

Appendix D

Patient Education Handout*

The following patient education handouts are examples of the types of educational supports BHCs may find useful in their day-to-day work, particularly when time with a patient is limited. Other members of the team may also use them with patients. They are available for download on the book's website, <http://Behavioralconsultationandprimarycare.com> and Springer XXX.

Problem / Concern Targeted	Handout Title
1. Anxiety	<i>Calming the Mind and Body</i>
2. Anxiety	<i>Waving "Hello" to Worry</i>
3. Couples and conflict	<i>Loving your Partner</i>
4. Depression	<i>Training Your Brain for Positive Feelings</i>
5. Depression	<i>Organizing for Experience of Pleasure and Mastery</i>
6. Lifestyle Behaviors	<i>What's Your Style?</i>
7. Parenting	<i>Parenting with Love</i>
8. Loss	<i>Loss and Re-defining Self</i>
9. Sleep	<i>Restful Sleep</i>
10. Stress	<i>A New Perspective on Stress</i>

Calming the Mind and Body

Often, we find ourselves in a state of arousal that is higher than our situation calls for and that may make it hard for us to engage in the behaviors that are needed in that situation.

Anxiety is a common experience and, when we lack skills for calming the mind and body, it can lead us to withdraw from activities that we care about.

Learning new skills to quickly calm our mind and body can help us do more of what we enjoy and care about in life.

Which of these skills interest you?

CALM. Learning to use the mind to calm the body. The CALM technique is a 3-5 minute intervention you can use to shift from over-arousal to a state of well-being and peacefulness.

CALM is an acronym that stands for 4 areas of the body: chest, arms, legs, and mouth. Focus attention on each of these areas one at a time. Notice sensations in the area and then suggest that you soften or warm the area.

5-7 Breath. Five – seven breathing. In this exercise, you breath in to a count of 5 and out to a count of 7. The idea is to make your exhalation longer, as this signals the nervous system to relax.

Safety Scan. Scan your body and look for sensations of warmth and safety. When you find an area (e.g., a toe or a hand that feels warm and safe), suggest to yourself, “I am safe. Right now, I am safe.”

How and when will you use this new skill?

Wave Hello to Worry

Worry is a type of thinking that we do in an effort to solve problems. When worry helps us identify a problem and apply problem solving skills, worry is helpful.

These are problem solving skills:

- Define the problem.
- Brainstorm ways to solve the problem.
- Choose a strategy for solving the problem and make a plan.
- Implement the plan.
- Evaluate the plan and revise if needed. Start again.

Unfortunately, many problems we worry about cannot be solved by the method of problem solving, so we continue to worry and may lose confidence in ourselves because we don't know how to move forward. New skills are needed. The new skills allow us to develop a new relationship to our "worry" thoughts. Which skills interest you at this time?

Learning to sort worries about problems that I can solve using problem solving strategies from worries that I cannot solve using problem solving strategies.

Learn to simply notice "worry" thoughts and to write them down, to look at them as "worry" thoughts.

Learn to recognize the feeling behind a "worry" thought. The feelings behind our "worry" thoughts often connect with our connection to something or someone we care about. They may be proof that we care and that we are connected to what we care about.

Learn to say "hello" to a worry thought. As our "worry" thoughts become more familiar, we may give them tender names (e.g., What if Wilma or On no Ned) and we can recognize the feelings behind them (e.g., Wilma wishes good things for all people; Ned would control bad things if he could because like Wilma he wants good things for all.)

How and when will you use your new skill(s)?

Loving Your Partner

One of the very most difficult things to do in life is to cultivate healthy, resilient long term relationships. While difficult, it is of primary importance to many of us, and we feel great distress at the thought of losing a loved partner or ending a relationship with a long-term partner. Unfortunately, this is a very common experience with many unions and marriages ending with dissolution. If this is a concern for you at this time, you may need new skills in order to navigate a troubling time optimally.

Which skills interest you in at this time?

