

MANAGING STRESS FOR MENTAL FITNESS

(REVISED)

LEADER'S GUIDE

BY

GERRY FOX

A CRISP APPROACH VIDEO/BOOK PROGRAM

**CRISP PUBLICATIONS, INC.
Menlo Park, California**

LEADER'S GUIDE

MANAGING STRESS FOR MENTAL FITNESS (Revised)

Gerry Fox

**Based on the book
by Merrill F. Raber, Ph.D.
and George Dyck, M.D.**

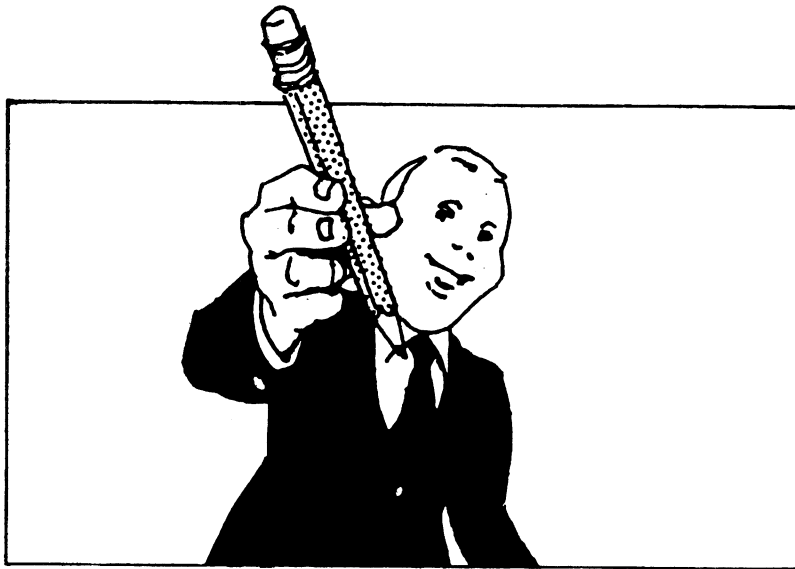
A CRISP APPROACH VIDEO/BOOK PROGRAM

The video tape, participant's workbook, and this Leader's Guide comprise the complete VIDEO/BOOK Program. For best results, each participant should have a book. We urge you to keep a supply of books on hand for each program you conduct. The video tape and Leader's Guide, however, are not sold separately.

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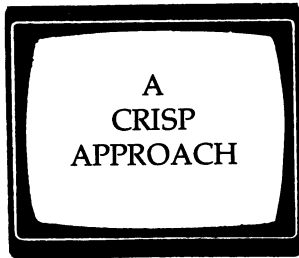
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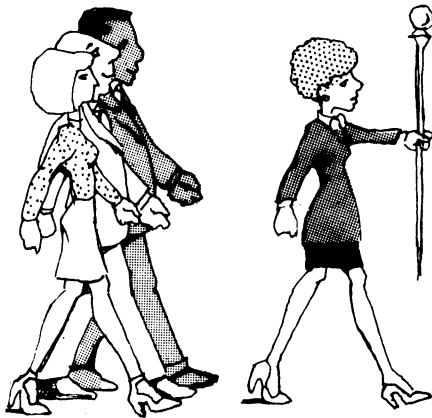


A CRISP APPROACH...

Lets Video Be Video...

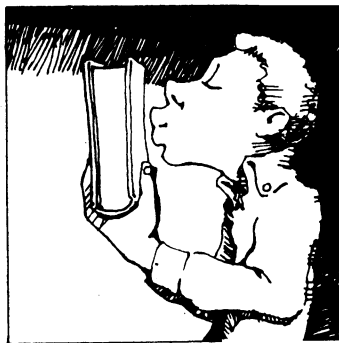


Crisp videos dramatize the real-world applications of the books on which they are based. Videos are agenda-setters and ice-breakers, not hour-long sermons on stage sets. And, because all their content is backed up in the accompanying book, participants can relax and let video do what it does best ... introduce, inspire, and motivate discussion.



Lets Leaders Be Leaders...

The Crisp Leader's Guide encourages flexibility. It helps facilitators develop programs to meet their specific needs. The key is allowing leaders to lead. Spend one hour or two days. Assign books for pre-program reading, pass them out the day of the session, or present them at the conclusion of the discussion. *A Crisp Approach* gives you the power to design a program based on your needs, budget and/or schedule.



Lets Participants Participate...

Thanks to the individualized, self-study format of program workbooks, participants are encouraged to interact and apply concepts that have been viewed and discussed. A Crisp book becomes a personal reference that can be used again and again on the job. Because the books parallel the video, it is easier to recall key points presented during the program.

... TO QUALITY TRAINING



THE CRISP VIDEO/BOOK PROGRAM APPROACH TO TRAINING IS FAST PACED, FLEXIBLE, AND FRIENDLY

A Crisp Approach takes advantage of what videos and books do best by integrating them in a carefully designed program.

WHAT MAKES A CRISP APPROACH UNIQUE?

- 1. FIRST YOU WATCH AND LISTEN** to an upbeat, 20-minute video featuring real people at work. The video sets the agenda and the mood.
- 2. NEXT YOU DISCUSS KEY CONCEPTS** using a comprehensive, yet friendly Leader's Guide that allows a facilitator to conduct positive, energetic group discussions.
- 3. FINALLY, YOU READ AND APPLY CONCEPTS THAT HAVE BEEN VIEWED AND DISCUSSED** in your individual self-study workbook. The book covers the program material in a positive, organized, and readable way.

For more ideas and specific programming suggestions, see pages 10-11.

