**Roadmap for Workshop 3**

**Main topics/goals:** PFA principles 4 & 5: Self-efficacy/collective-efficacy & hope/optimism

**Meta-messages:** (1) You can do it (attitude), you have control; (2) break it down – what is the next step?; (3) pain is inevitable, (perpetual) suffering is not; (4) hope, optimism, and efficacy are not optional

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**10 min Introductions**

***Activity:*** Facilitator tosses stress ball to each participant who then states his/her ideal vacation

**10 min Introduction and Outline of Workshop 3, Review of Workshops 1 and 2**

***Objectives:*** Help participants recall activities and objectives of Workshops 1 and 2. Orient participants to Workshop 3 activities

***Activity:*** Review PFA, difficult events, reactions, triggers, basic coping, safety, calming and connecting. State plan for working through Workshop 3.

***Questions:*** Any questions about Workshops 1 or 2? Have you used the website? Do you remember we have a toll-free information line? Any questions or concerns?

**10 min Review of Workshops 2 through Calming Exercise**

***Objectives:*** Understand calming through experience

***Activity:*** Facilitator to lead creative imagery relaxation exercise (suggest a peaceful, safe place)

***Questions:*** Did the relaxation exercise help? Any problems? Did you use calming exercises after Workshop 2? Why/why not [i.e., barriers to doing calming exercises]?

**5 min Personal Goals on Index Card**

***Objectives:*** Increase awareness of short, medium and long-term personal goals/desired achievements/what you want to be

***Activity:*** Soldiers write on an index card three “goals” (things they would like to be/attain/be remembered for). Goals can be verbalized if desired (not required). Facilitator explains: “goals can range from fishing this weekend, going back to school, to being a good parent”

***Questions:*** What is important to you to be or do in the short, medium, and long-term?

**10 min What is Hope/Optimism (H/O)**

***Objectives:*** Understand the concept/relevance of H/O

***Activity:*** Group discussion: “What is H/O? (big picture). Ask a participant to volunteer to write the discussed responses on a poster board

***Questions:*** What do you think H/O is? What would you have without hope (i.e., despair)? How do people use H/O to get though difficult events? Is there always the potential for positive outcomes (should there always be hope)? Is the source of H/O different for different people? In the context of buddy care, why is it important that one respect others view of hope? Why might people lose H/O? Can people regain H/O?

*Hope/optimism definition:* A positive, action-oriented expectation that a positive future goal or outcome is possible; a thinking process that taps a sense of agency and the awareness of the steps necessary to achieve one’s goals

**10 min What is Self-Efficacy and Collective-Efficacy (SE/CE) (I Can Do It! We Can Do It!)**

***Objectives:*** Understand the concept/relevance of SE/CE

***Activity:*** Group discussion: “What is SE/CE? (big picture). Ask a participant to volunteer to write the discussed responses on a poster board

***Questions:*** What do you think SE/CE is? What does it mean? What are the thoughts, beliefs, skills that get one/one’s group through difficult events? [SE/CE: starts when people are very young (e.g., “I think I can” book) and grows from successes] Why do people lose SE/CE?

*SE definition:* An individual’s belief that his/her actions are likely to lead to generally positive outcomes (especially in difficult/trauma-related events); thinking and feeling capable to meet challenges; having confidence in your abilities

*CE definition:* The sense that one belongs to a group that is likely to experience positive outcomes; a belief that your family, buddies, unit, community, faith, government or other group can overcome challenges

**20 min How Does What You Think, Feel and Do Affect H/O and CE/SE?**

***Objectives:*** Understand the interrelationship between thoughts, feelings and actions with attention to healthy cognitions; positive, goal-oriented behaviors; and positive feelings

***Activity:*** Write out thoughts, feelings and actions diagram on poster board. Discuss relationship. *Example:* a friend passes you in a hall and does not acknowledge you at all (what is going on?)

Thoughts

Feelings Actions

***Questions:*** What is your reaction to not being acknowledged? What do you feel? What do you think is going on? What are the facts that you have? Are there any other possibilities besides the friend is upset with you? What control do you have to affect your thoughts, feelings, actions? How does influencing one of those (e.g., your thoughts or actions) affect the others (e.g., your feelings). [*The point:* what can you act on to influence your thoughts, feelings or actions? What do you have the most control over?]

**Helpful Thinking**

***Objectives:*** Increase awareness and use of positive and realistic thoughts (for self and others)

***Activity:*** Continue thoughts, feelings, actions discussion using friend in hall example. If additional examples come up from audience naturally, also use those.

***Questions:*** What is helpful thinking? How does acting on thoughts help/hinder this situation? What are some common distortions that affect thinking [catastrophizing, black/white thinking]? How might negative thoughts affect the way one feels? What can one do to make their thinking healthier [attending to appraisals of events (i.e., optimistic vs. pessimistic), reframing non-beneficial thoughts, seeking feedback from others, and keeping in mind a realistic outcome – “A positive, I can do it attitude balanced with realistic outcome.”]?