Making a decision to stay or leave. Indeed this is the first step in moving forward during a period of conflict with a partner. It may help to experiment by planning to stay (or leave) for just one day or just one week and then to engage in behaviors that promote this decision. Monitor at the end of each day how satisfied you were with your life and the extent to which your behavior was consistent with your values in life at this time.

Clarifying your relationship in the moment. This skill involves imagining that today, this moment, is the last one that you will share with your partner. How do you want to be in this moment? Write it down and review it.

Learn to use and apply problem solving skills to conflicts that you and your partner have.

Most commonly, couples have conflicts about money, children, and nurturing their relationship.

Choose one topic and follow the steps of problem solving: 1. Define the problem, 2. Describe possible solutions, 3. Choose a solution and make a specific plan, 4. Evaluate the plan. 5. Revise and repeat.

Experimenting with Pleasure and Mastery

When we go through a period of high stress, we often pull back from our usual activities and try to, so to speak, weather the storm. This is often how a period of depression (or low mood or low energy) starts. This is one of the most common forms of human suffering worldwide.

Fortunately, it is one where new skills may help, almost immediately. What skills? There are a variety of skills that help to awaken the brain to usual functioning where you can better restore your resources after surviving a period of high stress. The skills you select need to be the ones that address your needs most at this time.

What skills interest you most at this time?

- Identifying mastery activities. Mastery activities include activities that provide you with a sense of accomplishment (e.g., folding a load of laundry) or an experience of your skills or unique gifts (e.g., knitting, playing the piano, caring for a potted plant, baking muffins to share with a neighbor). These may be “put on the back burner” during a period of high stress.
- Identifying pleasurable activities. Pleasurable activities include any activity that predictably provides a sense of joy, fun, gratification, or contentment. There are hundreds of possibilities. Think back on things that once brought you pleasure. Think forward on new things that you might want to try. Life is long; we age and change; we need to experiment and discover pleasure throughout our life.
- Schedule mastery and pleasure activities. Decide on specific activities and place them on a calendar.
- Evaluate your experience during a planned mastery or pleasure activity. What was your experience of mastery or pleasure during the activity? Try using a scale of 1 = low and 10 = high. Make note of activities that you rate 7 or higher. These are the ones you want to repeat and integrate into your lifestyle.
- Identify other people who enjoy pleasurable and/or mastery activities similar to yours. Plan times to connect with them and make the experience of pleasure and mastery a social experience. Our sense of well-being benefits from social connections, so this is a double treat for the brain, mind, and body.
- Integrate the routine experiencing of pleasure and mastery into your lifestyle. Create a lifestyle that supports your experience of pleasure and mastery. Join clubs or start groups that bring people together to share in key experiences.

When and how will you practice your new skill(s)?

Training your Brain for Positive Feelings

When we go through a period of high stress, we often pull back from our usual activities and try to, so to speak, weather the storm. This happens with the start of depression, and it is one of the most common forms of human suffering worldwide.

Our return to activities that bring pleasure and a sense of mastery may be difficult to start and challenging to stay with until these activities become a routine part of our daily life. This is particularly so when our connection to experience of pleasure is in a weakened state. This happens for some people during an episode of stress associated with low mood and low energy. When this is the case, we need to learn new skills. Practice of these skills is a form of brain training. They impact the pleasure centers of the brain and restore well-being.

Which skills interest you at this time?

Connecting to the experience of pleasure. This skill involves paying attention to the body and the mind during a moment of pleasure. What are the sensations? Are there specific thoughts or images? What? Describe in detail and continue to observe.

Identifying specific activities that might bring sensations of pleasure. Review a list of activities that people find pleasurable. People find many different activities bring pleasure, from a simple cup of tea to viewing a sunset or rubbing one's feet.

Scheduling participation in activities that may bring pleasure and noting feelings that occur when engaging in those activities. Use a daily calendar to plan specific activities; short activities that cost nothing are ideal (e.g., walking in a park, listening to a loved song or piece of music).