SUGGESTIONS FOR USE

The Crisp Approach VIDEO/BOOK Program has been designed to be used in several ways:

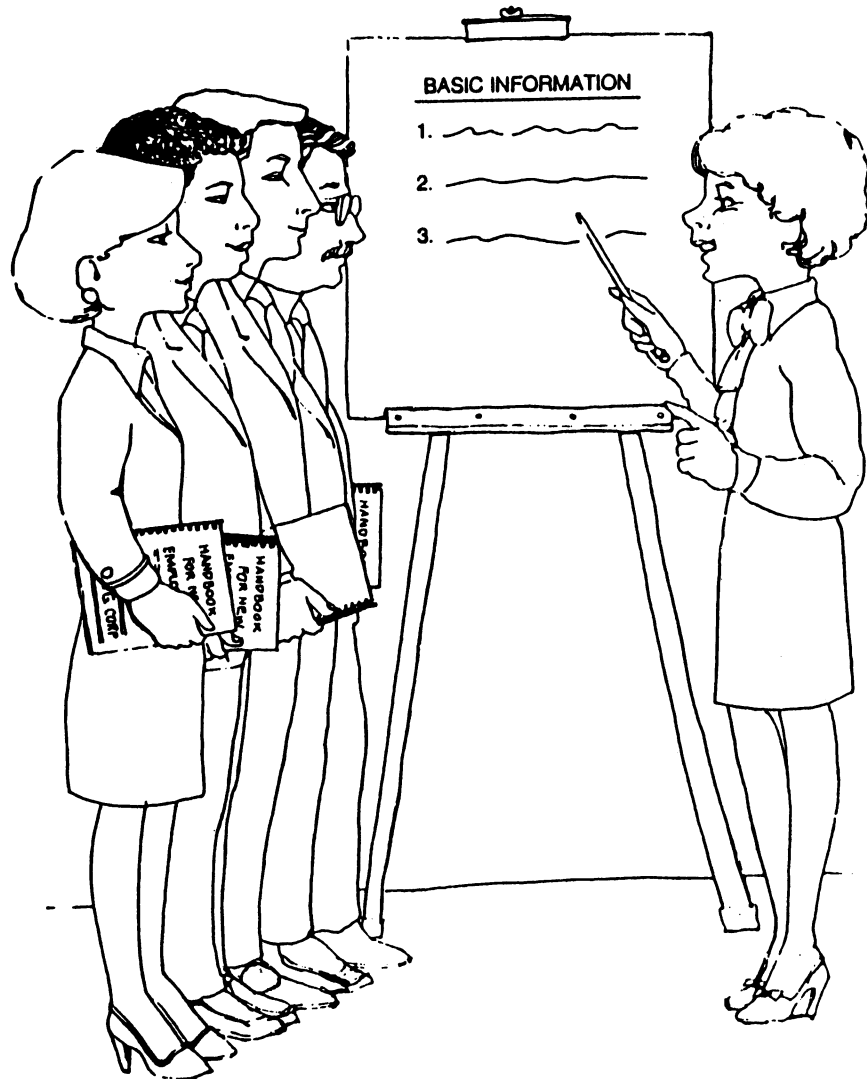
- 1. Formal Workshops and Seminars.** The FIFTY-MINUTE SERIES book is ideal assigned reading before a formal training session. With the basics in hand, more time can be spent on concept extensions and specific applications. The book is also effective when used as part of a workshop or seminar. Training gets off to a crisp start as the video grabs the audience's attention and stimulates interest. Discussion of cases and exercises from the book is more lively and informed following a viewing of the video.
- 2. Remote Location Training.** Because the Crisp Approach VIDEO/BOOK Program is self-contained (with video, Leader's Guide, and self-study books), training can be regulated, regardless of the number of remote locations (i.e., branch offices). Those responsible for training can regulate the quality of a program in a cost-effective way and still provide a standardized program throughout an organization. The program can be sent to those not able to attend "home office" training sessions.
- 3. Individual Study.** Because all materials in the Crisp Approach VIDEO/BOOK Program are self-instructional, all that is needed is a quiet place, a VCR and monitor, some time, and a pencil. The 20-minute videotape, activities, and exercises in the book provide a step-by-step program for effective self-improvement.
- 4. Other Possibilities.** There are other possibilities that depend on the needs or objectives of the user. You are invited to find new uses that will provide benefits for your specific program and to share them with us.

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SECTION I

BASIC INFORMATION FOR LEADERS



PROGRAM LOGISTICS

Who Should Conduct the Program?

This VIDEO/BOOK Program is designed so anyone can deliver a quality program effectively.

Responsibility for training generally rests with one of the following:

Within an Organization:

Training and Development
Human Resources/Personnel
Employee Relations

or

An Outside Consultant

working with an organization's personnel

or

A Manager or Teacher

who finds the material of value and interest

or

An Individual

desiring self-improvement

Qualifications of the Program Leader

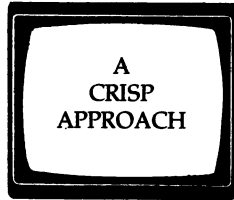
Anyone with an interest in presenting material in an organized and effective way can be successful.

Certain general requirements are desirable, however. It is helpful if the leader is knowledgeable about the concerns of participants, understands how adults learn best, and is comfortable working with groups of various sizes. Good presentation skills* and a positive attitude help.

*The Crisp Publications books, *Delivering Effective Training Sessions*, *Training Managers to Train* and the Crisp VIDEO/BOOK Program, *Effective Presentation Skills* are excellent works that support program leaders.

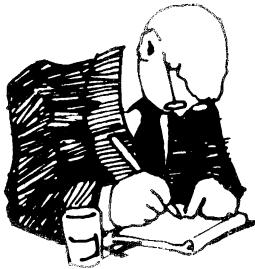
MATERIALS AND SUPPLIES

For the Leader

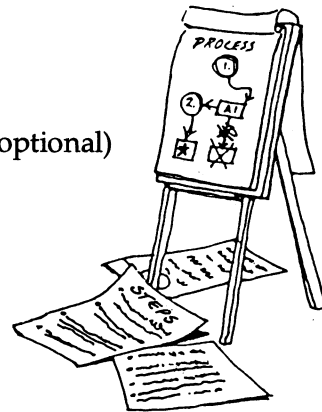


- VCR (½" VHS format) and monitor
- Remote control switch (optional but useful)
- Blackboard or whiteboard (optional) with chalk (or markers) and eraser
- Flip chart
- Microphone (optional)
- List of participants

For Each Participant



- Name tent card (in lieu of name tag) for each participant. Cards should be made of heavy paper stock with names printed in large letters (omit titles). Department affiliation is sometimes helpful.
- One copy of the FIFTY-MINUTE SERIES book for each participant
- Pen or pencil
- Note pad
- Ice water/refreshments (optional)



