RUSH CENTER FOR
Urban Health Equity

Community Health Worker
Training Manual
SELF-MANAGEMENT

SECTION 1: SELF-MANAGEMENT
(Core Content)

Summary

The self-management section is the core training content to be used in combination with the other trainings in this manual. This section is mandatory and will be referred back to throughout the manual in each specific disease content area. Self-management techniques should be fully understood prior to beginning the other training manuals in order to be able to apply them to each specific disease. All materials and flip charts or white boards used throughout this section should be saved and kept visible throughout disease specific trainings as this information should be referred to throughout the manual. The information in this section will be discussed and examined within each subsequent section.

Main Topics and Approximate Lengths

Self-Management Topic	Time Needed
Problem Solving	75 minutes
Social Support	90 minutes
Environmental Rearrangement	80 minutes
Self-Monitoring	90 minutes
Culture	30 minutes
Action/Change Plans	55 minutes

Lesson #1: Problem Solving

Lesson Objectives

By the end of this lesson, trainees will be able to:
1. Define Problem Solving.
2. Give examples of how to facilitate brainstorming.
3. Identify several challenges to implementing problem solving.
4. Demonstrate Problem Solving in a role play.
5. Successfully apply concepts and knowledge to real world situations.

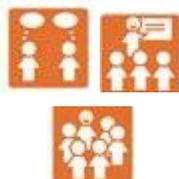### Estimated Time Required

1 hour 15 minutes

Documents

None

Materials

Large flip chart and/or whiteboard

Lesson Overview

Activity	Topic	Recommended Method(s)	Estimated Time	Documents/ Materials
1	Definition of Problem Solving	Brainstorm	5 minutes	Large flip chart and/or whiteboard
2	Steps of Problem Solving	Brainstorm, Facilitator Presentation	15 minutes	Large flip chart and/or whiteboard
3	Benefits and Challenges of Problem Solving	Brainstorm, Facilitator Presentation, Discussion	20 minutes	Large flip chart and/or whiteboard
4	Role Play on Problem Solving	Role Play, Discussion	35 minutes	
5	Review of Main Messages	Review	10 minutes	

Content

1. Definition of Problem Solving

   Brainstorm: Ask the group, what is problem solving?

   Make sure they realize problem solving is an active purposeful process involved in solving a problem. It might be helpful here to discuss what problem solving is NOT. It is NOT giving someone an answer to their problem or generating a list for them.

2. Steps of Problem Solving

   Brainstorm: Ask the group what do they think the steps of problem solving are? Write them down on a flip chart or whiteboard.

   Get to the final list and post it somewhere that it can be repeatedly referenced during the rest of the training:
   1. Identify the problem
   2. Brainstorm possible solutions
   3. Choose one behavior specific strategy
   4. Assess success of strategy
   5. Try plan B, assess success
   6. Consider additional resource
   7. Consider that the problem might not be solvable at the moment

3. Benefits and Challenges of Problem Solving

   Brainstorm: Ask the group "What are the benefits and/or challenges of problem solving?" Write down answers on flip chart or whiteboard.

   Get to the final list:
   a. Increases sense of control in life
   b. Helps you to see that there might be more than one cause to the problem
   c. Helps you to see that there might be more than one solution to the problem

   Encourage discussion of list

4. Role Play on Problem Solving

   Work in pairs

a. Each person Identify a problem in their own life and write it down
b. Help each other identify a problem and work through the steps to solve the problem

Return to full group and discuss challenges and benefits of the process, both from perspective of person with the problem and also as the person helping.

It is very important that the participants identify their own solutions to problems. The CHWs should not provide the solutions, even when they think they know them. Identifying it for yourself is a critical part of the process. This is easier said than done and usually needs to be learned through practice.

5. Review

Summarize problem solving

Review steps, benefits, challenges

Check for understanding

Answer questions

Lesson #2: Social Support

Lesson Objectives

By the end of this lesson, trainees will be able to:

1. Learn the different forms of social support.
2. Learn the role of Social Support in lifestyle change.
3. Successfully apply concepts and knowledge to real world situations.

