells me everything I need to know.

PATIENT: Talk to me, Doc. I'm a person.

DOCTOR: What do you want me to say?

PATIENT: Well, you could tell me why I am getting new medication.

DOCTOR: Because it is good for you.

PATIENT: What's wrong with the old medication?

DOCTOR: It doesn't seem to be working.

PATIENT: That's nice to know. What's the new stuff called?

DOCTOR: Videx.

PATIENT: What are the side effects?

DOCTOR: Nothing to worry about.

PATIENT: Like what?

DOCTOR: Maybe a little diarrhea and a rash.

PATIENT: That's it?

DOCTOR: Oh, it could bother your pancreas.

PATIENT: That's a pretty important organ.

DOCTOR: Don't worry about it.

PATIENT: Maybe I'll try some of that shark stuff.

DOCTOR: That's for cancer, and besides, it isn't proven to be effective.

PATIENT: Well, how come sharks don't get cancer?

DOCTOR: Look, I got a lot of patients to see. Come back in a month. Make an appointment with the receptionist on your way out.

THE END

That was great!

GIVE OUT "BEEPS" TO THE PLAYERS.

How would you have felt being the patient in that scene?

ENCOURAGE REACTIONS AND DISCUSSION.

As you can tell, the scene was about relating to your doctors.

That's what today's session is about.

We believe that having control over parts of your life contributes to staying healthy.

The more places you have control, the better.

One really important place is when dealing with your doctor.

We want you to be a partner in planning and directing your own care.

What do you see as the advantages and disadvantages of being a partner with your physician?

HAVE YOUTHS CALL OUT ADVANTAGES AND DISADVANTAGES.

That's a good start. Here is a page to add to your workbook.

It is the beginning of a list of advantages and disadvantages of partnering with your doctor.

READ THE LIST TO THE PARTICIPANTS:

BEING A PARTNER WITH MY DOCTOR

ADVANTAGES

DISADVANTAGES

KNOW WHAT IS GOING ON

DOCTOR MAY GET ANGRY

CAN MAKE BETTER DECISIONS

DOCTOR MAY REFUSE TO  
TALK

WILL FEEL BETTER ABOUT SELF

MAY HAVE TO TAKE  
RESPONSIBILITY

Let's take a minute now to add to this list any advantages and disadvantages that you just brainstormed.

Add any new ones you may think of.

PAUSE WHILE THE YOUTH WRITES.

CONTINUE AFTER A MINUTE UNLESS THE YOUTH REQUEST MORE  
TIME.

Do you think the advantages outweigh the disadvantages?

ENCOURAGE A DISCUSSION OF WHETHER THE ADVANTAGES  
OUTWEIGH THE DISADVANTAGES.

IF ADVANTAGES PREVAIL, ACKNOWLEDGE THAT AS THE REASON  
FOR THIS SESSION.

IF THE DISADVANTAGES ARE PERCEIVED TO OUTWEIGH THE  
ADVANTAGES, ASK YOUTH WHAT HE/SHE WOULD HAVE TO  
CHANGE ABOUT HIM/HERSELF (E.G. WHAT ASPECTS OF THEIR  
HIGHER SELVES COULD THEY EXPRESS) TO WANT TO BE MORE  
ACTIVELY INVOLVED IN THEIR HEALTH CARE.

Remember the Feeling Thermometer.

Using the Feeling Thermometer as a guide, what have been some situations with your  
doctor when you felt comfortable and when you felt more uncomfortable?

For example, how about how you felt when the doctor explained the side effects of a drug  
or when the doctor talked in technical terms that you couldn't understand.

Where was your feeling thermometer in that situation?

Tell me about any situations involving your doctor that you have experienced.

How did you feel in those situations.

ENCOURAGE SHARING OF SITUATIONS AND FEELINGS.

EXPLORE WHAT WAS THE CONSEQUENCE OF FEELING THAT WAY.

What did you do after you felt comfortable or uncomfortable?

POINT OUT HOW FEELINGS CAN LEAD TO DOING THINGS THAT  
EITHER HELP YOU OR HARM YOU.

Exercise 3: How Can I Talk With a Health Care Provider?  
(20 minutes)

**[The purpose of this exercise is to improve youths' skills in being assertive with health care providers. Using a demonstration and a role-play to practice is the approach.]**

As we discovered last week, sometimes you may not want to attend an appointment because you are uncomfortable dealing with a particular medical person or with the medical system.

That's why we want to take some time now and practice dealing with a situation involving medical people.

First, let me remind you about the 3 ways to communicate.

You first learned about these when we worked on communicating with sexual partners.