FACILITIES

- ROOM REQUIREMENTS** A room large enough to accommodate the maximum number of participants expected, at tables with comfortable, movable chairs. Having lights that dim—dark enough for a good picture, light enough for you to watch audience reaction and for people to jot down notes if they want to—is also desirable. Make sure the monitor screen is free of glare from sunny windows.
- LOCATION** On-site or off-site? This depends on the policy and budget of your organization. Off-site sessions are often received with more excitement and enthusiasm and participants are better able to stay focused on the topic. Off-site facilities might be a hotel, conference center, or community hall.
- SEATING ARRANGEMENT** Tables in a U-shape (horseshoe) provide the best training results because they enable all participants to have eye contact with one another during the session and an unobstructed view of the television monitor.
- If this is not possible, then a round, square, or oblong table is suggested as an alternative.
- Other possibilities include a T or herringbone arrangement.
- Theater-style seating and traditional classroom set-ups are less desirable arrangements since they discourage interaction and involvement.
- SPECIAL NOTE** If the only room available is too large, arrange your grouping in one section. Arrange the furniture so that exits are located in the back of the room to minimize disruption by latecomers.
- REFRESHMENTS** Participants appreciate refreshments appropriate to the time of day, such as coffee, tea, juice, or soft drinks.
- MONITOR** With the standard-size monitor (19"–25"), no one should be more than 15 feet away, hence group size of 10–20 is desirable. With large groups, a big screen, projection system, or multiple monitors may be necessary.

SETTING UP

- ARRIVE EARLY** Arrive at least 30 minutes before the scheduled starting time.
- CHECK ROOM AND EQUIPMENT** Room temperature—comfortable? 68°-72°? (Temperature will increase with bodies in the room.)
 VCR, monitor, and remote control—working properly?
 Flip chart—enough paper? Markers?
 Seating arrangement—appropriate?
 Monitor and board or flip chart—visible from all seats?
 Lighting—dimmer switch?
 Microphone—working? (for large groups)
 Loud enough but not too loud?
 Refreshments
- ARRANGE NAME TAGS** If preprinted, arrange name tent cards alphabetically so participants can pick them up on their way into the room. If blank, put one at each place along with a marker.
- DISTRIBUTE SUPPLIES** Set each participant's place with the following supplies or have them easily accessible so they can be handed out with minimum disruption. Have you arranged in advance for assistance if needed?
- Adequate number of copies of the FIFTY-MINUTE SERIES book. (You may prefer to distribute books prior to the session.)
 - Pencils or pens
 - Note pad



CONDUCTING SUCCESSFUL DISCUSSION SESSIONS

The success of any discussion depends upon participation. An atmosphere of free exchange can be created only when group members see that a mutual sharing of opinions and ideas is welcome without criticism or judgment by the instructor or participants. The skillful use of questions will encourage discussion.

Group participation may be a new experience for some. Never put anyone on the spot. Interaction should be voluntary and supported by positive reinforcement. If the right atmosphere is created, the members will feel comfortable and naturally take part.

Establish a nonthreatening environment. Encourage open and relaxed communication. Keep discussions on a positive, constructive note. Keep in mind that there are no wrong responses. If the response you get is not the one you are seeking, ask the group for additional answers.

Ask for volunteers to respond. Do not demand participation by calling on a person by name unless it is to answer a question that has an obvious answer or you know the person can handle it. Use the person's name before asking the question so he or she will focus on the question.

You should be constantly on the alert for cues from the group that suggest problems. If participants begin to fidget, look bored, or show by their expressions that they disagree or do not understand, you should ask questions to find out what is going on.

Questions are of four basic types:

1. *General*, which elicit a broad range of potential responses.
2. *Specific*, which permit a limited range of responses.
3. *Overhead*, which are asked of the group, allowing volunteers to respond.
4. *Direct*, which are asked of a selected individual.

General and overhead questions are less threatening and therefore are better to start a discussion. Direct and specific questions are best used after participants become comfortable with group discussion.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS

The following examples provide some useful guidelines for generating discussion.

1. *Ask for Feelings and Opinions*

Use a method of asking questions that will help people express their ideas, draw people out, and encourage discussion. For example:

- What is your reaction to . . . ?
- How do you feel about . . . ?
- What is your thinking on . . . ?
- Would you say that . . . ?

2. *Paraphrase*

One way to help people reach mutual understanding is to paraphrase, that is, to ask one person to repeat what they understood someone else said. Then, to verify with the originator that they understood correctly.

- Let me see if I understand your position. Are you saying that . . . ?
- What I am hearing is . . . Is that right?
- Do you mean that . . . ?

3. *Encourage Participation*

Sometimes people hold back. They can be encouraged to participate by such questions as:

- Carla, how do you feel about this?
- Matt, how would you answer Brent's questions?
- Before we go on, I'd like to hear from Kathy on this.

4. *Ask for a Summary*

- A lot of good ideas have been presented in the last few minutes. What is one thing you have learned or discovered during the last fifteen minutes?
- It is clear that Phil does not agree. Phil, will you summarize your major objections?

5. *Ask for Clarification*

- I didn't understand that last comment. What would you do if . . . ?
- I saw Maria shaking her head. Maria, what is your point of view on this subject?

6. *Ask for Examples*

- Diana, will you give some examples of what you mean?
- Juan, can you expand on that? I'm not sure I understand.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS (Continued)

7. *Test for Consensus*

- It seems that we agree on this issue. Let me ask for a show of hands on this. Does everyone accept the idea that ...?
- Bill, is that your feeling too ...?
- Before we go on, let me check to make sure that we all agree that ...

8. *Initiate Action*

- How do you think we should ...?
- Kevin, how would you suggest that we proceed on this?

9. *Explore an Idea in More Detail*

- What are some other ways to approach this problem?
- Are there other things we might consider?
- Who has something to add?

10. *Do a Quick Survey*

- Let's see a show of hands. How many agree with this approach?
- How do you feel about this?

11. *Suggest a Break*

- We have been discussing the program for a while now. I propose we take a 10-minute break.

12. *Suggest a Procedure*

- I noticed that Brian has contributed the most. I suggest that we go around the table to see how others feel.
- Would it help if we put the items in order of importance?

13. *Suggest They Try Something*

- Let's go around the table so that everyone gets a chance to comment on this.

14. *Stop the Action and Ask the Group to Talk about Something*

- Let's stop the discussion for a moment. I think it might help if each of us told the group what he or she thinks about this point right now.

15. *Share Your Feelings*

- I feel this way ...
- I'm frustrated. How do the rest of you feel?
- This point doesn't apply to me. How do you feel?

NOTES

SECTION II

COURSE OUTLINES



PLAN A: ONE-DAY PROGRAM OUTLINE*

Add breaks where appropriate.