Estimated Time Required

1 hour 30 minutes

Documents

None

Materials

Large flip chart and/or whiteboard

Lesson Overview

Activity	Topic	Recommended Method(s)	Estimated Time	Documents/ Materials
1	Definition of Social Support	Brainstorm, Facilitator Presentation	10 minutes	Large flip chart and/or whiteboard
2	Benefits and Challenges of Social Support	Brainstorm, Discussion	20 minutes	Large flip chart and/or whiteboard
3	Role Play on Social Support	Role Play. Discussion	40 minutes	
4	Review of Main Messages	Review	10 minutes	

Content

1. <u>Definition of Social Support</u>

    Brainstorm: Ask the group, what is social support? Write down ideas.

    Present formal definition of Social Support: Support people receive from others that can be divided into three general categories: Emotional, Informational, and Tangible. One person can offer several types of support.
    a. Emotional: Includes things that people do to make us feel loved and cared for, boosting our sense of self-worth, such as providing encouragement, a shoulder to cry on, etc.
    b. Informational: Includes people who offer assistance by way of information, such as advice from a friend, information from the doctor/pharmacist/nurse, etc.
    c. Tangible: Includes things people provide that are practical, such as running errands, help with childcare, etc.

    It may be helpful again to discuss what social support is NOT. It is NOT taking over or solving someone else's problem. The CHW's role is to identify sustainable sources of social support for the client, NOT to become the primary source of social support.

2. <u>Benefits and Challenges of Social Support</u>

    Brainstorm: Ask the group "What are the benefits and/or challenges of social support?"Write down answers on flip chart or whiteboard.

    Get to the final list:
    a. Improved sense of support, improved mood
    b. Increase human reminders of healthy behaviors
    c. Improved collaborative relationship with medical team (come up with treatment plan that works for you)
    d. Increased accountability to achieving goals
    e. Feel less alone
    f. Gain assistance with other tasks, more time to focus on health
    g. Learn more about illness
    h. Feel good about teaching others about healthy lifestyle
    i. Feel good about volunteering or helping others
    j. Give others opportunity to feel good

    Encourage discussion of list

3. <u>Role Play on Social Support</u>

Work in pairs (different partner than Lesson 1)
    a. Remember and identify problem identified in Lesson 1 problem solving role play activity
    b. Work with partner to come up with a social support solution. (If this solution was already discussed previously, then think of a different problem).

Return to full group and discuss challenges and benefits of the process, both from perspective of person with the problem and also as the person helping.

Consider discussing reflective (or active) listening and how that can be useful. Discuss the importance of just being present.

4. <u>Review</u>

Summarize social support

Review benefits and challenges

Check for understanding

Answer questions

Lesson #3: Environmental Rearrangement

Lesson Objectives

By the end of this lesson, trainees will be able to:

1. Understand the definition of Environmental Rearrangement.
2. Learn the importance of Environmental Rearrangement in lifestyle change.
3. Successfully apply concepts and knowledge of environmental rearrangement to real world situations.

Estimated Time Required

1 hour 20 minutes

Documents

None

Materials

Large flip chart and/or whiteboard

Lesson Overview

Activity	Topic	Recommended Method(s)	Estimated Time	Documents/ Materials
1	Definition of Environmental Rearrangement	Brainstorm/ Facilitator Presentation	10 minutes	Large flip chart and/or whiteboard
2	Benefits and Challenges of Environmental Rearrangement	Brainstorm/ Discussion	20 minutes	Large flip chart and/or whiteboard
3	Role Play on Environmental Rearrangement	Role Play, Discussion	40 minutes	
4	Review of Main Messages	Review	10 minutes	

Content

Definition of Environmental Rearrangement/Restructuring

Brainstorm: "What is environmental rearrangement or restructuring?" Write down ideas.

Define: Change the physical environment to make a behavior easier. This means move things around. *This is easier to define when describing with examples. For example, if you can never find your keys, hang a hook by the front door and start putting them on the hook whenever you come inside. If you forget your medicines routinely because your medicine cabinet is too cluttered, consider reorganizing your medicine cabinet so that the things you use everyday are on the front lower shelves and put things you use less often in a different place or farther back.*

Benefits and Challenges of Environmental Rearrangement/Restructuring

Brainstorm: "What are the benefits and/or challenges of environmental rearrangement/restructuring?"Write down answers on flip chart or whiteboard.

