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Relationships: Love, Friendship, and Belonging Facilitator Notes

Main Learning Points from last session: *Hobbies*

1. Hobbies are an important part of a plan for wellness.
2. Hobbies can be a great way to make new friends.

Review Personal Practice Options from last session.



Note

This lesson could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Tips for this Session

1. This is the last session in workbook. It is important to celebrate milestones with your participants. You will find a certificate of completion in your materials, and you may want to invite family and friends to join you to celebrate together. It is particularly appropriate for this workbook, as the final session is all about relationships. Come up with creative ways to celebrate—a small party, having a friend or family member present the certificates, holding the ceremony in a different location (e.g., outside if weather permits, in an auditorium used for events, etc.). You may want to invite your medical director or some other special guest to join you—anything that underscores that this is a meaningful achievement. Remember—many of your participants may have had few opportunities to celebrate achievements, so these celebrations can be very special to them.

2. **“A Friend Is” poem.** Take notes on what participants say they want in a friend—the qualities, values and behaviors. With a word processor and well-chosen fonts and spacing (one idea to a line), turn this participant-generated list into modern poetry entitled “A Friend Is.” Print on nice paper. Give each participant a copy, with sincere praise, to keep in his or her notebook or folder. Post the poem at the entrance to the program room. Submit it to your facility newsletter if you have one. Reflect to them the value of what they’re doing.
3. **“How I Met My Friend” list.** Compile a “How I Met My Friend” List on the board after you’ve finished page 115. Do this before seeing the page 116 list, “Ways to Find Friends.”

General Tip

Staple. It is especially helpful to staple the Participant Handouts together. Otherwise, too much time is spent in group finding the right page and straightening out or re-sorting sets of handouts between people who sit beside each other at a table. A simple staple spares the class that disruption.

Facilitator Notes

(continued)

General Tip

If you are interested in an outcomes measurement for this workbook, you may want to consider using the Personal Growth Initiative Scale (PCIS), developed by Christine Robitschek, Ph.D., the Quality of Life Index by Dr. W. O. Spitzer, 1980, or the COOP Chart for Primary Care Practices (Eugene C. Nelson, 1987).

The PGIS (Christine Robitschek, Ph.D) is a 9 question, self-report instrument that yields a single scale score for personal growth initiative. Personal growth initiative is a person's active and intentional involvement in changing and developing as a person. The PGIS consists of nine items that are rated on a Likert scale from 1 = Strongly Disagree to 6 = Strongly Agree. Item scores are summed to obtain a total PGI score. There is evidence that high scores on the PGIS are strongly positively related to psychological well-being and lower scores are related to psychological distress. Reliability and validity evidence has been strong. The PGIS takes about 5 minutes to complete, and there is no time limit. <http://www.ppc.sas.upenn.edu/ppquestionnaires.htm#ASQ>

The Quality of Life Index, by Dr. W. O. Spitzer, has both a 5 topic self-rating scale and a 5 topic clinician scale, which allows clinicians to compare

their impressions to a client's perception. The dimensions measured Activity, Daily Living, Health, Support, and Outlook. The clinician version measures from 0 - 2 with 0 indicating lower quality and 2 indicating higher quality of life. This instrument has been used in many studies and is considered a reliable and valid tool.

The COOP scales (The Dartmouth/Northern New England Primary Care Cooperative Information Project) was developed to create a system to measure health status in physicians' offices. One of the basic tenets of the charts is that the functioning of the person as a whole is more important than that of separate organ systems. You may have seen some of the graphic charts (e.g., the "face" charts to measure feelings). Other graphic charts measure daily activity levels, social activities, physical fitness, change in health, overall health, social support, and quality of life. These charts are widely used in studies and are found to have good reliability and high validity. They are rated as useful by high numbers of office staff and clients.

The editors believe this scale (or these scales) fit the content of this workbook well. These and other health measures can be found in McDowell, (2006).

Suggestion for Topic Introduction and Relevance to Participants

"I want to know what you value in a friend. If you could have an ideal friend, what, or who, would that person be like?"

(Write the responses on the board. Encourage participation without requiring it.)

"You have come up with wonderful things! To have a friend like you've described would make life better! Today our session is about friendship."

"Let's review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic."

Topic Assessment Answer Key

1. A 2. B 3. B 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 11: Hobbies



Main Learning Points of Session 11

What were the main learning points of Session 11? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Hobbies are an important part of a plan for w_____s.
2. Hobbies can be a great way to make new f_____s.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

- 1. Yes.** How did it go? _____

- 2. No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

- 3. I didn't choose a personal practice option.**

Topic Assessment



Mark one: Pre Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Wanting to have friends is a basic human need.