PART I. INTRODUCTION

Discussion: Welcome and Introductions	10 Minutes	Page 17
Discussion: Objectives and Agenda	10 Minutes	Page 17
Discussion & Exercise: Stress is Determined by the Beholder	15 Minutes	Page 18
Video: Section 1: <i>Understanding Stress</i>	10 Minutes	Page 19
Discussion: Stress Means Different Things	5 Minutes	Page 19
Exercise: Behavior Patterns	10 Minutes	Page 20
Discussion: Burnout: An Occupational Hazard	15 Minutes	Page 20
Discussion: Some Stress is Necessary	5 Minutes	Page 22

PART II. LEARNING TO MANAGE STRESS

Discussion & Exercise: Stress Charting	10 Minutes	Page 23
Video: Section 2: <i>Stress Relievers</i>	5 Minutes	Page 23
Discussion: Conceptual Methods of Coping with Stress	10 Minutes	Page 24
Discussion & Exercise: Express Your Feelings	15 Minutes	Page 24
Discussion & Exercise: Stress Releases and Safety Valves	15 Minutes	Page 25
Exercise: Case Study #1	20 Minutes	Page 25

PART III. UNDERSTANDING YOURSELF AND OTHERS

Discussion & Exercise: Relating to Others	15 Minutes	Page 26
Exercise: Unrealistic Expectations	15 Minutes	Page 26
Exercise: Assessing My Strengths	20 Minutes	Page 27
Discussion & Exercise: Universal Human Needs	15 Minutes	Page 28
Exercise: Building Better Relationships	15 Minutes	Page 28
Discussion: Negative Patterns in Interpersonal Relationships	10 Minutes	Page 29
Exercise: Case Study #2	20 Minutes	Page 29

*Times may vary depending on discussion.

PLAN A: ONE-DAY PROGRAM OUTLINE (continued)

Add breaks where appropriate.

PART IV. UNDERSTANDING MENTAL HEALTH

Discussion & Exercise: Basic Ingredients for Good Mental Health	10 Minutes	Page 30
Discussion & Exercise: How is Your Mental Health?	15 Minutes	Page 30
Exercise: Case Study #3	20 Minutes	Page 31

PART V. MAINTAINING GOOD MENTAL HEALTH

Video: Section 3: <i>Maintaining Mental Fitness</i>	5 Minutes	Page 32
Discussion: Ten Steps for Maintaining Mental Fitness	15 Minutes	Page 33
Discussion: Conflict Resolution	5 Minutes	Page 34
Exercise: Case Study #4	20 Minutes	Page 34
Discussion: Review	10 Minutes	Page 35
Exercise: Personal Goal Setting	20 Minutes	Page 35
Exercise: Reading Review Self-Test	10 Minutes	Page 37

PART VI. SUMMING IT ALL UP

Look At Objectives, Evaluate Session	10 Minutes	Page 38
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PLAN B: HALF-DAY PROGRAM OUTLINE

(Add breaks where appropriate.)

PART I. INTRODUCTION

Discussion: Welcome and Introductions	10 Minutes	Page 17
Discussion & Exercises: Stress is Determined by the Beholder	15 Minutes	Page 18
Video: Section 1: <i>Understanding Stress</i>	10 Minutes	Page 19
Discussion: Stress Means Different Things	5 Minutes	Page 19
Discussion: Burnout: An Occupational Hazard	15 Minutes	Page 20
Discussion: Some Stress is Necessary	5 Minutes	Page 22

PART II. LEARNING TO MANAGE STRESS

Discussion & Exercise: Stress Charting	10 Minutes	Page 23
Video: Section 2: <i>Stress Relievers</i>	5 Minutes	Page 23
Discussion: Conceptual Methods of Coping with Stress	10 Minutes	Page 24
Discussion & Exercise: Express Your Feelings	15 Minutes	Page 24
Discussion & Exercise: Stress Releases and Safety Valves	15 Minutes	Page 25

PART III. UNDERSTANDING YOURSELF AND OTHERS

Discussion & Exercise: Universal Human Needs	15 Minutes	Page 28
Discussion: Negative Patterns in Interpersonal Relationships	10 Minutes	Page 29

PART IV. UNDERSTANDING MENTAL HEALTH

Discussion & Exercise: Basic Ingredients for Good Mental Health	10 Minutes	Page 30
Discussion & Exercise: How is Your Mental Health?	15 Minutes	Page 30

PART V. MAINTAINING GOOD MENTAL HEALTH

Video: Section 3: <i>Maintaining Mental Fitness</i>	5 Minutes	Page 32
Discussion: Ten Steps for Maintaining Mental Fitness	15 Minutes	Page 33
Discussion: Conflict Resolution	5 Minutes	Page 34
Discussion: Review	10 Minutes	Page 35

PART VI. SUMMING IT ALL UP

Look At Objectives, Evaluate Session	10 Minutes	Page 38
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PLAN C: ONE-HOUR PROGRAM OUTLINE

Assigned Reading: <i>Managing Stress for Mental Fitness</i>	Before the class	
View the entire video	20 Minutes	
Discussion: Stress is Determined by the Beholder	5 Minutes	Page 18
Discussion: Stress Means Different Things	5 Minutes	Page 19
Discussion: Conceptual Methods of Coping with Stress	5 Minutes	Page 24
Discussion: Universal Human Needs	5 Minutes	Page 28
Discussion: Basic Ingredients for Good Mental Health	5 Minutes	Page 30
Discussion: Ten Steps for Maintaining Mental Fitness	5 Minutes	Page 33
Discussion: Review	5 Minutes	Page 35
Homework: Assignment: Self-Tests & Exercises	After the class	

PLAN D: DESIGN YOUR OWN

Use *Managing Stress for Mental Fitness*, this Leader's Guide, the video, and your own experience to design a course that exactly meets the needs of your audience.