The three different ways I will demonstrate are: Assertive, Aggressive, and Passive.

One of these three ways is a very effective way to talk; the other two are not.

Who remembers which one is the effective way to communicate?

**SOLICIT THE CORRECT RESPONSE: (ASSERTIVE).**

That's right!

I would be talking assertively if I said, "I know you are really busy today, but I need to know what these new symptoms mean and what I should do if they get worse. I don't mind waiting a little while if you don't have time this minute."

When I talk this way, I say what I want in a way that's respectful of the other person's feelings.

It can be the most effective way to talk, because it allows you to express your feelings and to make your provider feel comfortable too.

Here's another example of a way to talk, "Hey doc, I don't care how busy you are. I want some answers now!"

Any guesses at what type of talk that was: assertive, aggressive, or passive?

PAUSE FOR RESPONSES. REINFORCE CORRECT ANSWER.

This was an example of aggressive talk.

When I talk this way, I state my goal, need, or view, but in an unkind way and without acknowledging my health care providers situation or concerns.

You may get your way when you use aggressive talk, but you may damage the relationship in a way that makes it harder to get cooperation in the future.

Here's the last example of a way to talk: "OK, if you think I should try this experimental treatment, who am I to question why? You're the expert."

Which way of talking was that?

PAUSE FOR RESPONSES.

Right, that was passive talk. Passive talk means I fail to state my goal, need, or view, which ignores my own needs and wishes.

Passive talk doesn't respect your own feelings and ideas.

When you use passive talk, you simply aren't going to get your way.

So, we can see that assertive talk is best.

What tools did you learn to help you talk assertively?

Do you remember learning the TALK Tools?

ALLOW A MOMENT FOR REFLECTION.

What are the TALK tools? Each letter stands for a different point to remember.

ASK YOUTH TO GENERATE THE TALK TOOLS

When it comes to communicating with health care providers, this description may be very helpful.

GIVE YOUTH TALK TOOLS FOR HEALTH CARE PROVIDER.

Please add this page to your workbook.

READ THE TALK TOOLS TO THE YOUTH:

GUIDELINES FOR TALK-ING WITH HEALTH CARE PROVIDERS

T = Tell my provider “I hear you.”

Let them know that you understand their situation or position.

A= Assert what I want in a positive way.

State what you want without criticizing or making your provider wrong.

L = List the reasons that I am making the request.

Help your provider understand why it’s important to you.

K = Know some alternatives and my bottom line.

Have some options to suggest, but don't give up your goal.

I hope this sounds very familiar to you.

Let me take a minute to go over some additional points that will be helpful.

Then you'll have a chance to practice using the TALK tools with health care providers.

Here's a page for your workbook that has the tips I'm going to talk about.

### TIPS ON TALK-ING TO PROVIDERS

1) USE "I" STATEMENTS.

Put your comments to medical people in terms of "I want" or "I need;" not "you should."

2) STAY POSITIVE.

It puts people in a better frame of mind. They won't be defensive.

3) LISTEN TO THE HEALTH CARE WORKER AND SHOW YOU UNDERSTAND

It helps when others think you can put yourself in their shoes, and it changes your own point of view.

4) PROVIDE INFORMATION THEY NEED TO KNOW

You may know more about what is important than they do. Tell them what you think is important and give them the information they ask you for.

Here is a demonstration of using the guidelines.

Would you please play the receptionist?

I'll play the youth.

After we finish, you can tell us what you liked and didn't like about the way my character handled the situation.

READ THE FOLLOWING SCRIPT.

THE NEXT APPOINTMENT

RECEPTIONIST: Your next appointment will be on Friday at 8:30 am.

YOUTH: I wish I could, but I can't come at that time. I need a Wednesday appointment in the afternoon.

RECEPTIONIST: Look, we are trying to squeeze you in.

YOUTH: I appreciate that. Wednesday is the best day for me.

RECEPTIONIST: The doctor isn't here then. He's always off on Wednesday afternoon.

YOUTH: OK, I'm sure he needs a rest too. Well, Monday is the next best day for me – in the mornings.

RECEPTIONIST: I'd have to check on that. A lot of people who have problems over the weekend want to come in on Monday mornings.

YOUTH: I understand, but we are running out of options here, and I need to follow up with him soon. Can we work this out?

RECEPTIONIST: Well, all right. We'll make it on Monday the 22nd at 9 in the morning.

YOUTH: Thank you. I feel better knowing I have an appointment I can keep. Thanks for being so helpful. I'll see you on Monday the 22nd.

THE END

So, what would you have done differently if you had been the youth in the scene?

