**Roadmap for Workshop 1**

**Main topics/goals:** Reactions to difficult events (DE), basic coping, PFA principles #1 Safety

**Meta-messages:** 1) Addressing emotions is work, 2) You can have control, 3) Safety is the foundation of well-being

**TEAM Program Skills Goals:** (and where we address these)

* Recognition of stress in self and others (difficult events, reactions and triggers)
* Increase adaptive coping in response to symptoms of stress (through PFA/thoughts, feelings, actions)
* Identify when you or another individual is in need of care (when talking to a buddy is not enough)
* Overcome obstacles to care, promote care seeking (confronting barriers/stuck thoughts/habits)
* Improve communication skills and build supportive relationships (connecting-requesting support)
* Provide early support to foster rapid recovery (connecting-provide support)
* Address health risk behaviors (thoughts, feelings, actions and choosing good coping)

Note: include topics of anger, sleep, family (spouse, children, other), alcohol/substance abuse

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**10 min Introductions**

***Activity:*** Rapport building. TEAM facilitators introduce themselves. Ask Soldiers “What do you prefer to be called? What did you do on block leave that was fun?” (if conducting in person, throw a stress ball to a person and they respond to the question. After they respond, they throw the ball to another person, and so on until everyone has responded).

**15 min Introduction and Outline of Workshop 1, Review of Orientation**

***Objectives:*** Get participants at ease; Brief review of Orientation. State TEAM Program Skill Goals (listed above) and plan for Workshop 1

***Activity:*** 1) Icebreaker: Which is the truth? Make one true and one false statement about you (facilitator leads) and group discusses/guesses which statement is true. 2) Brief review of the Orientation session and PFA

***Questions:* for review discussion:** Why are we here? What are PFA principles (highlight safety)? Anyone look at website or materials? Any questions about them?

**10 min Difficult/Stressful Events**

***Objectives:*** Understand definitions as well as scope and relevance of the intervention to difficult events (DE)

***Activity:*** Group discussion. Ask a participant if he/she will volunteer to write the discussed list of difficult events on a poster board

***Questions:*** What are examples of events/situations that can cause stress? What is the range of stressful events? Are stressors different for different people? How stressful was separation from family and missed milestones during deployment?

**15 min Stress Reactions**

***Objectives:*** Understand stress reactions (in cognitive, emotional, physical & behavioral domains)

***Activity:*** (Optional) Show a video clip that illustrates the concept of stress reactions. Group discussion. Ask a participant if he/she will volunteer to write the discussed list of stress reactions on a poster board

***Questions:*** What kinds of reactions might someone have to the difficult events? What are normal reactions to abnormal events? When are reactions excessive? Are anger and sleep problems common reactions? How do you tell when a buddy is going through a DE?

**10 min Triggers and Reminders**

***Objectives:*** Understand that stress reactions can reoccur when exposed to reminders of prior difficult events

***Activity:*** Group discussion. Ask a participant if he/she will volunteer to write the discussed list of triggers/reminders on a poster board

***Questions:*** What are some examples of things that might remind people of difficult events or “trigger” stress reactions for each of the stressful events posted? How does one identify and prepare for triggers that may cause adverse reactions?

**15 min Coping**

***Objectives:*** Increase awareness of the control one has in response to difficult events

***Activity 1:*** Group discussion, list coping methods for assigned stress event

***Questions 1:*** What are ways people might cope with reactions to difficult events? How does one cope with missed milestones, separation from family, anger and sleep problems?

***Activity 2:*** Group discussion, list healthy and unhealthy coping methods

***Questions 2:*** Which ideas listed are healthy/helpful/lead to good outcomes? Which are not? Where does alcohol fit in with coping?

**10 min Obstacles/Hurdles to Good Coping**

***Objectives:*** Increase awareness of coping choices and when to seek help from others

***Activity:*** Group discussion, no writing

***Questions:*** What are the obstacles/hurdles that interfere with choosing helpful coping methods? When might talking to a buddy not be enough (buddy care)?

**10 min Safety**

***Objectives:*** Understand the importance of safety and that perceptions/feelings of safety can change after difficult events

***Activity:*** Group discussion, use lists for points where safety may be a concern

***Questions:*** What does safety mean? What does it mean to *be* safe v. *feel* safe? How does one check for safety in self or others (buddy care)?

**20 min Introduction to Thoughts, Feelings and Actions**

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

***Activity:*** Discussion led by facilitator who uses illustrations on a poster board. Facilitator draws three arrows between points of triangle and presents two models.

Feelings

Thoughts Actions (behaviors)

***Questions:*** What is the relationship between these three? Facilitator explains two models: (1) feelings cause behaviors and (2) thoughts cause feelings and feelings cause behaviors. These are two different ways of thinking about feelings and behaviors. ***Example #1:*** You are driving on a highway and you see red sports car pass you going at a very high rate of speed. What do you feel? Question elicits feelings, but also will probably elicit thoughts. Facilitator notes differences: some are feelings and some are thoughts. Facilitator uses this example to explain how feelings may be based on automatic thoughts. ***Example #2:*** Same car passes you. What do you think? Question elicits thoughts. Facilitator asks audience to reflect on their feelings with the different thoughts. ***Example #3:*** Facilitator asks audience other questions. For example, what did you think would happen here today in this workshop? This also elicits automatic thoughts and feelings. The result is for the facilitator to say to audience the importance of (1) examining their thoughts and feelings for automatic thoughts and (2) to challenge their automatic thoughts by asking challenging questions such as “What is the evidence for my thoughts? Am I prepared to encounter something else [open-mindedness]?”

**5 min Wrap-up**

***Objectives:*** Answer remaining questions, distribute handouts, close workshop

***Activity:*** 1) Distribute handouts  
2) State, “Handouts review what we discussed today and include additional ideas. Handouts and other materials are also on the website. You can use the website anytime you want - URL: XX, User name: XX, Password: XX.

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