**Positive Activity Scheduling (POS)**

***Objectives:*** Increase awareness and use of positive activity scheduling (for self and others)

***Activity:*** Discuss opportunity to impact behavior using thoughts, feelings, actions model.

***Questions:*** Why would someone do POS? Short term POS in hall/friend example may be asking friend to coffee. More generalized, POS is something to have control over such that your action influences your thoughts and feelings. [If you don’t feel well enough (i.e., depressed) to work through problems and be hopeful/optimistic, POS can help you to feel better? -- don’t wait to feel good before doing things] How do actions affect feelings [i.e., positive experiences lead to positive emotions]? What are some of the ways one can act [e.g., POS, making choices that are in line with one’s goals and beliefs]?

**10 min Problem Solving - Working Through Self-Efficacy and Collective-Efficacy**

***Objectives:*** Increase awareness and use of problem solving method to improve SE/CE (for self and others); increase awareness of personal SE/CE

***Activity:*** (Optional) Show video clip that illustrates problem solving and self- and collective-efficacy. **Have problem solving steps written on a poster board**. Discuss **HOW self-efficacy was achieved** – what process/method happened to arrive at the solution. **Draw out requisite problem solving steps** (whether explicitly stated in clip or not). Point out initial chaos, identifying options, choosing best option, identifying very next step, and subsequent shift in efficacy and outlook. Note discussion of what is and is not with in character’s control. Discuss use of **positive activities** in achieving efficacy.

***Questions:*** How do we solve problems? What steps does one take? How urgent is the problem? How apparent are the solutions? **(1)** **Define the Problem:** How many problems should one work on at once? What is the best definition of the [example] problem? Does everyone identify the same problem? [people perceive difficult parts differently based on their SE] **(2) Make a List of Possible Solutions:** What options are available (e.g., ask for help, readjust expectancies, reduce or postpone other stressful events in one’s life)? How can one manage big problems (i.e., break it down)? [Dealing with large challenges like walking 20 miles starts with one step. Set short achievable goals such as “I can walk for 15 minutes.”] **(3) Choose Best Solutions:** Which options move one toward resolution, mitigation or whatever one deems to be the outcome? Which options are helpful? Which options are realistic [i.e., what can a person change or not change and where should effort be spent?]? Which options would someone be willing to do? **(4) Specify a Plan of Action and Act:** Follow the plan  
  
**What is Your Sense of SE/CE and Problem Solving Method?**  
You have survived many problems so far in life. What do you do to overcome obstacles? [Most problems are not catastrophic] What problem solving strategies have been successful for you? What are your barriers to good problem solving? Do you stop and think before reacting? If upset, do you calm down before deciding? Do you follow decisions of the crowd? What do you do if you feel unable to meet a challenge?  
[Sources of SE from easiest to hardest: (1) borrow from your prior skills/successes, (2) borrow from another person’s skills/successes, (3) learn new skills for achieving success]

**10 min Working Through Hope/Optimism**

***Objectives:*** Reinforce the concept and application of H/O; increase awareness of personal H/O

***Activity:*** (Option) Show a video clip illustrating hope from the movie Shawshank Redemption.

***Questions:*** What did you see in this clip? How was hope essential? What is the relationship between hope and efficacy?  
  
**What is Your Sense of H/O?**What gives you hope [e.g., values, sense of purpose, religion]? How do you identify H/O in yourself [e.g., better SE, greater sense of control]? How does having H/O make you feel (does it make you feel good, anxious?)? What are the things that might increase H/O for you [e.g., skills, family, faith]? Are you good at finding meaning even in bad situations? What gives you a sense of purpose? Does purposefulness give you hope? How do you find purpose when not deployed [Are you part of something bigger (an organization) to which you contribute]?

**15 min Tying SE/CE and H/O Together with Personal Goals on Index Cards**

***Objectives:*** Increase awareness of applying SE/CE and H/O to goals listed on index cards

***Activity:*** Group discussion. State: “Thinking back to the goals you wrote at the beginning of the workshop, consider whether the methods and principles discussed today can apply to them.” [*Note:* questions may be presented as rhetorical for reflection]

***Questions:*** What might be the very next step to working toward a short-term goal? How does hope affect your medium and long-term goal? How can helpful thinking/re-appraising assist with understanding obstacles?

**10 min Wrap-up**

***Activity:*** **1) Get information for planning the booster:** Ask Soldiers what content from prior Workshops would they like to have reviewed? What needs to be better explained?  
**2) Reminders:** Show images of the website. State: “Use the website any time you want (URL: XX, User name: XX, Password: XX). Handouts, and other materials are on the Website. You can email us at XX with any additional thoughts or questions. You can also reach us by phone: XX.  
**3)** **Distribute handouts**: “These handouts review what we discussed today and include some additional ideas.”

***Questions:*** “What else?” “Any questions or comments?”