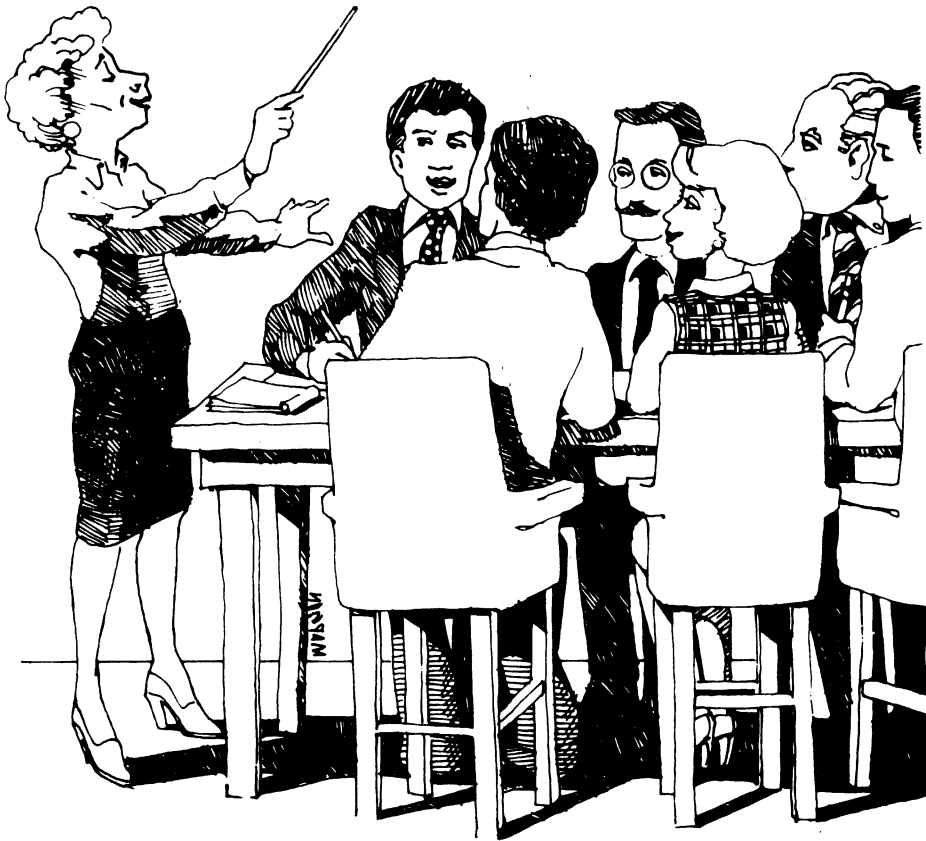
2 Hours—2 Days

PLAN E: CUSTOMIZED FOR YOU

Crisp will design this course and customize both the books and video for your audience. Interviews with your own people make the video more relevant, and case studies from your own culture maximize participants' identification with the concepts presented in the book. Contact Crisp for a free video explaining the custom training process.

SECTION III

DISCUSSIONS



BEFORE THE SESSION

PREPARATION Read *Managing Stress for Mental Fitness* by Merril F. Raber, M.S.W., Ph.D. and George Dyck, M.D.
(Page numbers in this Leader's Guide refer to that book.)

Order a book for each participant. (There are five complimentary copies in the VIDEO/BOOK Program package.)

If possible, distribute the book before the session and ask participants to complete the Holmes-Rahe Stress Test on page 7 and Behavior Patterns on page 9.

Watch the video.

Prepare a flip chart or transparency for each of the following:

- Session Objectives - page 17 of this guide
- Conditions Leading to Burnout - page 21 of this guide
- How Managers Can Help Deal with Burnout - page 22 of this guide
- Conceptual Methods of Coping with Stress - page 25 of this guide
- Ten Steps for Maintaining Mental Fitness - page 39 of this guide

MATERIALS *Managing Stress for Mental Fitness* book for each participant

Managing Stress for Mental Fitness video

Monitor and VCR player

Flip chart paper, easel and markers

Masking tape (for posting a flip chart page on the wall)

Blank paper and pencils for each participant

PART I: INTRODUCTION

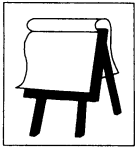
WELCOME AND INTRODUCTIONS

10 min.

EXPLAIN

Welcome participants to the class and introduce yourself. Tell them briefly about your background, and interest in the subject.

FLIP CHART



Ask them to introduce themselves: name, background, and what they hope to accomplish during this session. Record their expectations on a flip chart and post on the wall.

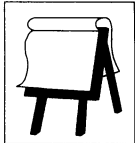
OBJECTIVES AND AGENDA

10 min.

EXPLAIN

This program focuses on finding the level of stress that is useful for you, understanding the basic ingredients of good mental health, improving self-awareness and self-image, and clarifying the link between physical wellness and emotional wellness.

FLIP CHART



SESSION OBJECTIVES AND AGENDA

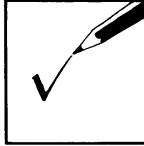
- Understanding Stress.
- Learning to Manage Stress.
- Understanding Self and Others.
- Understanding Mental Health.
- Personal action planning to improve the quality of your emotional health

TRAINER NOTE

As you present this list, refer to the flip chart listing of participants' expectations posted on the wall.

STRESS IS DETERMINED BY THE BEHOLDER**15 min.**

TRAINER NOTE This section looks at stress and its dimensions and will address strategies for change. The self-test on page 7 of the book is included in the one-day version only.

EXERCISE**STRESS—IS IT GETTING YOU DOWN?**

Complete the Holmes-Rahe Stress Test on page 7 of your book. Check each event that you have experienced in the past year and then add up the point values of all the items you checked.

ASK

What was your score? Were you surprised by it?

EXPLAIN

A score of less than 150 means you have only a 37 percent chance of getting sick within the next two years.

If you scored between 150 and 300, your chance of becoming ill increases to over 50 percent.

KEY POINTS

Stress is essentially within us even though we may perceive it as coming from the outside.

How much stress a person encounters and how she or he deals with it frequently has a direct connection with mental health. However, what is stressful for one person may not be for another.

Anxiety is a signal that we are under stress. Recurrent anxiety indicates that stress is not being dealt with effectively.

Repressing emotions may also damage relationships with others. Learning to express emotions appropriately helps you cope with stress.

VIDEO**10 min.****TRAINER NOTE** **Video Summary.**

In the first section of the video, stress is defined as what we experience in response to situations we have trouble dealing with—even positive events. Dr. David Coppel, a clinical psychologist, explains that events don't cause stress, it's how a person responds to them.

We can improve our mental fitness and therefore improve our ability to react better to our own stress. We can reduce stress by influencing our own responses and reactions.

The goal is emotional maturity—understanding and controlling our emotions, and expressing our feelings appropriately.

SHOW VIDEO View the introduction and first section of the video.

Stop the tape when you see "*II. Stress Relievers.*"

STRESS MEANS DIFFERENT THINGS**5 min.**

ASK Can you identify with any of the situations in the video?

What causes stress?

KEY POINTS Stress is determined by the beholder.

There are various ways to identify stress, including: feelings, lifestyle, crisis events and physical symptoms.