ENCOURAGE CONSTRUCTIVE CRITICISM.

REINFORCE SUGGESTIONS FOR EFFECTIVE ALTERNATIVES.

REFRAME RESPONSES IN CONTEXT TO THE TALK TOOLS WHEN POSSIBLE.

Now I want to give you a chance to practice communicating with health care providers.

For the next role-play we'll switch roles. I'll play a nurse and you'll play a patient.

There's no script to follow on this one, but let me give you some instructions.

INSTRUCT AS FOLLOWS:

(TO THE YOUTH) - You are at the doctor's office and were told to take off your clothes and put on this little paper gown which is open up the back.

You are sitting there alone in this little examining room, and you begin to feel cold.

It is chilly in there.

Your goal is to get warmer.

Have any questions about your part?

MAKE SURE THERE ARE NOT QUESTIONS.

Let me tell you my character's instructions.

Sometimes patients complain of being cold while sitting undressed in their paper gowns which are open up the back.

You don't control the heat in the building and cannot turn it up.

You have no blankets.

You feel sorry for the patients.

Your goal is to make sure that the cold is not seen as your fault.

OK, that's it for my instructions.

Remember that the goal in using effective communication is not always to get what you want.

It's to get what you need while being respectful of the other person's position.

Sometimes that means compromising or considering new alternatives.

Let's do the role-play.

ALLOW A FEW MINUTES FOR THE ROLE-PLAY. WHEN FINISHED,  
OBTAIN FEEDBACK.

Now I would like some feedback from you.

Tell me how you felt, what was one thing that you did that you liked and one thing that you would do differently.

OBTAIN FEEDBACK FROM THE YOUTH.

RELATE RESPONSES TO TALK TOOLS AS APPROPRIATE.

I'll tell you my perspective as the nurse.

TELL YOUTH ONE THING YOU LIKED AND ONE THING YOU MIGHT  
HAVE DONE DIFFERENTLY.

BE ENCOURAGING, IT IS IMPORTANT FOR THE YOUTH TO FEEL  
SUCCESSFUL AS WELL AS HAVING HIS/HER BEHAVIOR SHAPED.

RELATE FEEDBACK TO TALK TOOLS AS APPROPRIATE.

That was really good!

Exercise 4: How Can I Improve Being a Partner?  
(35 minutes)

**[The purpose of this exercise is to improve assertiveness skills in dealing with a doctor or other health care personnel. Role-playing provides the method to practice.]**

Now I want to give you a chance to practice being a partner in your care.

That means getting the information that you need, understanding it, being clear on your choices and their consequences, and making decisions.

You have to be able to ask questions, seek clarification, solve problems, choose among different alternatives, and stand up for yourself.

As with many other issues, we have prepared some suggested guidelines to think about.

Here are some guidelines for working with your doctor as a team.

Please put the page in your workbook.

COMMENT BRIEFLY ON THE GUIDELINES FOR BEING A PARTNER IN MEDICAL CARE.

THE GUIDELINES ARE IN CAPITAL LETTERS AND THE COMMENTS ARE IN small case.

GUIDELINES FOR BEING A PARTNER IN YOUR MEDICAL CARE

1. INFORM

Tell the physician what you think he should know about your situation - history, symptoms (be specific), allergies, previous illness.

2. QUESTION

Make a list of questions before going to your appointment and take the list with you.

Ask the questions.

3. CLARIFY

Have the physician explain the situation so that you can understand it.

Repeat the main points back to make sure you heard them right.

4. STICK-WITH-IT

If something is unclear, keep asking what it means until you get it.

5. ASSERT

Make it clear you want to be included when important decisions are being made about your care.

6. BE CAUTIOUS

Don't sign consent forms unless you know what they mean.

7. FOLLOW-UP

Medical personnel often say they will do things and then don't carry them out.

It may be that they are too busy or the system doesn't work right to support them in helping you.

It is critical to follow-up and keep requesting that they do what they agreed to.

We have some ideas about how to act.

I want demonstrate how these guidelines are used and I want you to be critical about it.

Think about what you like about the way the patient handled it and how you would have done it differently?

I will play the role of the patient. Would you play the role of the doctor?

MODEL BEING MORE OF A PARTNER WITH THE PHYSICIAN.

READ THE SCRIPT AS FOLLOWS:

"TALKING WITH MY DOCTOR"

PATIENT: I am concerned because I have been coughing a lot during the last two weeks.

DOCTOR: Have you had a fever?

PATIENT: No, but I seem to be having trouble catching my breath. I want to make sure I haven't got PCP.

DOCTOR: It's not likely.