Recalling activities that brought pleasure in detail and re-experiencing the details of the pleasurable experience. This is called "savoring" and it awakens the pleasure/reward areas of the brain.

Detecting urges to engage in pleasurable activities and honoring the urge. Cultivate the joy of anticipation of pleasure.

Setting lifestyle goals related to participation in pleasurable activities. Identify daily and weekly pleasurable activities that you want to build into your lifestyle (e.g., talking with a loved one on Sundays, making a special meal on Mondays, taking a nature walk on Saturday mornings, painting or sewing or watching comedy on Friday evenings, etc.).

How and when will you use the skill(s) that interest you?

What's Your Style?

For most people, their “lifestyle” behaviors reflect their environmental or community context and the lifestyle behaviors of their “models” or the people who influenced them most during their formative years. For example, taking daily walks isn't a likely lifestyle behavior if our community is not safe and/or doesn't have sidewalks or accessible parks. However, we may routinely engage in spontaneous family dances. The lifestyle behaviors we adopt as teens or in adulthood are influenced by our reference group at the time. For example, if we hang out with people who misuse alcohol, we are more likely to engage in similar patterns of misuse.

That being said, anybody can take stock of the results they are getting from their lifestyle behaviors and decide to change their style. Tuning up your lifestyle is probably the single most powerful thing you can do to improve your health, both physical and psychological. Lifestyle behaviors that you can change include changes to diet, physical activity, sleep, and use of alcohol and/or tobacco.

Do you want to change your “style”? If so, what skills interest you at this time?

- Chose a specific lifestyle area for change. It is best to target one skill at a time. Fortunately, change in one target usually supports change in other potential targets. For example, changing behaviors to support better sleep may lead to better dietary choices while targeting increased physical activity may result in improvements in sleep-related behaviors.
- Identify the value that inspires you to change a lifestyle behavior. We are more likely to stay with lifestyle behavior changes when we make them in the context of our values. For some people, health is not a value per se. However, the ability to engage in various activities that require good health may provide a stronger connection to values and supercharge the fuel for lifestyle behavior change.
- Start small and go slow. Develop one specific, measurable, attainable, time-bound plan of action and stay with it for several weeks. Evaluate your benefit, the consistency of your effort, and the barriers you experienced. Revise the plan and start again.
- Seek out connections with people who have similar lifestyle goals. A great deal of benefit comes from socializing with other people that share lifestyle goals similar to your own.
- Celebrate your success. Take time to notice your gains and acknowledge yourself. When you slip up, forgive yourself and start again.

How and when will you practice your new skill(s)?

Loss and Re-defining Self

Throughout of lives, we experience loss. One experience builds upon other experiences, and each experience offers an opportunity for personal growth. Our first experience might be the loss of a pet or a grandparent. This provokes questions about death and the meaning of the end of a life. For people with spiritual beliefs that address this, their tradition offers a structure for experiencing the loss. For people who do not endorse a set of beliefs about death, loss requires them to search for an understanding that allows them to open up to the experience and find a way to make sense of it.

For all people, the loss of someone we love occasions the need to understand how our life context has changed and to create a new definition of self, based on who we are without the loved one in our lives. No one wants to re-define themselves, and the re-definition process is psychologically painful. We tend to approach it in a one-step forward, two steps backwards, three steps forward manner. The process is unclear and the arrival at a re-definition on-going. There are a few skills that may be helpful to a person involved in the difficult process of grieving, letting go, and moving forward with re-building a new and different life.

What skills interest you at this point in time?