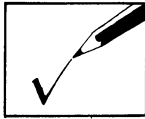
ASK What are some of the feelings that identify stress?

What are some crisis events?

Some lifestyle changes?

Some physical symptoms?

KEY POINT People think about stress in different ways and all of the above items describe the same process.

BEHAVIOR PATTERNS**10 min.****EXERCISE**

Give the participants these instructions: For each of the statements on page 9, put a check mark in the column that best describes your usual behavior.

EXPLAIN

Type A behavior indicates the kind of stressful lifestyle that may lead to heart attacks. Type B behavior is more relaxed and seems to produce fewer physical problems related to stress.

If you checked more boxes under #1 you tend to be Type A.

If you checked more boxes under #5 you tend to be Type B.

ASK

How many of us here today usually exhibit Type A behavior?

KEY POINTS

To reduce stress and improve your mental health, develop an action plan for achieving a more balanced lifestyle.

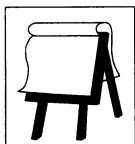
Balance work and play, exercise regularly, control your diet, relax and build positive relationships.

BURNOUT: AN OCCUPATIONAL HAZARD**15 min.****EXPLAIN**

Burnout, discussed on pages 19-20 of your book, describes the condition of people who have become discouraged, depressed or have developed a sense of hopelessness about being able to alleviate stress.

KEY POINT

Burnout is the logical conclusion of stress over a long period of time.

FLIP CHART**CONDITIONS LEADING TO BURNOUT**

- Unrealistically high expectations for oneself
- A sense of powerlessness in being able to remedy problems in the workplace
- Experiencing a lack of support or encouragement from supervisors
- Preoccupation with work and putting in long hours to the exclusion of outside activities

ASK Do any of these conditions apply to you? Your co-workers or your supervisor?

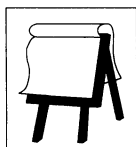
KEY POINTS **Symptoms of Burnout** include:

- Assuming that working more hours on the job will ease the stress
- Constantly feeling tired and lacking energy
- Impatience and irritability with people at work and at home
- Inability to concentrate

ASK What are some other symptoms of burnout? Who is most likely to experience it?

EXPLAIN Managers play an important role in dealing with burnout.

FLIP CHART



HOW MANAGERS CAN HELP DEAL WITH BURNOUT

- Create a supportive climate
- Encourage the expression of negative feelings
- Train and support supervisors
- Provide opportunities to understand employees as people
- Set realistic goals
- Recognize and reward achievement
- Make opportunities for staff realignment, either through temporary job change or promotion.
- Offer employees access to a career counseling program where they can talk about their career goals
- Make continuing education a part of every employee's career objective

ASK How many of these supportive actions are already being taken in your workplace? Which of them would be a high priority to implement in your area?

SOME STRESS IS NECESSARY**5 min.****KEY POINTS**

An appropriate amount of stress is an important part of being an effective person and employee.

The goal is to find a level of stress that is helpful in producing good results yet does not become debilitating.

ASK

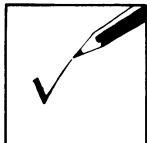
Can you think of a personal example from your academic or work life of a stress level that helped you produce good results?

PART II: LEARNING TO MANAGE STRESS

STRESS CHARTING

10 min.

EXERCISE



Ask participants to turn to page 26 of the book.

Think of the four main quadrants: home-family, work, social and leisure in terms of how you experience stress.

In each quadrant, write in some of the most frequent stressors you experience. Then, rank them in descending order of significance.

KEY POINT

If you keep a weekly stress journal, you will see a pattern of where the stress in your life is most significant. Taking responsibility for your own stress is a way of learning to manage stress in your life.

VIDEO

5 min.

TRAINER NOTE

Video Summary.

In the second segment of the video we learn that stress has both a mental and physical component. It's an internal reaction to external situations. Stress can create anxiety and result in exhaustion.

We see Beth, Phil and Barbara demonstrating five stress relievers: eating better, getting more exercise, using deep breathing, attaching more positive labels to people, tasks and events using visualization to calm down.

A sound mind and sound body—in harmony—will start you down the road to mental fitness.

This section of the video ends with a summary of the three stages of stress:

1. Alarm stage—reacting to an event.
2. Resistance stage—denying or confining your reaction.

3. Exhaustion stage—losing energy and experiencing physical and mental problems.

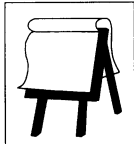
SHOW VIDEO View the second segment of the video.

Stop the tape when you see “III. *Maintaining Mental Fitness.*”

CONCEPTUAL METHODS OF COPING WITH STRESS 10 min.

TRAINER NOTE The following discussion points are covered on page 27 in the book.

FLIP CHART



CONCEPTUAL METHODS OF COPING WITH STRESS

- Change your internal attitudes/perceptions.
- Change your interaction with the environment.
- Change your physical ability to cope.
- Change your environment.

ASK What are some of examples for changing your internal attitude?

How about some examples of changing your interaction with the work environment?

How can you change your physical ability to cope with stress?

Sometimes avoiding a stressful environment is a good short-term solution. How can you place yourself in a different environment?

EXPRESS YOUR FEELINGS 15 min.

EXPLAIN Appropriately and constructively expressing your feelings is the best way to relieve the pressure that we call stress.

ASK What are some constructive ways of expressing your emotions?

(See page 30 of your book for some hints.)

EXERCISE

Review the list on page 30 and check those that fall within your comfort zone. Then add your own stress relievers. Finally, rank in order of preference the top five ways in which you express your feelings.

KEY POINT

Putting your feelings into words is often the key.

STRESS RELEASES AND SAFETY VALVES**15 min.****EXERCISE**

Invite participants to take an inventory of their stress releases and safety valves on pages 31 and 32 in their book.

(Place a check in the appropriate column. Try to be completely honest.)

Add the columns to total your score, then check the scale on page 33 to see how well you deal with stress.

KEY POINT

Review this book later and rate your self again.

CASE STUDY #1**20 min.****EXERCISE**

Divide the class into small groups. Have each group read the case study on page 35, make an assessment of the situation and recommend some safety valves for Maria.

(The author's views are on page 85.)

Ask a representative from each group to report out.

ASK

What is likely to happen if nothing changes this picture?

What "safety valves" would your group suggest?

KEY POINTS

Stress is a part of life. How much stress a person encounters and how she or he deals with it frequently has a direct connection with mental fitness and physical health.