A. True B. False

2. Symptoms of mental illness make it easier to have relationships with other people.

A. True B. False

3. Helping others will interrupt me from making friends.

A. True B. False

4. National mental health support groups have on-line chat rooms for friendships and support.

A. True B. False

5. I feel confident that I can find and make friends.

Strongly Disagree Disagree Neither Agree Nor Disagree Agree Strongly Agree Unsure

6. This information is important for me to know.

Strongly Disagree Disagree Neither Agree Nor Disagree Agree Strongly Agree

Topic Assessment



At the end of the session, answer these questions before turning in this paper:

7. This session helped me.

Strongly
Disagree

Disagree

Neither Agree
Nor Disagree

Agree

Strongly
Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Love, Friendship, and Belonging

Objectives for this Session

1. Describe at least 3 benefits of having friends and also of being a friend.
2. Identify how loneliness may be affected by your illness and by your treatment.
3. Identify several ways to find friends.

One need that most people have is the need for love, friendship and belonging. Having a friend that you share interests with can add much enjoyment to your life. Feeling loved and having a sense of belonging in the group of people you see every day helps you feel good. Talking with a friend when you're sad or upset can help you feel better.



Main Learning Point #1

A basic part of being human is the need to be loved, to have friends, and to belong.

Being a good friend to others is also important. Life is more satisfying when we care about other people and help them when we can. Many people have found that helping others gives them a sense of purpose in their own lives.

Main Learning Point #2

Being a good friend and helping others is satisfying and meaningful.

Can you tell about an experience you've had when someone was a good friend to you?

Can you tell about an experience when you were able to be a good friend to someone?

Loneliness

Loneliness is a big problem for many people, especially for older adults and those who have a mental illness. Having a mental illness can make it harder for a person to communicate with others. The person may have a hard time expressing thoughts or understanding what others are saying. For these reasons, getting to know someone new can be especially hard. Over time, the person with mental illness may have a hard time keeping friendships because of symptoms.

Good advice is, “Be patient with yourself.” As you continue your treatment and recovery, the symptoms that are causing these problems may get better. And it may be easier for you and your special friends to talk with each other.

Main Learning Point #3

Symptoms of mental illness can make it harder to have relationships with other people. Treatment can help.



Discussion: “How I Met My Friend”

We’ve just discussed someone who has been a good friend to us and someone to whom we have been a good friend. Please tell how you met that person.

Ways to Find Friends

New friendships often begin when people have similar interests. Here are a few ideas to think about:

1. Share my hobby. If I like to play cards, I can teach someone else how to play.
2. Join a club (art, music, book club, etc.).
3. Meet people at my place of worship or through volunteer work.
4. Be open to friendship while I'm at my group session, class, or work.
5. Join a support group to meet others who have a mental illness. We can support each other in dealing with our illnesses.
6. Participate in a sport at the YMCA, or at a city or county Parks & Recreation Center. Maybe start with an exercise class.
7. Connect through the Internet, carefully. I can use the computer at the public library if there is not one where I live. I may want to try chatting at a support group site such as www.dbsalliance.org or www.schizophrenia.com or www.bipolarworld.net or join a community at www.nami.org or www.mentalhealth.org.

However, I must remember that all kinds of people use the Internet—good people and bad people, even criminals who want to take unfair advantage of others. It is important never to reveal any of my financial information, my address, telephone number or any part of my Social Security number. It is best to only go to safe web sites of well-known organizations.

One of the best ways to meet other people is to get involved in activities. You may want to try more than one activity. That way, you'll have a chance to try something new, and you might meet more people. Remember to pace yourself—keep your activities balanced. It's just as important to rest as it is to keep busy!

Main Learning Point #4

One way to make friends is to get involved in activities.

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. Although this is the last session in this workbook, you may still want to practice this important subject. Please choose one option from the list below:

- 1. STUDY.** I am going to reread my handout at least once.
- 2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about how he or she made a friend.
- 3. ACT.** I will thank a friend and make a friend this week. I will either talk to or write a letter to _____, thanking him or her for friendship. I will let that person know what it means to me. Also, I will smile at someone that I don't know every week. I will have a friendly conversation, opening the door to friendship.
- 4. OTHER:** _____

Take an “**Extra Step Forward**” (optional)

- 5. WRITE.** I will write my story about the special friendship I was remembering during the discussion on page 114. In my story, I will tell what I learned about having a friend and being a friend from that experience.

Congratulations on completing this workbook!