Some ideas:
a. Make desired behaviors easier to remember and do
b. Can improve or compromise safety, depends
c. Can benefit or inconvenience others in the family, depends

Encourage discussion of list

Role Play on Environmental Rearrangement/Restructuring

Consider a different set up for role play such as conducting role plays in front of group
   a. Pick CHW and parent
   b. Give each group a scenario
   -   You can easily create these by coming up with simple relevant problems the group can relate to. (kids always throw their coats on the floor making it hard to walk, husband tracks mud in the house every day, can never find car keys, getting late fees because forget to pay bills on time, etc) Make sure they have a solution that involves environmental rearrangement. Write the problems on paper and give a different problem to each group. (You could also give the same problem to each group to see the

differences in solutions.)
c. Give the group time to rehearse
Role play scenarios in front of group

In the full group, discuss challenges and benefits of the process, both from perspective of person with the problem and also of the CHW.

Review

Summarize environmental rearrangement

Review benefits and challenges

Check for understanding

Answer questions

Lesson #4: Self-Monitoring

Lesson Objectives

By the end of this lesson, trainees will be able to:

1. Learn the importance of Self-Monitoring in managing asthma and obesity
2. Identify the benefits and challenges of using Self-Monitoring
3. Successfully apply concepts and knowledge to real world situations.

Estimated Time Required

1 hour 30 minutes

Documents

None

Materials

Large flip chart and/or whiteboard

Lesson Overview

Activity	Topic	Recommended Method(s)	Estimated Time	Documents/ Materials
1	Definition of Self-Monitoring	Brainstorm/ Facilitator Presentation	10 minutes	Large flip chart and/or whiteboard
2	Benefits and Challenges of Self-Monitoring	Brainstorm/ Discussion	30 minutes	Large flip chart and/or whiteboard
3	Role Play on Self-Monitoring	Role Play, Discussion	40 minutes	
4	Review of Main Messages	Review	10 minutes	

Content

Definition of Self-Monitoring

> Brainstorm: "What is self-monitoring?" "What are some examples of self-monitoring you do in your life?" Write down ideas.

> Define: The ability to observe, detect and/or record signs, symptoms, and behaviors.

Benefits and Challenges of Self-Monitoring

> Brainstorm: "What are the benefits and/or challenges of self-monitoring?"Write down answers on flip chart or whiteboard.

> Make sure they get to:
> a. Helps identify/solve problems
> b. Monitor and reinforce progress on short- and long-term goals
> c. A tool for communicating with medical team
> d. Monitoring feelings can be an example of self-monitoring. Sometimes feelings are a very potent modulator of behavior change.

> Encourage discussion of list

Role Play on Self-Monitoring

> A. Work in pairs (partner you've never worked with)
>   - Remember problem identified in lesson 1 problem solving and used again in lesson 2 social support.
>   - Work with partner to come up with a self-monitoring solution. (If this was already discussed previously, then think of a different problem).

> In the full group, discuss challenges and benefits of the process, both from perspective of person with the problem and also of the person helping.

Review

> Summarize self-monitoring
> Review benefits and challenges
> Check for understanding
> Answer questions

Lesson #5: Culture

Lesson Objectives

By the end of this lesson, trainees will be able to:

1. Understand the role of culture in addressing asthma and obesity.
2. Understand the role of culture in lifestyle.

Estimated Time Required

30 minutes

Documents

None

Materials

None

Lesson Overview

Activity	Topic	Recommended Method(s)	Estimated Time	Documents/ Materials
1	Definition of Culture	Brainstorm/ Facilitator Presentation	5 minutes	
2	Discussion about Culture	Large Group Discussion	20 minutes	
3	Review of Main Messages	Review	5 minutes	

Content

1. Definition of Culture

   Brainstorm: "What is culture?"

   Define: The behaviors and belief characteristics of a particular social, ethnic, or age group. (You may revise this based on your group.)