- Defining the person's role in your life. This skill involves looking at the loved one's contribution to your life and your development as a human being. What did they teach you? What did they stand for? Sometimes, making a tribute or "altar" to acknowledge the person provides an organizing activity for defining the person's role in your life.
- Describing what remains of the person. Often, when we lose a loved one, we can see that part of them remains. That part might be in the form of qualities that we learned from them that continue to influence our lives. The lost loved one may also leave physical remains; remains that need to be sorted and remains that we treasure and that can bring us solace.
- Treating yourself with kindness. This skill involves being patient with yourself and allowing yourself time to experience the ebb and flow of your emotions. It might involve being intentional about your choice of activities for bringing comfort to yourself and your choice of people to share your grief experience with. People experience grief in different ways, and some people may be more ready and able to support your grief experience than others. Finding people who offer your kindness is an important way of showing kindness to yourself.
- Finding the courage and strength to see your future self without the physical presence of the loved one in your life. This skill is best developed one small step at a time. It is necessarily painful and it is the pain that opens the door to the courage to be the new you, every time life offers up a time to be you without the physical presence of the loved one. For a young adult who has lost a parent, it is the courage to imagine the completion of a union or marriage without the parent there to witness the event. Your life as a survivor continues, and it is forever changed in ways that become apparent as you grow and "add on" to your developing sense of self. Be patient and appreciate the fact that you loved and that your loss is the proof of your love.

Parenting with Love

While offering up many opportunities for personal growth, the process of parenting also provides many personal rewards. From the first day as a parent, most people experience the uneasiness of not knowing exactly what is needed to be successful as a parent, and, at the same time, understanding that they must succeed in this huge and critical endeavor!

Thank goodness, parents love their children immediately and deeply. This does not need to be learned, but so many other things do. Parenting requires a lifetime of learning, and so the question now is that of what do you need to learn now and how might you best learn it?

What parenting skill interest you most right now?

Connecting with my child. Of fundamental importance and also difficult is the skill of playing with your child. Whether the child is a newborn struggling to look at you and focus their eyes or a teenager ready to argue every point you make, the ability to just be together and enjoy something together is critical to a loving relationship. What can you do with your child that doesn't involve teaching them or evaluating their performance? What might you do that involves your just noticing what they are doing and affirming the choices they are making in their play?

Giving clear, simple commands. This involves asking your child to do one thing at a time and being specific in your request (e.g., "Please hang your backpack on the hook by the door?").

Paying attention to and reinforcing what you want to see more of. This involves noticing behaviors you want to see increase (e.g., sitting in their chair at the start of a meal) and providing simple, descriptive, immediate praise (e.g., "Thank you for offering your sister a turn with the toy").

Ignoring behaviors that you do not want to see more off. As possible, focus your attention on something other than a problematic behavior (e.g., a child saying, "I don't like my brother. He is stupid.") and use re-direction to prompt other behaviors (e.g., your saying, "I wonder what we have in this box over here.").

Setting up a reward program. After establishing a few specific "house rules", set up a reward program for following the rules. Use rewards that your child or teen suggests. Be specific and consistent. Make sure that the rewards are attainable.

Set up family meetings and family play times. Celebrate your love for each other. Talk about your values at meals.

Take time to nurture yourself. Sometimes, you are having a very difficult day and trying to parent. There are no holidays or breaks from parenting. Be kind to yourself and pause to acknowledge you on-going intention to love your family.

When and how will you practice your new skill(s)?

Restful Sleep

The quality of your sleep begins the moment you wake up. Do you take a moment to take stock of your thoughts, feelings, sensations? Do you allow yourself to enjoy a wake-up routine that gives you a positive mood? Do you find time for brief exercise periods through the day? Yes, exercise uses up the body's energy and so prepares one for restful sleep. Other important daily choices that influence sleep are the amount and time we take in foods or beverages with caffeine or other stimulants, when and how long we nap (if we do nap), how we unwind at the end of the day, and when we turn off screens and enjoy a slower and less bright transition from day to night. Lots of possible ways to fine tune sleeping . . . and often an on-going process for many people. What new skills interest you now?