PATIENT: I want to be on the safe side. If you are HIV positive, like I am, you can't be too cautious. I know you don't want to perform any unnecessary tests.

DOCTOR: Have you been coughing up sputum? We could examine that if you wish.

PATIENT: I haven't coughed up sputum. Is there some other way to make a diagnosis? I want you to find out.

DOCTOR: To make a diagnosis we have to find the fungal organism in the lungs. We could do a bronchoscopy or get the specimen by sputum induction.

PATIENT: What are they? The something or other and the sputum whatever?

DOCTOR: They are medical procedures. Not terribly complicated ones.

PATIENT: Good. Please explain them to me so I can understand them.

DOCTOR: OK.

PATIENT: Thanks, that way I can have a say in which procedure will be used on me.

THE END

Some of the key strategies the patient tried to use in the demonstration were:

- 1) state what your needs are;
- 2) recognize what the other person's needs are;
- 3) state what you want the person to do; and
- 4) stay at it.

What did you like about the way the patient handled it and what would you have done differently?

ENCOURAGE A DISCUSSION EVALUATING WHAT THE PATIENT DID.

POINT OUT EXAMPLES OF THE ABOVE FOUR POINTS IF NOT BROUGHT UP BY YOUTH.

Those were very helpful comments.

Now let's take some time to practice.

DO AT LEAST TWO OF THE FOLLOWING 3 ROLE-PLAYS AS TIME PERMITS.

CHOOSE THE ROLE-PLAY MOST RELEVANT TO THE PARTICIPANT.

IF THERE IS TIME DO ALL 3.

HAVE THE YOUTH PLAY THE PART OF THE PATIENT.

Role-play 1:

Let me tell you what the goal of the patient is in the first role-play: to get her/his question answered or to get her/his point across.

The goal of the doctor is to give the patient whatever information the doctor thinks the patient can handle.

Here are the specific instructions for this first role-play.

The patient's goal is to find out how much danger there is in having a flu shot.

The doctor knows that flu shots are not dangerous because they do not contain a live virus.

(Some vaccines contain a live virus and are dangerous.)

Let's do the role play.

ALLOW A FEW MINUTES FOR THE ROLE-PLAY.

WHEN THE ROLE PLAY IS OVER, OBTAIN FEEDBACK:

Please tell me how you felt during the role play, what one thing you liked about what you did, and what one thing you would do differently.

FRAME FEEDBACK IN TERMS OF THE GUIDELINES.

IF NECESSARY, PROMPT FURTHER WITH THESE QUESTIONS:

DID YOU FEEL YOU ASKED ENOUGH QUESTIONS?

DID YOU FEEL WERE ABLE TO ASK THE DOCTOR TO CLARIFY?

DID YOU FEEL YOU STUCK-WITH-IT?

DID YOU FEEL YOU STAYED FIRM?

DID YOU FEEL YOU MADE IT CLEAR THAT YOU WANTED TO BE A PARTNER IN MAKING DECISIONS?

Let me tell you what it felt like for me.

DISCUSS HOW YOU FELT DURING THE ROLE-PLAY (BE ENCOURAGING), WHAT YOU LIKED AND ONE THING YOU MAY HAVE DONE DIFFERENTLY.

COMMENT ON AND REINFORCE HOW WELL THE YOUTH DID, USING PREVIOUS DISCUSSION QUESTIONS AS A GUIDELINE TO FRAMING FEEDBACK.

Thanks again, you are going fine!

Role-play #2:

Now we'll do a second role play.

This time you'll play a patient enjoys a sport like basketball or rock climbing where she/he gets many aches, scrapes and bruises.

The patient's goal is to find out if it is all right to take Advil even though she/he has a low platelet count.

The patient also wants to continue with sports.

The doctor knows that Advil reduces the ability of the blood to clot.

The doctor wants the patient to cut out rock climbing and sports that result in big scrapes, cuts, and bruises.

Let's try this role-play.

ALLOW A FEW MINUTES FOR THE ROLE-PLAY.

WHEN THE ROLE-PLAY IS OVER, OBTAIN FEEDBACK.

Great! Now let's do some feedback.

Please tell me how you felt during the role play, what one thing you liked about what you did, and what one thing you would do differently.

FRAME FEEDBACK IN TERMS OF THE GUIDELINES.

IF NECESSARY, PROMPT FURTHER WITH THESE QUESTIONS:

DID YOU FEEL YOU ASKED ENOUGH QUESTIONS?

DID YOU FEEL WERE ABLE TO ASK THE DOCTOR TO CLARIFY?