Stress is essentially within us even though we may perceive it as coming from the outside. There are numerous ways for coping effectively with stress, for example expressing your feelings and implementing stress safety valves.

PART III: UNDERSTANDING YOURSELF AND OTHERS

RELATING TO OTHERS

15 min.

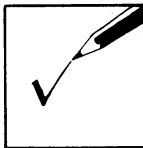
EXPLAIN

We all face problems. Understanding yourself and the things that trouble you most is an important step in solving them.

Our mental health is often determined by the way we work with and relate to others.

The more a person isolates him/herself, the more difficult it is to enjoy good mental health.

EXERCISE



Complete the exercise on page 39 of your book to help assess your style of relating to others. Be honest!

KEY POINTS

Learning to accept oneself as a unique person and to make the most of that self is an important step toward good mental health.

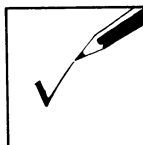
UNREALISTIC EXPECTATIONS

15 min.

EXPLAIN

False assumptions about individuals can produce unrealistic expectations. Sorting out what is realistic and unrealistic is an important part of personal growth.

EXERCISE



In the space provided on page 43, write a brief statement about any of the ten false assumptions that have caused you the most difficulty.

ASK

Do any of these sound familiar?

Would someone like to share the statement they drafted during this exercise?

KEY POINT

The following assumption are **false** and unrealistic. They work against understanding yourself and relationships with others:

- It is possible for everybody to like me
- I must be competent and adequate all of the time
- Other people are bad if they do not share my values
- “All is lost” when I get treated unfairly or experience rejection
- I cannot control or change my feelings
- Unless everything is structured and understandable, there is reason to be fearful or anxious
- Problems of the past that have influenced my life must continue to determine my feelings and behavior
- It is easier to avoid problems than to accept them and begin working toward a solution
- Life should be better than it is
- Health and happiness can be realized by waiting for somebody else to make something happen.

ASSESSING MY STRENGTHS**20 min.****EXPLAIN**

We often have more strengths than we realize. Others may see strengths in us that we minimize or do not recognize.

EXERCISE

Page 45 provides space for you to assess your strengths as you see them as well as how you perceive others see them.

Give participants 15 minutes to write honest and realistic statements about the following:

- Things I feel I do well.
- Things other people consider as my strengths.
- Things I can do for others to help them recognize and realize their strengths.

ASK

Is there some incongruity between what you feel is a strength and what you perceive others feel? (There often is.)

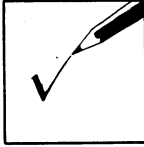
UNIVERSAL HUMAN NEEDS

15 min.

KEY POINTS

Knowing that others need to feel important, need to be appreciated, and need to have others interested in them is essential to building good human relationships.

EXERCISE



On page 47 of your book, read the list of universal human needs and then add any of your needs that are missing from it.

Next, rank the needs in order, with number one being your most important need.

ASK

Were any of you surprised by which of these needs you consider to be your most important? Do you feel your most important needs are being met?

KEY POINT

Human beings have many needs. When met, these needs help people stay emotionally healthy.

BUILDING BETTER RELATIONSHIPS

15 min.

KEY POINTS

Understanding and accepting yourself is the first step toward relating successfully to others.

EXERCISE



On page 49, circle the number that best represents the way you relate to others.

EXPLAIN

If you have more 1's and 2's than 4's or 5's, this may be an indication that you need additional work in learning to work with others

NEGATIVE PATTERNS IN INTERPERSONAL RELATIONSHIPS

10 min.

KEY POINT

Poor interpersonal habits are like old friends—they are hard to give up.

Being aware of how we relate to family and friends is an important first step. The second step is recognizing that we can change patterns that have brought us difficulty in the past.

EXERCISE



Page 51 lists some typical patterns that lead to relationship difficulties.

Use the space provided at the bottom of the page to jot down responses most closely resembling yours.

ASK

What are your reasons? Are there any other negative patterns in your “interpersonal style?”

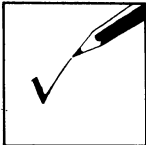
KEY POINTS

The ability to build warm and supportive relationships, without giving up your integrity or identity, is essential.

CASE STUDY #2

20 min.

EXERCISE



JOHN RELATES TO FAMILY AND FRIENDS

Divide participants into small groups.

After reading the case study on page 53, ask the groups to discuss what they think his chances are for making a change and recommend some changes.

Each group will report on John’s prognosis and their suggestions for him.

(The author’s views are on page 85).

Ask a representative from each group to report out.

ASK

What do you think his chances are for significant change?

What suggestions would your group make?

KEY POINT

Becoming more self-aware helps us understand why relationships are sometimes difficult. Accepting responsibility for conflicts and interpersonal problems is an important first step toward positive change.

PART IV: UNDERSTANDING MENTAL HEALTH

BASIC INGREDIENTS FOR GOOD MENTAL HEALTH

10 min.

KEY POINT

In its simplest form, mental health is the capacity to work (be productive) to love (have friends) and to play (renew one's self) with relative freedom from internal stress and without causing stress to others.

In another sense, mental health is the capacity to cope with all of life, including its joys and sorrows.

EXERCISE

Check the statements on page 57 that you feel apply to you.



EXPLAIN

None of us ever achieves total maturity, so don't be discouraged if you did not check all ten statements. However, to understand mental health, it is important to recognize some of the concepts related to emotional maturity.

KEY POINT

If you were able to check five or more items on page 57, you are on your way to emotional maturity.

Remember, life is an opportunity to learn and grow.

HOW IS YOUR MENTAL HEALTH?

15 min.

KEY POINTS

Learning about self can be an exciting adventure or journey. A necessary first step is exploring feelings about yourself and how you relate to others.

Everyone has a combination of emotions, attitudes and behaviors which creates a unique personality. You have considerable control over the items that make up your personality.

EXERCISE

Take the “pre-test” on page 61. Circle the answer that best describes you. Please be as honest as possible.

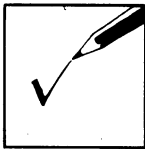
EXPLAIN

If you answered true to five or more statements, now is a good time to review your approach to life. *Managing Stress for Mental Fitness* can help you do that.

KEY POINT

As you learn more about yourself, you may learn to realistically accept limitations, or begin to see some previously unrecognized potential.

Learning to maximize your potential, once it is discovered, is what makes life challenging and exciting.

CASE STUDY #3**20 min.****EXERCISE****ROGER DEALS WITH A COMMON PROBLEM**

Divide participants into small groups for discussion.