- Sorting out daily routines that influence sleep. This group of skills begins with identifying opportunities throughout the day for you to fine-tune so that they are just a little more relaxing and a little less stressful. What activities would you like to address now?
- Sorting out beverage and dietary choices that influence sleep. How much caffeine is right for you and when do you need to stop use of caffeine for the day? If you use alcohol, how much and when can influence the quality of your sleep. When and what do you eat in the evening and is it helpful to your sleep? The trick is to eat just the right amount at the right time and enjoy it!
- Planning periods of exercise. So many daily activities promote sitting or standing still during the day, and yet research suggests that it is taking advantage of opportunities for movement and exercise throughout the day that give a person energy for daily activities, a sense of calm in moving through the day, and a readiness to relax in the evening. What might you incorporate into your daily routines? When? Is there someone that might enjoy one or more movement routines with you?
- Planning a settling routine for the evening. This group of skills includes setting a time to stop use of screens and a plan for relaxing the body and mind. Many routines are possible, such as taking a shower, engaging in gentle stretching, or listening to relaxing music. Experiment and find something that you look forward to. And do keep the bed only for sleep. If you develop a habit of doing activities that keep you awake in bed (such as reading a good book or watching screens in bed), you are more likely to be wakeful when you go to bed.
- Keeping with a routine for sleeping. The body loves sameness – same bedtime and same wake-up time. Try not to vary your schedule more than an hour, even on weekends.
- Changing habits that interfere with sleep. This broad group includes learning ways to work with difficulties falling asleep, staying asleep, or returning to sleep. Perhaps we have a habit of worrying at night – if so, make time for writing down your worries in the morning. Perhaps you work different shifts, making a schedule difficult. Your BHC may be able to provide more help (using methods like sleep restriction), but working this list is a great first step for most people.

When and how will you practice new skill(s) to improve your sleep?

A New Perspective on Stress

Stress includes everything that happens to us that requires a response. Positive (e.g., start of a new school year or birth of a grandchild) and negative stresses (e.g., having a teacher we don't like or having a grandchild diagnosed with a health problem) add up. It's the sum of stresses at any point that we need to attend to. We need to weigh that stress load against our current skills for coping with stress. When stress is heavier than our coping skills, we experience stress overload, and it is time to learn new skills.

What skills interest you at this point in time?

Skills for monitoring stress levels. The start of stress overload is difficult to detect if we don't have a routine way of checking in on our stress level. Different strategies work for different people. Some people like to have a stress buddy that they check in with monthly. Other people like to spend a few minutes writing about stress and keeping life in balance on Sunday afternoons. What might work for you?

Strategies for responding to high stress. These include the ways we routinely respond to stress overload. Do you respond with kindness and concern? Sometimes we downplay our sense of being overloaded and may even criticize our self for being stressed. A good strategy for working with stress overload is learning to be tender with yourself and to identify what activities might feel nurturing or restorative right now?

Strategies for relaxation on a routine basis. Do you have daily routines that help you "re-set" to a calm state? Routines might include a daily walk at lunch, practice of a breathing routine intermittently throughout the day, or enjoying a favorite image that brings peace and contentment. What might you like to integrate into your daily life to help you routinely "re-set"?

Skills for identifying specific stresses that require you to learn new skills. New stresses often require us to learn new skills to address them. For example, a promotion at work may place a person in a role where they need to be more assertive than they know how to be. To address the stress well, the person needs to find a way to practice expressing exactly what they want in order to feel respected and to do this in a way that shows respect to others. This is what assertive communication skills are all about. Another example is that of a parent whose child enters a new stage of development and demonstrates behaviors that the parent doesn't know how to respond to. Again, this is a good time to see life offering one learning opportunity after another. You can reach out to someone with more knowledge or skill in the area that interests you or you can search out information and formal learning opportunities.

Strategies for nurturing yourself with a good diet and time for restful sleep. The body and mind need fuel and rest, so setting an intention to better care for your basic needs is a great way to address stress.

How and when will you practice a new skill for working with stress?