2. Discussion about culture

   This section can vary greatly depending on the group. Here are some concepts to consider:
    - How do cultural groups express themselves differently in regards to health?"
    - How about around the specific illness we are focusing on in this training?
    - What are some expressions or phrases people use to discuss the health issues we are concerned about?
    - What are some common beliefs about the health issues we are concerned about?
    - What kind of issues related to culture might we experience in the population we are going to be working with?

   Consider making this more personal. "What would your parents do if you said you felt sick and couldn't go to school?" Or use pictures from magazines to stimulate discussions about health, appearances, and behaviors.

3. Review

   Summarize discussion

   Check for understanding

   Answer questions

Lesson #6: Change Plans

Lesson Objectives

By the end of this lesson, trainees will be able to:

1. Learn what a change plan is.
2. Learn how to create and complete a change plan.
3. Develop a change plan for a problem.
4. Successfully apply concepts and knowledge to real world situations.
5. Understand how to apply self-management concepts to specific diseases.

Estimated Time Required

55 minutes

Documents

1. Change Plan worksheet. You will need to customize this for yourself. Some examples are included in the Extra Documents. Required components are:
   a. Name and date
   b. What exactly am I going to do
   c. How much
   d. When
   e. How often
   f. What is my confidence level for success
   g. Optional components include: potential barriers, potential solutions, signature

Materials

Large flip chart and/or whiteboard

Lesson Overview

Activity	Topic	Recommended Method(s)	Estimated Time	Documents/ Materials
1	Elements of Behavior Change	Facilitator Presentation	15 minutes	Large flip chart and/or whiteboard
2	Creating a Change Plan	Practice Activity	30 minutes	Change Plan worksheet
3	Review of Main Messages	Review	10 minutes	

Content

1. <u>Definition of Change Plans</u>

Making change is difficult. Think about a time you have tried to make an important change in your life and how difficult it was to achieve it. We often fail at these kinds of changes so many times that we quit. But it doesn't have to be that way. Usually when we fail, it is because we didn't make our plan properly. Change plans help us to set small achievable goals. They help us to problem solve and apply the other self-management concepts we discussed.

Use the SMART mnemonic to set goals: specific, measurable, action-oriented, realistic, and time bound. To be successful, the chosen behavior you are trying to change must:
- Be something you want to do
- Be specific
- Be measurable
- Be something you can feasibly change

Then you have to answer:
- What exactly am I going to do
- How much am I going to change
- When am I going to do it
- How often am I going to do it
- What is my confidence level for success (Reevaluate if lower than 7)

Here is an example. I know I need to exercise more. I have repeatedly made plans to exercise more but I never succeed. This is clearly something I want to do. It is measurable. It is reasonable, and specific. So now I have to generate the right details:
- What am I going to do: Go to the gym *(Get specific – What gym? Do you have a membership? If not, then that should be the first change plan! You could make one about exercising after you accomplish the one about joining)*
- How much: 30 minutes
- When: mornings, before I shower (*Get real specific again – Set a time. Are the mornings really feasible? What time do you leave for work?)*
- How often: Twice a week *(Someone who says every day would be setting themselves up for failure. This should start <u>tiny</u>. Once you succeed at one level, you can step it up. No goal is too small – the greater problem is most goals are too big.)*
- Confidence: 8

The trick to successful change plans are ones that are very small and very specific. Making good change plans comes with practice. Consider listing

possible barriers and potential solutions when creating plans. This can help to make sure the plan is feasible.

Remember – the goal is for people to achieve their plan!!!

Writing down the plan and sharing it with others helps with accountability.

2. <u>Practice making Change Plans</u>

> Each person reflects on themselves and thinks about something they want to change. They then make out a change plan. Have each person share their change plan with the group and challenge them about the details – is it specific, small, etc? They need to bring these home and work on them. Remind them you will discuss them the next time you meet.

3. <u>Review</u>

> Summarize change plans
>
> Check for understanding
>
> Answer questions

Remember:

> ➢ ***These self-management skills will continue to be developed and integrated into the specific disease areas throughout the rest of the training.***
> ➢ ***Self-management skills require practice. Make sure trainees are continually making change plans for themselves and using the skills to address their own challenges.***