After reading the case study on page 63, try to anticipate the emotional implications of this case and suggest what can or should be done.

Each group will report their list of consequences and suggestions.

(The author’s opinions are on page 85.)

ASK

Ask a representative from each group to report out.

What did your group think is likely to happen to Roger in terms of behavior and feelings if he doesn’t find a way to come out of his shell?

PART V: MAINTAINING GOOD MENTAL HEALTH

VIDEO

5 min.

TRAINER NOTE Video Summary

In the final segment, we see Barbara at work early, taking time for herself. She tells Beth she is planning to undertake a fitness campaign.

Participants learn that mental fitness is freedom from stress, without causing stress to others. It is the ability to be productive, to love, and to play.

Beth, Barbara, and Phil discuss five additional affirmative steps toward mental fitness:

Become aware of your needs. Let your needs be known. Barbara becomes aware of the need to share her feelings.

Demonstrate high self-esteem. Stop negative judgments of yourself and of others. Phil meets Barbara for coffee and helps her solve a problem.

Work to improve yourself. Allow and plan for successes. Beth enrolls in courses to complete a college degree.

Think positively. Find ways to help others. Barbara and Phil work out a plan dividing their work differently.

Learn to escape. Be willing to seek help if necessary. Phil makes plans with a friend to get out of the office routine for a while.

All our adjustments have two important qualities in common—building and maintaining self confidence and taking action to make things happen *for* you instead of *to* you.

VIEW THE VIDEO View the final section of the video: *“III. Maintaining Mental Fitness.”*

ASK What are some of the additional steps toward mental fitness depicted in the video?

TEN STEPS FOR MAINTAINING MENTAL FITNESS

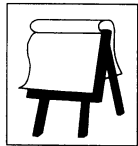
15 min.

TRAINER NOTE Section V begins on page 65 of the book. It will give participants some ideas on how to maintain improvements that they have made in their emotional fitness.

KEY POINT Nothing worthwhile is easy. However, once you become more mentally fit, it is important to maintain what you have accomplished.

EXPLAIN Pages 67 and 68 in your book discuss the ten steps.

FLIP CHART



TEN STEPS FOR MAINTAINING MENTAL FITNESS

1. Become aware of your needs.
2. Let your needs be known.
3. Demonstrate behavior that reflects high self-esteem.
4. Work to improve yourself.
5. Stop negative value judgments about yourself and others.
6. Allow and plan for successes.
7. Think positively.
8. Learn to escape when appropriate.
9. Find ways to help others.
10. Be willing to seek help when required.

TAKING ACTION IS THE KEY

CONFLICT RESOLUTION**5 min.**

EXPLAIN Several steps for dealing with interpersonal problems are listed on page 71.

ASK How do you feel when there is a conflict? What steps can you take to achieve openness when there is a conflict?

KEY POINTS To achieve openness:

- Have a genuine desire to improve the relationship
- Share understanding of your relationship.
- Be willing to risk letting the other person react naturally when working through interpersonal problems.
- Clarify the situation. Don't try to force someone to make a behavioral change.
- Time discussions as close to the problem as possible. Sometimes a cooling off period is necessary.

CASE STUDY #4**20 min.****EXERCISE****CAROL LOOKS AHEAD**

TRAINER NOTE Divide participants into small groups.

EXPLAIN After reading through the case study on page 73, jot down some ideas for helping Carol develop a support system.

(The author's views are on page 85.)

Ask a representative from each group to report out.

ASK What ideas did your group have about how Carol can develop a support system to help her in the years ahead?

KEY POINTS Reduced levels of stress and improved mental fitness are the rewards of this program.

REVIEW **10 min.**

EXPLAIN Congratulations, you've nearly completed the program.

But first, let's turn to page 75 in *Managing Stress for Mental Fitness* to review the main points that have been made.

KEY POINTS Stress and stressful situations are all around us.

Manage stress by learning your individual optimum level of stress.

Finding ways to make relationships meaningful and productive is an essential aspect of achieving and maintaining mental fitness.

To recognize the principles of good mental health you must recognize, understand and express your emotions.

Work to maintain and improve your mental fitness by learning, keeping a positive attitude, challenging your self and taking care of your health.

Taking action to improve your mental health requires considerable determination. This session and the book have outlined some of the rules. If you found them beneficial, review the book often as you explore further.

PERSONAL GOAL SETTING **20 min.**

KEY POINTS Goal setting is the key to maintaining positive mental health.

A person's goals should relate to his or her personal life, professional life, family life and community. They should relate to the long term (life goals) as well as the immediate future (next week).

Make sure the goals you establish are really yours and not those that others choose for you.

Interestingly, once goals have been established, they tend to be met.

ASK

What are the criteria the book lists for personal goals?

(They must be conceivable, believable, achievable and measurable.)

EXPLAIN

Goals are inappropriate when they are harmful to yourself or others and when they are owned or dictated by others.

KEY POINT

To be meaningful, goals should reach into areas where a person's potential may not be fully realized. Set targets at areas beyond ordinary achievement.

EXERCISE

Turn to pages 78-79.



PERSONAL GOALS

Using a pencil and the spaces provided for family, physical health, and community and civic goals, establish some personal goals for your life. A space is also provided for you to note other goals.

Once you've completed the Personal Goals exercise (you may need to finish it after this session) make a copy of pages 78-80 and file them in a safe place.

EXPLAIN

On a special day, such as your birthday, remove the list from your file and review what you wrote.

Make a habit to regularly review and revise your goals.

Life is more meaningful when you take responsibility for yourself.

READING REVIEW SELF-TEST**10 min.****EXPLAIN**

The assessment on page 83 will help you measure your progress in understanding mental health and becoming mentally fit.

EXERCISE

Test yourself by answering True or False to each statement on page 83.

KEY POINT

The answers are on page 84.

ASK

How well did you do?

PART VI: SUMMING IT ALL UP**LOOK AT OBJECTIVES, EVALUATE SESSION** **10 min.**

ASK Look back at your expectations of this session. Which have been met? Which will need further exploration?

EXPLAIN Look back at the objectives of this session.

- Understanding Stress.
- Learning to Manage Stress.
- Understanding Self and Others.
- Understanding Mental Health.
- Personal action planning to improve the quality of your emotional health.

ASK Have these objectives been accomplished?

EVALUATE Use either a written form or allow participants to discuss:

1. What did you gain from this session?
2. What are your recommendations for improvement?