DID YOU FEEL YOU STUCK-WITH-IT?

DID YOU FEEL YOU STAYED FIRM?

DID YOU FEEL YOU MADE IT CLEAR THAT YOU WANTED TO BE A PARTNER IN MAKING DECISIONS?

Let me tell you what it felt like for me.

DISCUSS HOW YOU FELT DURING THE ROLE-PLAY (REMAIN ENCOURAGING), WHAT YOU LIKED AND ONE THING YOU MAY HAVE DONE DIFFERENTLY.

COMMENT ON AND REINFORCE HOW WELL THE YOUTH DID, USING PREVIOUS DISCUSSION QUESTIONS AS A GUIDELINE TO FRAMING FEEDBACK.

Now you are thinking!

Here's one last role play.

Role-play #3:

(TO THE YOUTH) - You asked the doctor to send your records to another doctor for a second opinion.

Your doctor did not do it.

You are asking your doctor again.

Your goal is to get the records sent.

The directions for the doctor are: the first time your patient asked to have her/his records sent, you forgot.

The second time your patient asked to have the records sent, you meant to do it, but you have been too busy.

Your goal is to safe face.

Let's do this.

ALLOW A FEW MINUTES FOR THE ROLE-PLAY.

WHEN THE ROLE-PLAY IS OVER, OBTAIN FEEDBACK.

Great! Now let's do some feedback.

Please tell me how you felt during the role-play, what one thing you liked about what you did, and what one thing you would do differently.

FRAME FEEDBACK IN TERMS OF THE GUIDELINES.

IF NECESSARY, PROMPT FURTHER WITH THESE QUESTIONS:

DID YOU FEEL YOU ASKED ENOUGH QUESTIONS?

DID YOU FEEL WERE ABLE TO ASK THE DOCTOR TO CLARIFY?

DID YOU FEEL YOU STUCK-WITH-IT?

DID YOU FEEL YOU STAYED FIRM?

DID YOU FEEL YOU MADE IT CLEAR THAT YOU WANTED TO BE A PARTNER IN MAKING DECISIONS?

Let me tell you what if felt like for me.

DISCUSS HOW YOU FELT DURING THE ROLE-PLAY (REMAIN ENCOURAGING), WHAT YOU LIKED AND ONE THING YOU MAY HAVE DONE DIFFERENTLY.

COMMENT ON AND REINFORCE HOW WELL THE YOUTH DID, USING PREVIOUS DISCUSSION QUESTIONS AS A GUIDELINE TO FRAMING FEEDBACK.

Thank you a lot! Those were very good role-plays.

You know the Feeling Thermometer?

A temperature of 100 means feeling very uncomfortable, and 0 means feeling totally comfortable.

How did you feel in the role-plays?

What was your reaction to playing an assertive patient with your doctor?

ENCOURAGE SHARING.

Thanks for sharing your feelings.

Exercise 7: What's Next?  
(10 minutes)

**[The purposes of this exercise are to increase self-esteem and to carry over experiences into the youths' lives outside of the workshop.]**

We are at the end of the session.

Between session I would like you to take a step toward becoming a better partner with your doctor and other health care providers.

Remember, every goal should be realistic, clear, not too much or too little, and easy to tell if completed.

Your goal should be related to what we did today.

Here are some examples:

1. Expand the list of advantages and disadvantages that we started today.
2. Keep a list of questions that come up between medical appointments in a notebook, and take it with you each time you have an appointment.
3. Tell your doctor that you want to be more involved in making decisions about your medical care.

You can pick whatever you want to do, and it doesn't have to come from this list.

Think about what you agree to do.

**ASK YOUTH WHAT HE OR SHE PLANS TO DO.**

**HAVE PARTICIPANTS COMPLETE GOAL LOG FOR SESSION 15.**

At the beginning of the next session we will go over what you did.

As we work on taking more actions to stay healthy it could be easy to lose focus on your substance use goals.

Because substance use can sabotage progress on all other goals, it's important that we don't drop the ball on controlling or eliminating substance use.

In addition to keeping track of substance-free days by marking them off on your Calendars through the week, please be sure to complete a Drug and Alcohol Report any time you do use.

Next week we will review these Reports to see how to better manage triggers that may still be effecting you.

So please don't forget to keep your Calendars and Reports going.

To close, I would like you to share the biggest thing you got from today's session.

ENCOURAGE SHARING BENEFITS AND GIVE APPRECIATION TO YOUTH.

USE VERBAL PRAISE.

I have really enjoyed working with you today and look forward to next time.

THE END OF SESSION 15.

*ASSIGN D&A REPORTS*